



Berkeley Rose Waldorf School

Parent Handbook

2024-25

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A vision of the whole child, whose development –
physical, emotional, intellectual and spiritual – unfolds in stages,
A curriculum carefully designed to nurture
and support the growth of the child through each developmental stage,
With the goal of producing free human beings, capable, in themselves,
of imparting purpose and direction to their lives.
--Rudolf Steiner

WELCOME!

We are so glad that your family has chosen Berkeley Rose Waldorf School. You have become part of a community of families who share a common dream of providing their children a joyful, caring, rhythmic, imaginative, and wholesome environment to thrive in, and where all aspects of each child are supported and developed through academics, social/emotional health, and motor skills at the appropriate developmental time.

In all of its actions in the classroom, Berkeley Rose strives to:

- Respect and protect childhood
- Ensure our students become contributing and beneficial citizens of the world
- Follow the principles and standards of Waldorf education

As a community, Berkeley Rose strives to offer a compassionate, open, and diverse environment. Our school honors the world's cultural contributions within our curriculum and community festivals. It is a school that is accessible, accepting, and non-judgmental, working with families to explore and discover the best choices for their children in a culture brimming with options.

Berkeley Rose is a community that recognizes and celebrates diversity, welcoming students of any gender, race, religion, ethnic, and financial background. It does not discriminate on the basis of gender, race, color, socioeconomic status, gender identity, sexual orientation, national, or ethnic origin in the administration of its educational or admissions programs and policies. The school is a nonprofit 501(c)(3).

Our Early Childhood Programs encompass both nursery (Marigold and Rosebud) and Kindergarten (Sunflower and Poppy). Our nursery program serves children ages

2 years 9 months through 4 years. This program is licensed through the State of California. Kindergarten, not a licensed program, serves children between the ages of 4-6 years. The grades program serves 1st through 8th grade.

SCHOOL CONTACT INFORMATION

Address

215 Ridgeway Ave
Oakland CA 94611

Main Number, Fax & Voice Mail

(510) 859-ROSY (7679)

Email (general office)

office@berkeleyrose.org

PARENT PORTAL

Our [Parent Portal](#) will be used to access all of your family's information (emergency, contact, health, academic reports, attendance, etc.). A sign-up link is sent to all parents during the application process. You will be able to access your own personal information as well as your child's, including student reports. Please keep this information up to date.

Note: Our Parent Portal is: Ravenna Student Management (formerly known as BigSis).

WEEKLY COMMUNICATION

ParentSquare

Berkeley Rose Waldorf School uses ParentSquare to connect our school community. ParentSquare will streamline communication between you and your teachers, allow administration to send out important alerts, among many other features.

Weekly Newsletter

The school will send a weekly newsletter, each Friday afternoon, that will be sent via email to enrolled families. Upcoming events, festival preparation, community requests, and timely information will be included in this correspondence. Each weekly newsletter takes less than 5 minutes to read, in its entirety. **Please read!**

PARENT-TEACHER COMMUNICATION

It is important that teachers be informed about events in their students' lives that could affect their sense of well-being. Here are some examples of things you will want to share with your child's teacher:

- Your child has had a difficult morning or is anxious about coming to school.
- Your child's eating patterns have changed.
- There will be or has been a birth in the family.
- There is or has been an illness, hospitalization, or death in the family.
- There has been or will be a separation or divorce in the family.
- You or your spouse will be traveling.
- You are having visitors for an extended period.
- You are remodeling your house or moving.
- You are working longer hours.

Here are examples of things to tell the administrative Office, who in turn will share the information with the teacher:

- Your child will be absent. Please let us know the nature of any absence by emailing office@berkeleyrose.org or by calling before 8:30 a.m. Please also refer to the section below regarding [Absences](#).
- Someone not listed on your information/emergency form will pick up your child. We cannot release your child to anyone who is not on this form without your written permission.
- You (or someone else) will pick up your child at an unusual time. See [Drop-off & Pick-Up section](#) for more details.
- There is new medical information we need to know about, such as a newly discovered allergy.

Please respect our staff and teachers' time and privacy by calling the main number if your matter is not urgent or of a personal nature.

COMMUNICATION POLICY

The relationship between child, parent, and teacher is an important one, dependent on mutual respect, and openness. Parents are invited to share their questions and concerns at parent evenings, in scheduled conferences, and in conversations with their teacher. It is our hope that we can all grow and learn together in the spirit of community. The following policy arises out of the expectation that everyone will practice compassion, communicate directly and clearly, and expect the best from one another. We, at all times, encourage you to speak directly to the person with whom you have an issue, concern, question, or pressing matter.

Community-Wide Communications Policy

- Expect the best!
- Practice respectful communication at all times.
- Direct speech, which includes:
 - Speaking directly to the teacher, parent, employee, or colleague with whom you have an issue, concern, question, or pressing matter.
 - Avoiding third-party conversations.
 - Avoiding gossip and hurtful or critical speech when speaking about others.
 - Avoiding bringing concerns to the Office.
 - Avoiding the use of digital media to discuss or "air" important matters.

Berkeley Rose is a "content-free email/text" community. This means that all matters are discussed in-person or over the phone, never via email or text. Email/text should be used for planning and requesting meetings and phone conversations.

- Address issues in a timely manner. Be proactive; don't wait to bring something forward. We cannot move toward resolution if we are ignorant about a situation. Addressing issues early prevents further escalation of the situation or problem.
- Avoid speaking about your concerns (at home, the park, or at school) when your children or other parents are within earshot.
- Avoid ccing the class or other parents on any emails related to concerns. This creates unnecessary drama and defensiveness.

How to Address an Issue

We have the following protocol in place for anyone who needs to discuss an issue with a person at Berkeley Rose Waldorf School:

- Speak directly to the person with whom you have a concern, question, or pressing matter.
- The person will summarize back to you what they hear, and provide you with a plan for a resolution and timeline, if necessary. If more consultation is needed with colleagues, they will schedule a second meeting with you to discuss the timeline/plan.
- Allow the person-of-concern time to respond appropriately, avoiding "checking in", before the proposed follow-up meeting.
- Have a follow-up conversation regarding the issue. This provides an opportunity for both parties to update, clarify, and respond. It keeps the concerned party involved and in direct dialogue about the issue.
- If things remain unresolved after the first 4 steps, it is time to request assistance ([see below](#)).

Group/Email Communication List Guidelines

The school provides the parents with a class group via ParentSquare and a parents email group via parentsofbrs@berkeleyrose.org as a forum for parents to share news, make asks, and communicate. We ask that parents please do so with these guidelines in mind at all times:

1. If you have a grievance with an individual, please contact them directly and provide them with an opportunity for a conversation. One of the most important values of our school is direct communication, which is outlined in our [community communication guidelines](#).
2. If you are concerned about how the groups are being used and have questions about what types of posts are allowed, please contact the administration by emailing office@berkeleyrose.org.
3. The parents email group is currently moderated by the school. We try to guide contentious conversations offline and maintain this forum for mundane matters. If an individual violates our forum communication guidelines we reserve the right to ban and/or remove them from the list.
4. You can change your settings to receive a daily or weekly digest or opt out of emails entirely (from the parents email group) and still be able to access the parent forum online via your Google Groups. You don't need a gmail account to access your Google Groups. If you have questions about how to do this, please contact office@berkeleyrose.org. If you are not happy with the amount of emails you are receiving - this parent group is quite active in their posts - please log into your Google Group settings and change your delivery settings, or alert anaolga@berkeleyrose.org for help. By default, all parents are added to the parents Google Group and are set to receive each email as it is generated at the beginning of each school year.
5. Lastly, please be kind, whether you are giving or receiving feedback, and please attempt to resolve grievances among yourselves and not over the airwaves.

We've outlined some basic do's and don'ts. [Here is a link](#) that gives more explicit examples of direct communication that we have not yet mentioned. It does not cover all situations that may arise, but it is a good starting point.

PROTOCOL FOR RESOLUTION OF CONCERNS

It is important for parents and teachers to know where to go and what to do when they have concerns. The Faculty, Administration, and Board together have formulated procedures for resolving misunderstandings, concerns or issues which may arise in the school. We encourage anyone with a concern to trust this process and engage in it. Bringing mutual needs and concerns to light and having open conversations about them with one another is vital to the health and strength of the school community. The Faculty, Board, and Administration are committed to doing their part to foster better understanding and good communication.

[Here is a link to our complete Protocol for Resolution of Concerns](#)

LEADERSHIP AND GOVERNANCE

Leadership in Waldorf Schools is collaborative and service-oriented. The day-to-day operational leadership of Berkeley Rose Waldorf School is handled by the School Director (Rachael Flug), the pedagogical by the Faculty Chair (Vasilica Hall) and the Steering Council. They meet weekly during the school year to make important decisions, respond to issues as they arise, and to steer the organization according to its agreed-upon values in the direction of agreed-upon goals. The Steering Council is made up of experienced teachers, the Faculty Chair, and the School Director.

Fiduciary, financial, and legal leadership of the school, as well as strategy and long-range vision, is vested in the Board of Trustees. The Board Chair is consulted for advice on operational issues when Board input would be helpful. The Board of Trustees meets monthly. The School Director and one member of Steering are ex officio voting members.

In addition to the Steering Council, many pedagogical decisions are made by the “departments” that lead different programs. These departments are made up of the lead teachers in different working groups, including Early Childhood, Grades, Upper Grades, Administration, and Specialty Teachers. These departments meet regularly and deliberate on all decisions that primarily affect that program in the school. Additionally, there are a number of committees that meet regularly to lead differing areas of work in the school. For example, there is a Hiring Committee that hires faculty staff members and a Festivals Committee that leads the festivals at the school.

The Administrative staff meet weekly and carry responsibilities and leadership in all non pedagogical areas. They are present throughout the school year, during the summer and other school breaks when many Faculty are not required to be on campus.

The entire Faculty, Administration, and Board (“FAB”) meet once or twice annually, and the Board and Steering Council also meet.

Parents also lead many committees and/or groups, including the WIDE (Waldorf Inclusion, Diversity, and Equity) Committee which brings an important lens to all our strivings. The WIDE Committee has generated subcommittees that do important focused work with a WIDE perspective. Other committees that parents also participate on are the Literary, the Gardening and the Site (a Board committee).

PARENT EVENINGS

Berkeley Rose schedules evenings with its parent body several times a year. Within these meetings, teachers and parents will explore the curriculum, work on projects, and discuss various topics that support and enhance the Waldorf education experience. There is an important social aspect to these occasions in that they help build a circle of loving adults around the children. Please save the dates listed on your calendar and plan on attending. Both parents are highly encouraged to attend.

EARLY CHILDHOOD HOME VISITS & CONFERENCES

Visits with new families, in their homes, are scheduled before the fall term begins for all Early Childhood classes, as well as first grade. They give the children an opportunity to feel the connection between home and school. These visits also give the teacher a picture of the child's home or family life, which can be helpful in understanding the child more deeply.

Bi-annual parent-teacher conferences provide an opportunity for sharing impressions, concerns, and goals for the child by both parent and teacher, and can deepen our understanding of the child as well as strengthen our work together. They usually occur during the late fall and in the spring. The child will not be present at these meetings. Your teacher will provide more information.

It is important for both parents to attend. If the parents are separated, we are not able to accommodate two separate conferences.

GRADES PARENT-TEACHER CONFERENCES & PROGRESS REPORTS

Two parent-teacher conferences are scheduled during the school year for all grades. Conferences are scheduled in the fall and spring. It is important for both parents to attend. If the parents are separated, we are not able to accommodate two separate conferences. Mid-year progress reports are provided for second through eighth grade and are provided in January of each year. A final progress report is provided at year's end for all Grades children. It is our school policy that a report card will be written for any student who has attended our school for six weeks or longer. Final conferences and reports reflect on the goals/performance for the year and include recommendations for the summer. Reports are accessed through our Ravenna Student Management (formerly known as BigSis) Portal. Please note that there is only one conference per child, and separated parents must meet together with the teacher so that the same information is shared with both parents.

ADMINISTRATIVE AND FINANCIAL POLICIES

Rolling Enrollment

In the fall or early winter of each year a parent notification is sent out with details of next year's tuition rates and annual deposit. The deposit will ensure that your child's spot is held in their class for the following school year. The deposit is non-refundable and will be applied to the last tuition payment of the following school year. Tuition payments for the following school year start in June.

Enrollment Forms

Parents are provided with information and enrollment forms through our Ravenna Student Management (formerly known as BigSis) Portal. Early Childhood Forms include, but are not limited to:

Child's Pre-Admission Health History, Parent's Report

Child's Pre-Admission Health History, Physician's Report, including immunization records
Childcare Center Notification of Parents' Rights
Personal Rights
Identification and Emergency Information
Consent for Emergency Medical Treatment

ALL forms must be filled out, signed and returned to the Office **before** the start of the school year. The administrative staff must be given sufficient time to review and record all student forms prior to the student's attendance.

Prior to attendance at Berkeley Rose Waldorf School, all children shall be immunized against diseases as required by the California Code of Regulations, SB-277. The medical record form for any child starting school for the first time must be returned to the Office prior to the enrollment of a child. Students transferring from another school need to have their student files, which should include their current immunization record, sent to our registrar before beginning school but no later than 30 days after starting at BRWS info@berkeleyrose.org

Payment Options

Tuition and all other school-related payments are handled by FACTS Tuition Management. This service allows the school to be more flexible in the payment options given to its families, and provides families the ability to create a payment plan over the course of the school year, in addition to providing receipts, payment assistance, and optional tuition insurance. A small registration fee is charged each year by the FACTS system.

Families may securely and easily set up automatic bank-withdrawals. They can also set up credit card payments through their FACTS account (see FACTS for credit card fees)

Bounced checks will incur a \$25 returned-check fee. A late fee of \$50 will be charged automatically by FACTS when a payment becomes 7 days past due.

Any unpaid balance as of June 1st each year will accrue interest at the rate of 1/2% per month, compounded monthly.

Berkeley Rose Waldorf School reserves the right to refuse a child entry into class for non-payment of tuition.

Should there be any change in tuition during the course of the academic year, you will receive 30 days written notice.

Tuition & Deposit Obligations & Refunds

Berkeley Rose Waldorf School cannot reimburse families for absence due to illness or temporary withdrawal. Refunds will be granted based on the terms described below.

Deposit

- Each student is required to pay a non-refundable Deposit each Academic Year. The Deposit is subject to change through rolling enrollment and will be announced no later than February 1 for the following school year.

Tuition Obligations & Refunds

- Please refer to your signed 'Rolling Enrollment Contract' for details which can be found on your Ravenna Student Management (formerly known as BigSis) account under the "Admissions" tab.

Changes of Staff/Teachers

All staff members and faculty are hired on an at-will basis, and may leave or be terminated at any time. The family understands it is enrolling the child in the school to receive a Waldorf education, therefore, the dismissal or departure of a teacher does not constitute grounds for a child to leave the program, or a family to be released from financial obligation. In addition, a change in enrollment in a program or class may affect the number of assistants or specialists employed, but will not compromise curriculum/services offered.

School Closures

The school may be required to close operations due to unforeseen disasters, such as flood, fire, earthquake, pandemic, or similar acts of God and families would be responsible for care in this instance. If the school needs to close for more than 3 consecutive weekdays, these days may be made up at the end of the school year.

Agreements Signed in the Rolling Enrollment Contract

Each family is provided with a copy of the Rolling Enrollment Contract signed and submitted to the school (online via Ravenna Student Management). If you have not had all of your questions answered in regard to this contract, please contact the Administrative Office or email: info@berkeleyrose.org.

As part of the Rolling Enrollment Contract each family agrees to the following:

- I have read and agree to the contract terms and conditions and agree to pay tuition on time according to the schedule I select within the FACTS tuition management system.
- I understand that the student Deposit is non-refundable.
- I understand that Berkeley Rose Waldorf School may, without exclusion of other actions, withhold school records or suspend enrollment of the student if tuition obligations are not met by the parents or guardians.
- I understand that Berkeley Rose Waldorf School reserves the right to expel any student who demonstrates repeated behavior that is destructive/harmful to the school environment, experience, or other enrolled students, or the student is not willing to abide by school policies.
- I understand that my child may be expelled as a result of uncooperative behavior from the parent/guardian.

Student Withdrawal

In the event that you need to withdraw your child from Berkeley Rose Waldorf School, please notify your child's teacher, then download, complete and submit the [Student Withdrawal Form](#):

1. Fill in the appropriate information

2. Email info@berkeleyrose.org with the attached form OR return the form by mail OR drop off at the Office

Please refer to your Enrollment Contract for details regarding Tuition Obligations & Refunds, which can be found on your Ravenna Student Management (formerly known as BigSis) account under the “Admissions” tab. The school budgets for its needs and commits financial resources in advance of the start of the school year based on the contractual commitment of families. As the school spends money to prepare for your child’s attendance, it is necessary to have a policy on tuition refunds which does not disadvantage the school if a family withdraws a student or a student is dismissed before the end of the school year.

WELLNESS GUIDELINES

Your child’s right to and need for a safe, healthy environment is one of Berkeley Rose’s top priorities. All Berkeley Rose Waldorf School employees are trained in CPR and First Aid. For the wellness of the teachers and the children who attend Berkeley Rose and their families, we request that each family do its part in ensuring a healthy school and home environment. Please make sure that you have a plan in place for when your child is ill or needs to be picked up from school. State law requires that our school have a health policy in place, and that it include certain guidelines.

It is in your child’s best interest to have a yearly check-up, especially if they are less than seven years old. A physical examination is required by state law before entering school.

Well-Being

Berkeley Rose Waldorf School teachers take a special interest in your child’s health and would be happy to discuss it with you at any time. A well-rested child who is dressed warmly and fed a wholesome diet is best prepared to withstand the onslaught of winter colds and ailments. It is normal, however, for children to experience illnesses as they grow. Children often need to explore and play very close to each other. Social interactions, physical exercise, and creative play are all learning activities. At our school we strive to provide an environment that promotes healthy, active children. We encourage children to wash hands regularly, and discourage sharing food.

Sleep

When children are well-rested, their day generally flows in a harmonious way. Just as children are carried along by the regular rhythms of the school day, so they are nourished by the regular rhythms at home. As difficult as it is in these modern times to establish set mealtimes and bedtimes, we strongly encourage you to do so. It is very important for young children to go to bed at the same time every night, and we recommend that this be no later than 7pm for younger students and 8pm for older students. Please feel free to contact your teacher if you would like some ideas for making this transition a successful one for parent and child.

Diet

We find that providing your child, three meals a day of whole foods free of pesticides, and synthetic ingredients will help them to feel well throughout the day. We encourage providing balanced meals and healthy snacks for your child each day. Please see the [Food section](#) of this handbook for more information.

Food Allergy Policy

The school recognizes that sometimes food allergies can represent a health and safety hazard, which can have serious consequences for those individuals who have them. The school will, on a case by case basis, determine the level of restriction needed to protect a child that has such an allergy. Each year, the school will create an internal list of students with allergies. The school, the teacher, and the family work together to create a plan for keeping the child safe. This plan is individualized based on the age of the child, the allergen, the severity of the allergy, and the interventions available in the event of an exposure. Allergy information is shared with staff. Berkeley Rose Waldorf School follows this same approach for peanuts.

Developing Illness

As parents, you know better than the teacher how your child appears and acts when they are ill. It is extremely important that children stay home if they are not feeling well or are experiencing symptoms that indicate they may be coming down with an illness. If they develop symptoms at school, guardians will be contacted and the child will be sent home. The Office has a small sick bed where the child can stay for up to one hour, but we ask that every effort be made to pick up as soon as possible. Staff will reach out to other emergency contacts if the child's guardians cannot be reached.

After an illness, children often appear healthy in the morning, but are still not up to the vigorous activity of school. See the Berkeley Rose Waldorf School [Health Policy](#) below and please refer to it for our guidelines on illnesses, when it is OK to return to school and how to help keep Berkeley Rose a healthy environment.

Medications at School

Please give your child medicine at home, including herbs, vitamins, and supplements. If a child must take medication at school, it must come in its original container on which the instructions are clearly legible. Parents must also complete paperwork before any over-the-counter medication can be administered at the school. This form can be attained in person at the Office, or by emailing office@berkeleyrose.org. In the case of prescribed medication, a written statement is required by both the parent and the child's physician with the name of the drug, the dose, approximate time it is to be taken, and the diagnosis or reason the medication is needed. Children are not to have medicine in their lunches or backpacks; it is to be handled adult-to-adult.

Injuries at School

Cuts and scrapes are washed with water and soap and bandaged, if applicable. Bumps will receive a cold compress. More serious injuries, such as a bite from another child, are documented (with an internal form for Grades students, and a licensing form for Nursery students), and a phone call to the parent (and to licensing for Nursery students). If we suspect a possible broken bone or the need for stitches, we will call the parents at work and home and if we can't get hold of you, we will proceed to call your emergency contacts. We can not take them to Urgent care as they will not see them without a parent present.

It is very important that you keep contact info for parents and emergency contacts updated with the school.

In an emergency, we will use the information you have provided regarding contact numbers, physician's name and phone numbers, and specific instructions. In case no parent or guardian can be reached, your signed consent may allow us to give the medical attention your child might need.

Special Accommodations

Please let the school Office and your child's teacher know if your child requires accommodations of any kind. It is helpful to your child if new information is shared with the school as it becomes available. For example, make sure to let us know if your child suddenly needs glasses or has a hearing loss or any other physical condition that requires special attention. Inform us of any allergies so that we do not mistake those symptoms (sneezing, wheezing, watery eyes) for symptoms of contagion.

If your child has had a speech and language evaluation, or any other outside assessment or evaluation, please be sure that the Office has a copy of the report for our files and please share that information with your child's teacher.

Special Needs Services

As a young and developing school at this time, Berkeley Rose Waldorf School does not offer programs for significant medical, cognitive, psychological, or developmental disabilities. Berkeley Rose will do its best to refer parents to a program that may best serve the needs of the particular child.

Adaptive Programs

If your child needs an adaptive program for any reason, please communicate these needs to your child's teacher. Berkeley Rose will make every attempt to comply with your requests. However, we cannot guarantee compliance in every case.

Referrals and Educational Recommendations

Your child's teacher might recommend an outside assessment or evaluation based upon observations, participation, and performance in the classroom. These evaluations include, but are not limited to:

- Hearing/eye/medical exam
- Psychotherapy/counseling
- Nutritional support
- Sensory-motor evaluations
- Speech therapy/occupational therapy
- Anthroposophical approaches and therapies

California Department of Health Services Illness Guidelines

We are required by the Department of Social and Health Services to report any suspicion of child abuse to Child Protective Services immediately.

If there is a reported case of a contagious disease at Berkeley Rose and your child is not vaccinated against the disease, or does not have documentation of a medical diagnosis of having had it, State law requires that you keep your child home for a medically determined period of time. In cases of life-threatening disease, State law also might request that you seek medical attention under the supervision of an appointed social worker.

If a child shows signs of illness, Berkeley Rose and its employees are required by law to reserve the right to refuse to care for the child's illness and/ or request early pick-up.

Please research your options for sick-child care and alternate care, and have plans in place, should an illness arise.

Health Policy

Families must report to Berkeley Rose any highly infectious conditions [COVID, measles, "chicken pox" (varicella) ringworm, head lice, etc.] that any member of the family contracts.

Each family must notify Berkeley Rose and keep a child home when they:

- Exhibit any symptoms related to Covid-19
Symptoms related to Covid-19 are: fever of 100°F+ or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting and diarrhea (from cdc.gov).
- Have a fever of 100°F+ (the child can return after being fever-free for 24 hours).
- Have diarrhea.
- Have developed a clear, persistent, watery nasal discharge (children are most contagious at this stage).
- Have nasal discharge that they cannot responsibly address on their own with proper hygienic care.
- Have developed a rash that is unexplained and has not been diagnosed by a doctor (doctor diagnosis required by law).
- Show signs of illness (overly tired; irritable; excessive/painful coughing; not eating; complaining of aches/pains/sore throat; flushed; signs of rash; red and itchy/crusty eyes; etc).
- Contracts lice (all children must be free of lice at school).
- Have vomited, unless the vomiting is caused by something that was eaten or car sickness and if the parent knows the cause is not contagious. A child will be sent home if they vomit at school, since we do not know the cause and the school needs to prevent further illness. The child can return after 24 hours have passed after vomiting if they are feeling better.

Berkeley Rose does not share or disclose personal health information, unless required to by law.

Please explain the following school rules (health policies) to your child:

- Please cough into the crook of the arm
- Please wash hands after using the restroom, after blowing the nose, and before eating
- Please do not share food or drink during school hours
- Please use the restroom for urinating/defecating (not outdoors)
- Please do not share combs or brushes with others

Food

We respect varying dietary needs and personal choice. We also acknowledge the effect diet has on the learning environment. Children learn best when they are nourished with healthy food. We recommend that lunches include protein, vegetables, fruit, and healthy fats.

EARLY CHILDHOOD PROGRAM ONLY

The snacks we provide the children are of the highest quality. When possible, organic foods are used; free-range eggs; honey instead of refined sugar; and so on. Each child's special needs are considered. Therefore, if your child has allergies or dietary considerations, please note them in the "Child's Preadmission Health History; Parent's Report" form you were asked to complete upon your enrollment (all enrollment forms can be found in your enrollment packet sent via Ravenna Student Management (formerly known as BigSis).

Lunch & Snack Guidelines

Snacks and Lunches should be brought from home each day for children in our Grades programs (1st through 8th). However, snack is served to all children each day in the early childhood morning programs, including nursery and kindergarten.

Each day, your child will need to bring a healthy lunch from home. It is with the intention of best supporting our students that the following guidelines are offered:

- Please no soda, candy, overly sweetened treats, candy bars or gum.
- Please no sport drinks - these drinks are high in sugars, additives, and dyes.
- Please no food sharing - so that your child will eat what you pack for their lunch.

At the Parent Orientation Evening in August, your child's teacher may provide more details about what foods your child could bring.

Please note that we are unable to heat up or refrigerate individual lunches for children. Children will be asked to bring uneaten food and any compostable materials, like banana peels, home for proper composting.

Packaging

We also ask that you be mindful to not create extra garbage with prepackaged foods and use reusable containers as much as possible. This is an important part of our children's education.

Lunch Backpacks and Baskets

Nursery children bring their lunches to school in a handheld basket, except when specified by the teacher.

Kindergarten and Grades children can bring their lunch and water bottles to school in a backpack. We recommend that Kindergarten children use a medium-size backpack.

SAFETY PROCEDURES

Our top priority at Berkeley Rose Waldorf School is the health and safety of our students. We want to assure you that BRWS' Emergency Plan is in place to respond to different emergency situations such as an earthquake, a fire, or a shelter-in-place/lock-down. There are also procedures for family reunification after such an event.

The school regularly conducts drill exercises to familiarize students, teachers, and staff with the school protocols.

What You Can Do To Prepare For A School Emergency

Please review and take the following actions, so that if an emergency takes place your child is safe:

1. Ensure that your child's emergency contact information is accurate, current, and updated in our Ravenna Student Management (formerly known as BigSis) database. If you update this information throughout the school year, please email office@berkeleyrose.org to notify them of the change.
2. Nursery children need to be signed-in and signed-out on the daily roster provided. Any nursery child that is at school requires a parent signature and a parent will be called back to school if the roster has not been signed. This is a licensing requirement.
3. Anytime you pick up your child early from school it is important that they are signed out; for Nursery children on the roster and for kindergarten and grades children at the front desk.
4. Send a 1 gallon ziplock bag with your child's name clearly marked. In this bag place a few non-perishable snacks. Food should be low in sugar. Please drop bags off at the front office the first week of school (they will be returned at the end of the school year).

Note: The school has a supply of water for emergency purposes.

In Case Of A School Emergency

Although your first reaction would be to call or rush to the school, please follow the steps listed below:

1. **DO NOT** call or rush to school. Phone lines and staff are needed for emergency response efforts.
2. **DO NOT** phone/text your child's teacher. Phone lines and faculty are needed for emergency response efforts and therefore are discouraged from using cell phone communication.
3. **LOOK FOR** our Emergency Message through ParentSquare for information regarding safety, location and estimated time of pick up. In the case of an Emergency, and as soon as we are able, this message will be sent out.

How Will I Be Reunited With My Child?

This is what you need to know to be reunited with your child/children:

Parents/guardians will be directed by school or public safety officials to their child's specific location. This information will be distributed via ParentSquare.

Students will be released **ONLY** to parents/guardians or other designated individuals who are documented as emergency contacts and authorized to take your child from school. All individuals will be required to present a valid ID such as a driver's license. Please remember to bring your ID with you, and inform your child's emergency contacts that they will be required to show proper identification if they are picking up your child. The reunification process can be time consuming, so everyone is urged to be patient.

The alternate location for emergency pick-up is: Chapel of Memories Columbarium, 4401 Howe St, Oakland, CA 94611.

The school has a detailed emergency response protocol, required by licensing, which is posted at the school and in the school's emergency response binder.

PARK SAFETY PLANS

Berkeley Rose is an urban school and as such utilizes nearby parks for many of its outdoor periods in kindergarten and the grades. Berkeley Rose has been utilizing the public park system on a daily basis since its founding in 2009, and has developed safety rules and plans to ensure the children have an enjoyable time at the park.

Children are accompanied by an adult while walking to the park using the sidewalk and crosswalks when available. Field trip and park supervision is provided by adults who are teachers or employees at Berkeley Rose or interns, volunteers, and/or parents. *Except for parents, adults are required to have passed fingerprinting/ background checks, and all of our teachers are required to have received CPR/First Aid and safety protocol training.*

Park and Neighborhood Walks

Ratios for the kindergarten and grades programs' park/walk time are as follows:

- Kindergarten: One teacher to 10 children. Over 10 children: teacher and other adult.
- Grades 1-8: Lead Teachers walk with their classes to nearby parks.

The adults/teachers will have with them:

- First aid kit
- Cell phone

According to the outing and the group's needs, teacher's protocol will include:

- Headcounts
- Creating a "safe container" for the children by choosing the best vantage point for viewing their activity.
- Adults will regularly review with children both respectful play and park rules. If these expectations are not met, the child will sit out for a period of time with the adult.
- Boundary/usage rules and meeting spots (in the event of two adult-led groups separating) vary by park/field trip location. Please see your teacher for details.

Regarding Dogs at Parks: Dogs frequent all parks. The school has developed the following protocol to mitigate potential problems relating to their presence:

- Children will be regularly reminded not to play near or to approach dogs, nor attempt to pet them.
- Teacher/adult will assess the safety of a situation if a dog is present (leashed or not).
- If the adult assesses that the dog poses a threat, the adult will either ask the dog owner to leash the dog or move to a different part of the park. Alternatively, the adult/teacher will move the children to a different area of the park or return to school.
- Adults will avoid confrontations with dog owners, and will direct dog owners to speak with the school administration, should a request for conversation arise.
- Parents will be notified should an unusual incident arise as teachers see fit.

Regarding people at the parks: Public parks are open to anyone; the school has developed the following protocol to mitigate potential problems relating to people exhibiting undesirable behavior:

- Adults will observe those using the park space upon arrival, and plan usage accordingly.
- Adults will assess the behavior of all park attendees around the children at all times.
- If a person in the park is behaving or speaking inappropriately, the adult will move the children to another area of the park or return to school, depending on the situation.

- In the event of an incident, the supervising adult will call the school Office to inform them of the class's departure and request that they call the police and/or the parks department.
- Parents will be notified should an unusual incident arise.

Off-Campus Field Trips Grades 2-8

- Class teachers accompany classes on field trips and also request parents to assist with chaperoning.
- Class teachers determine the itinerary, including how food is handled.
- Class teachers determine seating in the cars and placements for the tents or cabins. Children will be seated in the backseat, though parents of older children may give permission for their child to sit in the front seat. All seat belt rules are enforced by drivers.
- Drivers and other chaperones are also asked to uphold the school rule about electronics. Children riding in cars are not allowed to use cell phones, iPods, iPads, video games, or any electronic device during the trips. We also ask chaperones to keep the radio turned off, encouraging children to engage with each other on the trip.
- Chaperones are asked to model courtesy to field trip hosts and compliance with guidelines and expectations put forth by the hosts.

Emergency Numbers

Berkeley Rose Waldorf School: (510) 859-7679

Non-Emergency Oakland Police: (510) 777-3333

Note: Dialing 911 from a cell phone puts you in touch with the highway patrol--always use the city's local emergency phone number for more immediate and accurate response.

Park Addresses

[Mosswood Park, 3612 Webster St, Oakland, CA 94609](#)

[Morcom Rose Garden, 700 Jean St, Oakland, CA 94610](#)

[Top o' Dwight Park: 3099-2977 Dwight Way, Berkeley](#)

[Clark Kerr Campus: Warring St & Parker St, Berkeley](#)

[Codornices Park: 1201 Euclid Ave, Berkeley](#)

[Strawberry Creek Park: 1260 Allston Way, Berkeley](#)

[Live Oak Park: 1301 Shattuck Ave, Berkeley](#)

SITE PROCEDURES

Berkeley Rose does not provide transportation for students at the school, therefore, we encourage walking, biking, carpooling, and alternative methods of transport. Please feel free to get in touch with the Office (office@berkeleyrose.org) if you would like to carpool.

Parking

Our school is like many urban schools in the area with limited parking. The white zone, in front of our school, is reserved for loading and unloading. Drivers may **not** leave the car unattended in the white zone **at any time**. Please see your child's program in [Drop-off & Pick-up](#), below, for more information on the drop-off process. The streets surrounding our school offers both all day parking and free 2-hour parking. If you will be at the school campus longer than two hours, we recommend that you drive around to find an all day parking spot. Most of the neighborhood streets have dedicated street cleaning times. Please note these carefully!

Please be aware of the below time windows in which you must drop-off and pick-up your children.

Day and Hours of Operation

The School Office is open Monday - Friday from 8am to 5:30pm.

Program hours are as follows:

DROP-OFF & PICK-UP

Program Hours*

Nursery	8:30am - 12:30pm
Kindergarten	8:30am - 1:00pm
First - Second Grade	8:15am - 2:30pm
Third - Fifth Grade	8:15am - 3:00pm
Sixth - Eighth Grade	8:15am - 3:10pm

*All Grades pick up time is 1:45pm on Thursday

Curbside Drop-Off

Parents and other caregivers have the option to drop Grades children off at the front of the school in the white, drop-off zone between 8:00 - 8:15am. The play-yard will be open and supervised for Grades children during this time. Grades classrooms will be open at 8:15am.

Please note: The drop-off zone is monitored by Administrative staff between 8:00am and 8:30am only, and no drop-offs are allowed outside of that time period.

We recommend Kindergarten parents park and walk their children to school.

Caregivers of Nursery students must park and accompany their children to the classroom.

Grade Students

Students in Grade 2 through Grade 8 start their morning on the basketball court between 8:00 - 8:15am. They may go directly to their classrooms at 8:13am, or after the morning bell. Please see [Late Arrivals](#) if they arrive after 8:15am.

Students in Grade 1 will go directly to their classroom, until they return from their Winter break, when they can join the older grades drop-off procedure. See above.

Late Arrivals

For safety reasons, the Office MUST know which students are on campus each day. If, for some reason, your Grade or Kindergarten child is late and arrives after 8:15am or 8:30am respectively:

- Bring, or have your child come in through the Front Office.
- Front Office staff will provide your Grades' child with a late slip, which they are to hand to their teacher.

Early Childhood Program

It is important that all children arrive on time, ready to begin their day with their classes. It is always best to connect with the teacher and allow your child to also make that connection.

Your child's teacher will share drop-off and pick-up details at your class Orientation Evening. Please note that the Early Childhood nursery and kindergarten classes are not "drop-in" programs. Activities are planned that follow daily, weekly, monthly and seasonal rhythms and the children, therefore, are expected to attend each day. The day is best taken as a whole. It is designed to be a balance of experiences.

Please be aware that the teachers are preparing their classrooms or saying farewell, so please keep your children as peaceful as possible while in the halls before and after school.

Please always supervise your child after signing out. Before and after school, do not allow your children to play unsupervised on the adjoining sidewalks or driveways.

At the end of the day children who are staying for the Afternoon Program, and any who have not been picked up 10 minutes after the handshake/goodbye, will be dismissed to the Afternoon Program teacher. Drop-in fees will be charged for children who are admitted for late pick-ups.

Important : Due to space limitations there are no drop ins allowed for Nursery unless it has been pre approved. Please see Nursery After Care for more details.

Nursery: Signing In & Out

In the nursery programs, it is required by State law that parents sign their children in and out of school on a daily basis. This form is used to track the children; to know at a glance how many children are present.

An emergency-response person (firefighter, etc.) would look at this to see how many children are currently attending. It is essential that this form is accurate every minute of the day. Your full signature is required in the designated area. Sign for your carpool children as well. If you forget to sign in your child(ren) we will telephone you to come back to the school to do so.

Pick-Up

Every parent or other authorized adult has access to their child at any time during hours of operation. Parents must list any adult authorized to pick up their child on their child's 'Other Contacts' field in our Ravenna Student Management (formerly known as BigSis) database; that person will be required to show a photo ID to the Office staff and have it copied and put on record as an alternate adult who can pick up your child. These adults must check in with the Office prior to pick-up the first time. Parents must inform the teacher each time their child will go home with another adult.

Nursery parents can note this on the sign in/out sheet in the "comments" field, and should be verbally confirmed with the teacher during drop-off.

Please see the administrative Office if there is anyone who should **not** sign out your child (for legal reasons), or if you need to add another person to your approved pick-up list.

Pick-up Procedures at the End of Regular School Day Program

- Early Childhood (Nursery and Kindergarten): Caregivers must park their cars and walk to pick up their children directly from the teacher.
- Grades: Caregivers may either park their cars in the neighborhood, walk to the school and meet their children at the front of the school OR remain in their cars in the white

loading zone in front of the school. Curbside pick-up at 1:45pm on Thursdays; at 2:30pm for Grades 1 and 2, at 3:00pm for Grades 3 - 5 and 3:10pm for Grade 8 every day except Thursday.

- Cars may **NOT** be left unattended in the white loading zone in front of the school during drop-off or pick-up hours (7:30am to 6pm). Doing so may result in a ticket.

Kindergarten and Grades Early Pick-Up

If your child needs to leave early, please email your teacher and office@berkeleyrose.org to inform the school of the date, time and reason. Early pick-ups and late drop-offs, for any reason, are disruptive for both the child and the class and we ask that you minimize them as much as possible. If you need to pick up or drop-off during school hours we ask you to email your teacher to confirm that your proposed time is at one of the natural transitions in your child's program, and if not, please adjust accordingly. When you pick up your child early or drop them off during the day, please stop by the front desk and sign the late drop-off/early pick-up log book. In the case of early pick-ups, one of our administrative staff will collect your child from the classroom.

Grades 4 and 5 - Self Sign-Out

Students who are in Grade 4 and 5 can be dismissed without an adult present if the student demonstrates readiness that is agreed upon by both the parents and their class teacher. In order to set up a '[Self Sign-Out Permission](#)', these are the steps that need to be followed:

- Parent requests a 'Student Self Sign-Out Permission Form' from the Front Office staff.
- Parent fills out the required information and submits the form back to the Office for teacher review and approval. The form must be turned into the Office at least one week in advance (same day requests will not be accepted).
- Teacher will discuss the matter further with the parents and/or sign the form and provide it back to the Front Office so that the student can Sign-Out without an adult present.

It is important for your child to know that they are to be dismissed by a teacher and then depart immediately to their destination, as it is disruptive to the teachers and other students if they hang out in front of or around the school. Children are not to return to campus, unless they feel unsafe or there is an emergency.

The school cannot be responsible to check if a child has reached a destination; that is solely the responsibility of the parents. The school reserves the right to revoke this privilege at any time and for any reason.

Dismissal for Upper Grades - 6th through 8th

Students who are in Grade 6 and higher will be dismissed without an adult present.

The school cannot be responsible to check if a child has reached a destination; that is solely the responsibility of the parents. The school reserves the right to revoke this privilege at any time and for any reason.

Late Pick-Up and Late Fees

Please pick your child up promptly at the end of your child's program each day. It creates anxiety for children to be picked up late. There is a 10-minute grace period allowed at pickup time for occasional and unexpected delays. After 10 minutes, remaining children will be escorted to the After School Program and parents will be billed the drop-in rate. If there is no After School Program being offered that day, **picking up children later than the 10 minute grace period will result in a \$5.00 per minute fee for the first 10 minutes and \$10 per minute thereafter, per child.**

Transportation

The School does not provide transportation for any program to and from Berkeley Rose Waldorf School. Field trip transportation for the Grades programs is organized via parent volunteers.

AFTER SCHOOL PROGRAM

The After School Program is available for enrolled students, between the ages of 3 years old and Grade 5, from the end of their usual program day to 5pm for Early Childhood programs and 5:30pm for Grades. Students who are absent from their usual program during the day are not eligible to join the After School Program that afternoon. Students who have been picked up by their parents at the end of their usual program may not join the program at a later time.

- Please pack an appropriate snack for your child and label it so that they know it's for the After School Program.
- Please provide appropriate clothing, particularly on wet-weather days. If your child is in the nursery program, there are additional rest-time items you will need to provide - such as a blanket and/or a stuffed animal.
- Your child must be at least 3 years of age to participate in the After School Program & Camps.
- After School care from 2:30 to 3PM is available for Gr 1 and Gr 2 at no cost. Please sign up through BigSis if attending by 10AM.

Nursery After School Program

- The Nursery After School Program has limited space available and a child will only be able to attend this program once a request has been approved by the Early Childhood faculty via the 'Nursery After School Program - Interest Form'.
- Once you have filled out the form our Early Childhood teachers will reach back out to you to confirm.
- Drop-in care for the Nursery program is not available.

Kindergarten & Grades After School Program

Kindergarten and Grades students have the option of attending the After School Program through the Subscription Plan or on a daily basis through drop-in care.

Sign-Out Procedure

To sign your child out of the After School Program:

- For our Grades Program - Stop by the front Office to sign your name & time of pick up.
- Proceed to the program to pick up your child.
- Once there, the After School Teacher will dismiss your child to you. Our After School Teachers are responsible for your child until they are dismissed from our program.
- We ask that parents stay outside the yard/garden. If you need to go in and collect your child please do so without lingering.
- If you would like to continue a conversation with fellow parents, please pick up your child/children and move to the front of the school so that our After School Program can continue without interruption.
- Double check that your child has all their belongings.

After School Program Price Structure

Subscription Pricing

After School Program Subscription Pricing is billed month-to-month. The subscription fees are based on the annual number of school days and divided into 10 equal payments. Please see monthly rates below.

- The ten payment months run from September through June and will be paid directly through FACTS. The monthly fee does not vary for longer or shorter months (i.e. for months with more or fewer school days).
- The subscription price is based on the number of days and the time chosen. For specific rates see chart below.
- The subscription price is an annual fee and independent of actual usage.
- There will be the same flat charge for each subscribed calendar month.

Subscription Pricing – Early Childhood (Nursery & Kindergarten)			
Pick Up	3 days	4 days	5 days
3:00 PM	\$250	\$330	\$415
4:00 PM	\$340	\$455	\$570
5:00 PM	\$430	\$580	\$725
Subscription Pricing – Grades 1-5			
Pick Up	3 days	4 days	5 days
3-5 pm	215	300	360
3-5:30 pm	270	370	450

Drop-in Pricing

Joining the After School Program on a daily basis is possible, if requested by 10 am, but is subject to availability, and costs \$18 per hour, or any portion thereof (non prorated) and will be billed through FACTS the month after.

- Regular usage on selected weekdays can be scheduled in advance on a month-to-month basis, and will be charged at the daily drop-in rate.
- You may set up your initial schedule by emailing office@berkeleyrose.org to set up your schedule.
- There is no After School drop-in available for nursery

Drop-In Care Information

- Parents must sign up via our Parent Portal for Grades, and our sign in sheet for Kindergarten by 10AM. Please note that there may not always be space available on any given day, though we will make accommodations as best we can and will always have flexibility for emergencies.
- Please refer to our After School Program price structure for drop-in fees.
- If care is needed but it is past 10AM, please email office@berkeleyrose.org to request your child be added to the roster.

After School Enrichment Programs for Grades Children

Several enrichment programs may be offered throughout the After School Program. Such programs may come with a surcharge. Further information about these sessions will be made available as soon as they are set up.

Start and Pick-Up Times for After School Program

Nursery (must be 3 yrs)	12:30-5:00pm
Kindergarten	1:00-5:00pm
First/Second Grade	2:30-5:30pm
Third - Fifth Grade	3:00-5:30pm

Grades After School Program begins at 1:45pm on Thursdays

Late Pick-Up and Late Fees

Picking up children later than 5:00 pm in EC and later than 5:30 in 1st-5th will result in a \$5.00 per minute fee, per child. Please understand that after two late pick ups, you may no longer be able to use the After School Program for the remainder of the school year.

MORNING FAREWELLS

Nursery Program

When your child is first enrolled, separation may take some time. Please discuss this with your child's teacher and follow their lead. If you are asked to stay to support your child, we will give you a task and ask that you attend to it regularly (for example: sweeping the floor, sewing, tidying the cubby area, etc.) This allows you to be present, without following your child around or trying to entertain them. This is beneficial for you, as you don't feel obligated to engage your child in an activity. Your child benefits because you are present, while they can explore and play freely. Eventually you will both be comfortable enough to separate with confidence.

Kindergarten Program

By the time your child enters kindergarten, the morning transition goes more smoothly. If your child has challenges with morning separation, you and your child's teacher can create a plan together.

Saying Good-bye

The way you drop-off your child can set the tone for their day. Please be sure to arrive early to ensure a relaxed good-bye with your child.

The easiest thing, for your child, is to have a quick, familiar good-bye routine. For instance: five kisses and a hug; a nose rub, a high-five and a hug. It is very important to leave after you say “Goodbye.” It signals to the teachers that you are **really** leaving and it signals to the child that you have confidence in the school and the teacher.

Grades Program

Our campus strives for good stewardship of our natural resources. We encourage families to walk, bike, take public transportation, and/or carpool. Parents have the option to park and walk children to classrooms or drop children off at the front of the school in the drop-off zone between 8:00 - 8:15am. The zone is available for convenient drop-off during the 15 minute arrival window and will be monitored for that time only.

To help children transition from home life to school, we encourage the children to arrive early. This allows for the children to socialize and warm up to the classroom and school environment before Main Lesson begins promptly at 8:15am. It also supports our healthy rhythm of timeliness and beginning classes as a whole group without any disruption.

ATTENDANCE, PUNCTUALITY, and ABSENCES

Attendance

For your child’s academic progress and for the social health of the class, an education at Berkeley Rose requires consistent, full participation; which, oftentimes, can not be made up outside of school. If a child is sick (please see [Health Policy](#)), we encourage that they stay home to rest and fully recover. Barring illness, we expect our students to be present for each full day of school.

Excused Absences:

1. Illness: Call (leave a message) or email the office (office@berkeleyrose.org) by 8:30am. If you email, cc’ing the teacher is encouraged.
2. After 5 consecutive days of illness, a doctor’s note may be required to confirm that the child is still sick and needs to remain home, or is no longer contagious and able to return to school. In the case of COVID, a negative antibody test is sufficient for return to school after 5 days.
3. Other reasons: At least 48 hours notice to the office by email or phone
4. Family emergency: Day of notice, by phone or email to Office

Unexcused absences and truancies will result in a follow-up with the School Director as follows:

- First letter sent after 5th occurrence which may require parent(s) (and possibly older students) to speak with the School Director
- Second letter home after the 10th occurrence. This letter will result in a meeting between faculty chair, school director and the parent/guardian to discuss the causes and possible remedies for the truancies. A copy of this letter will be placed in the student’s file.

It is considered grounds for academic probation if a student is absent more than 15 days (grades 5-8) or 20 days (grades 1-4), over the course of one school year. This may affect your child’s place in class for the upcoming year. Exceptions may be given for extended, consecutive

medical absences such as those requiring hospitalization. There is no exception for absences due to vacation.

Exceptions:

1. Medical: If a child is going to be absent beyond the allotted number of days and the family wishes us to consider keeping the child in their current class, the school requires a doctor's note stating the child's health conditions, why this requires more absence from school, and the estimated number of absences. This must be submitted to the School Director in advance of the student exceeding the allotted number of absences, with 2 weeks for the faculty to review and for teacher, director and parent to agree on conditions for the child to continue.
2. Academic: If a family wishes their child to be absent for an extended period, for an opportunity that supports their academic progress, the family must submit a letter requesting an exception and describing the academic opportunity. *This letter must be received by the School Director within the first week of the affected semester, and at least 3 weeks prior to the beginning of the extended absence.*

In both cases, even if an exception is granted, the school is no longer responsible for the child being at grade level, and it is up to the parents to arrange for tutoring outside of school. Tutoring may be a required condition for continuation.

Punctuality

Punctuality is a gift we give ourselves and our children. If adults model good attendance and punctuality, the children will learn respect for others, reliability, and develop a strong will from being consistently punctual. The Waldorf school day always begins with reverent activities that support the class to come together, synchronize, and focus its energy. Late arrivals disturb the flow and rhythm of these important pedagogical structures, and can make it more difficult for a child to feel part of the group.

For the Grades Programs:

- Grades children may be dropped off between 8am and 8:15am, during which time they may play on the blacktop or play-yard.
- Grades class begins promptly at 8:15am. Grades students arriving at their classrooms later than 8:15 am are tardy.
- Grades students who arrive at the front desk after 8:15am must sign in and pick up a tardy pass from the Office, but if a student arrives at the front desk at 8:14 and then arrives at the classroom at 8:16, the student is still marked as tardy by the classroom teacher. This counts as tardy at school.
- 3 tardies in a month will result in a letter to the parents/guardian.
- If tardiness continues to be an issue, we will ask for a meeting between the parents and a representative of the school to strategize how to resolve the problem.
- If tardiness continues to be an issue after the meeting, the school reserves the right to evaluate whether the student may continue at the school.

Pre-arranged tardiness due to doctor's appointments and other compelling circumstances are not counted towards this policy, but we still request that parents do their best to minimize pre-arranged tardiness from appointments during school hours. An email should be sent to

office@berkeleyrose.org in order for a pre-arranged tardy to be counted as excused, and class teachers appreciate being cc'd on these emails.

Toys and Other Objects from Home

Please keep your children's toys and treasures safely at home where they will not be lost or broken. Children enrolled in the Nursery Afternoon Program may bring a special cuddly softy for nap time.

GENERAL DRESS GUIDELINES

The faculty asks that clothing be simple in design and of colors in the natural world. Patterns such as stripes, plaid, floral, or solid colors are allowed. Clothing should not have letters, words, numerals, advertising, logos or images. Small logos that are easily covered with a finger are acceptable within reason. It is recommended to avoid ornamentation of any sort that detracts from seeing the child before the clothing. Clothing should be easy to run and squat in, sized to fit, appropriate for the weather and the classroom, and in good repair. Shorts, skirts, and dresses should be approximately knee-length, or worn with leggings underneath. Shirts must assure coverage of the shoulders, and full coverage of the torso when the arms are fully raised above the head. No undergarments should be showing at any time. Hats should not have sports team logos, but small brand logos are allowed. PJs are allowed on special occasions only.

We ask that children be dressed appropriately for the weather with consideration for their warmth, arriving at school in warm layers that may be removed as the temperature rises. Children in grades 6 through 8 will be permitted to decide for themselves whether or not to wear a jacket at outdoor recess, unless the weather is considered extreme. Some spare community items are available if students come to school in clothing that is not appropriate for the weather or does not follow the clothing guidelines. Community clothing must be returned to the school upon dismissal. Younger students may be instructed to put on a coat, hat, and/or boots by a teacher before going outside.

Children must wear closed-heel and closed-toe shoes at all times. Early Childhood children should bring soft-soled, indoor shoes. Grades children should have sturdy athletic shoes on, or available to them. All footwear should be free of lights and media images. Jewelry, temporary tattoos, hair color/bling, cosmetics/makeup (except lip balm) and nail polish must be removed prior to coming to school. Secure earring studs are acceptable. Hair should be clear of the child's eyes and pulled back from the face for ease in range of sight. Hair, clothing and any accessories should not distract or detract from the learning process.

Clothing & Accessories Needed at School

The following is a list of articles of clothing we would like each child to maintain in their cubby. Wet or dirty clothing will be sent home at the end of the day. Please remember to replace anything brought home.

The following items should be clearly labeled with your child's name:

Nursery Programs

- Plain, comfy-inside, no-slip, non-marking slippers with closed toes and closed heels
- Two pairs of socks
- Two pairs of underwear
- Shirts (2 each short/long sleeve)

- Pants (2-3 pairs)
- Wool (or similar-quality, like Polartec) sweater
- Hats (winter and sun)
- Rain wear: rubber boots, rain pants, raincoat with a hood or a rain hat. Simple patterns are okay on rain gear, but please avoid gear with logos / symbols.

Kindergarten Program

- Indoor shoes or slippers
- Two pairs of socks
- Two pairs of underwear
- Shirts (1 short/long sleeve)
- Pants (2-3 pairs)
- Wool (or similar-quality, like Polartec) sweater
- Hats (winter and sun)
- Rain wear: rubber boots, rain pants, raincoat with a hood or a rain hat. Please look for rain gear without logos or images.

Grades Program

- Wool (or similar-quality, like Polartec) sweater
- Hats (winter and sun)
- Rain wear: rubber boots, rain pants, raincoat with a hood or a rain hat. Patterns and images are okay on rain gear, but please avoid gear with logos / symbols.
- A water bottle with a firm closure – Sigg, Nalgene and Klean Kanteen bottles are good examples. These bottles should have tops that open easily and close tightly to avoid leakage and allow for easy access.
- An extra change of clothing in a plastic bag that will be stored in the school bag. Extra articles of clothing should include underpants, socks, tee shirts, pants, long-sleeved shirts, hats, and barrettes or hair ties.

LOST & FOUND

Items that are NOT clearly labeled with the child's name are placed in the Lost & Found basket, which is located by the Front Office. Please check it periodically for lost clothing. Parents will be reminded in the newsletter about anything left in the Lost & Found at the end of each month. If the items are not claimed, then they will be taken to Goodwill for donation.

FAMILY CONTRIBUTIONS

In the Classroom

It is never too early to cultivate a generous heart. We ask all enrolled families to participate in a weekly program of contributing fresh flowers to beautify the classrooms, to share laundry duties, and where appropriate, participate in the classroom. Through these activities we model the joys of giving and shared responsibility to the children.

Please be sure to sign up for the gifting schedule at your Orientation Evening.

Fundraising

In order to maintain and promote economic diversity, we work hard to keep our school and programs accessible to East Bay families who may not otherwise be able to give their children the gift of a Waldorf education.

This school has been built by commitment. The parents who went before us have created an amazing learning environment for our children, and we pay it forward by contributing to the well-being of the school for the families who have yet to discover Berkeley Rose Waldorf School. Families are expected to participate in our annual fundraising events and to help spread the word of our fundraisers. Our Annual Campaign is vital for Berkeley Rose to grow and function. Each year we ask all our families to support our community according to their means through tax deductible contributions. This helps support special programs as well as the almost 50% of BRWS families who currently receive some form of tuition assistance and who are such a vital part of our community.

Volunteer Hours

Berkeley Rose is more than a school, it's a community of parents, brought together by a desire to give the gift of this special education for our children. All schools have expectations around parent volunteering and involvement, but our school's strong community is the product of parents who give selflessly and who throw their enthusiasm and gifts into their support of the school. While we ask for 20 hours annually per family, we expect that many parents will give more. We expect everyone in our community to find their own special way to give to the school, hopefully finding a way that matches their capabilities and interests.

Each family can expect to volunteer at least 20 hours (10 hours per parent) during the school year for events, fundraising, and classroom support and maintenance.

Spread the Word!

A vast majority of our community found their way to our school from word of mouth. You are our greatest referral and, with your help, we hope that many more families will continue to explore Berkeley Rose and Waldorf education. Please feel free to post on Facebook, Twitter, Instagram, Nextdoor or to send an email invitation to friends, family members and neighbors to any of our outreach events; including tours, open houses, Experience Waldorf Day, speaker nights, parent teas and the Winter Wander.

SCHOOL CULTURE

Festivals

In Waldorf schools, we celebrate festivals to connect us with the cycles of nature and the seasons, to establish a yearly rhythm for the children, and to strengthen our community. Annual cultural and seasonal festivals help us nourish our souls through the sharing of stories, food, songs, and activities. Through celebration we seek to foster wonder, reverence and gratitude for the world in which we live.

Teachers, parents and children work together in anticipation to express the unique character of each festival in a way that is appropriate to the child's age and curriculum.

In addition to the community-wide festivals listed here, teachers celebrate other festivals in their classrooms; including those connected to the different cultures being studied in the curriculum or the traditions of students in the classroom. Your child's teacher will provide further information about individual classroom celebrations at the Orientation Evening.

Harvest Faire

In the autumn we celebrate the bounty of harvest time and share legends and myths associated with the season. The children prepare for the festival through singing, drama and the creation of crafts. The community gathers and celebrates in a park with different activities and community merriment.

Lantern Walk

Each year our Nursery, Kindergarten and First through Fourth Grade families participate in a Lantern Walk in honor of St. Martin to celebrate a festival of inner light. The children prepare for this festival by singing songs, crafting lanterns and listening to tales that focus upon finding light within the darkness.

In late fall the community gathers for an evening Lantern Walk. As darkness falls, the children venture out into the night with their lanterns and walk along an illuminated path. Families sing while they walk in a mood of inner quiet and reverence.

Spiral of Light

As winter approaches, the days grow noticeably shorter and the nights longer, we all begin to yearn for the return of the light. This is the time of year when we seek our inner light and carry it through the dark days of winter. To symbolize this, each December we participate in a Winter Garden. A spiral path is laid out of boughs of evergreens. In the center of the spiral stands a moss garden on which burns a single candle. Soft music sets the mood of quiet reverence.

The classes quietly enter the Winter Garden room and sit quietly around the Spiral. One at a time, the children are beckoned by their teacher, given a shining red apple that holds an unlit candle, and walk the spiral. They travel toward the light of the central candle. From it they light their own candle and then return outward, placing their apple candle on a golden star. Thus the children walk into the darkness, gather their light and light the way for others.

When all the children have walked the path, the whole spiral is aglow with light. The music softly continues as the children quietly leave the Winter Garden.

May Faire

May Faire is an ancient festival welcoming Spring. The classes prepare for the festival with Maypole songs and dances and by creating May crowns. The day of the May Faire, everyone comes dressed in their finery. A Maypole is bedecked with fresh flowers and ribbons. The children decorate their May crowns with flowers and celebrate the arrival of Spring by dancing and singing around the Maypole. Each grades class presents traditional maypole dances and other offerings. Strawberry shortcake adds to the gaiety of the day.

Rainbow Day

Rainbows are universal symbols of equality, acceptance, hope and love. At the end of May or early June, we come together as a school to recognize and celebrate our differences and diverse identities. To welcome all genders and constellations of families. This is a festive event co hosted with the Parent WIDE committee (Waldorf Inclusion, Diversity, Equality) and has taken place in a local park. Parents and families are invited to attend. There is singing, games, face painting, and other activities. Each class is asked to dress in a particular color. There is often a potluck picnic afterward.

School Events—Who’s In Charge of the Children?

At school events where children, parents and the teacher are present, it is of utmost importance to clearly establish who has jurisdiction over the children. Too often this can be a confusing situation to everyone involved and dangerous for the children.

In general, it is best to know that *at communal school events you are responsible for your child*. The teacher has responsibility for your child during class performances and festival events. Once these activities are completed your child will be returned into your care and supervision. Your support in maintaining this order with your children at all events will be greatly appreciated.

BIRTHDAY CELEBRATIONS

The teacher regards your child’s presence at our school as a blessing. In the early childhood and lower grades, each teacher has a special celebration and story to honor your child’s birthday. This is followed by singing and the sharing of handmade gifts. In later grades, the teacher will contact parents about birthday celebrations.

Teachers will arrange all birthday celebrations at school; including scheduling celebrations for children whose birthdays fall outside the academic year.

MEDIA, CELL PHONE AND ELECTRONIC DEVICES GUIDELINES

We recognize that every family has a different relationship with electronic media, and may have had a relationship with electronic or digital media that they would like to explore changing. BRWS supports families who are striving toward reducing or eliminating electronic media and/or screen-time. All faculty, as well as parents in support positions, are available to those families that are working toward this goal. We approach these goals through non-judgment, and instead through the possible and proven positive outcomes when digital and electronic media are removed.

Our electronic media guidelines are designed to support the objectives of Waldorf education, and to be workable in the homes and lives of our school families. What are the electronic media habits in your home? In what ways is your family fostering a home culture of media discipline? Parents have consistently found that reducing the influence of digital and electronic media on their family life has encouraged family members to develop a livelier interest in one another, enlivened and deepened their communication, and fostered a deeper connection to the world around them. The school expects that each parent understands and supports the media guidelines for the good of their own children and their children’s peers. Each family’s respect for the media guidelines has a far-reaching positive effect on the students’ educational and social experience in school.

To these ends, the school reserves the right to require students to reduce or alter their use of electronic media if that exposure is undermining their education or the education of others.

For the purpose of these guidelines, “Electronic Media” includes television, movies, computers, social media and all other video and audio devices, including cell-phones and any electronic devices or screens used for games and music. The scope of “electronic media” will change as technology and its applications evolve.

In the interest of supporting a classroom environment where imaginations may flourish, the school asks that children's clothing, backpacks, lunch boxes, etc., be free of media and/or corporate images. For detailed clothing policies, please see [General Dress Guidelines](#).

Guidelines for Healthy Media Habits ~ A Developmental Perspective

Birth to Age Two

In agreement with the recommendations from the American Academy of Pediatricians, BRWS advocates for no screen time before the age of two. Children under age two should have no exposure to movies, computers, cell phones, television, etc. The baby's brain is shaped by interactions with parents. Humans provide the relationships essential for healthy neurological and psychological development. This is the foundation of cognitive development, and this time should be electronic and media-free.

Age Three to Age Seven

The children enrolled in our Early Childhood Programs should be given the gift of a media-free childhood. At this age, children have a rich, imaginative inner life. Media overexposure tends to distract them from utilizing their imagination. For the young child, the social and emotional experiences and the neurological pathways they cultivate are a cornerstone for healthy development. Let us allow our children to make their own magic!

Age Seven to Age Eleven (Grades One Through Five)

Consistent with Waldorf education's emphasis on learning through direct experience, children in the lower grades (1-5) should not be exposed to electronic media in their daily lives. For the benefit of our children, any exposure to electronic media should be very moderate and under clear parental supervision. This is a time for very guided and gradual introduction of electronic media. Children in grades one through five should not be exposed to electronic media during the school week and should have very limited and supervised use of electronic media on weekends and vacations. BRWS suggests that children not be given their own personal electronic devices (ipads, ipods, cell phones, computers) but that these are for family use.

Age Twelve and Older (Grades Six, Seven and Eight)

At this age, it is appropriate for students to have a gradual and guided introduction to the applications and use of electronic media. These students should not be exposed to electronic media during the school week and should have limited exposure on the weekends and vacations. Our upper grades students may be allowed to use computers for class projects with teacher permission. At this age, children might have their own devices, but parental guidance is still strongly recommended. BRWS recommends that families refrain from children participating in social media sites (i.e. Facebook, Twitter, Instagram, etc) at this age. This is also a time for children to learn "digital citizenship" or what might be referred to as "netiquette." Any access to electronic media at this age exposes our children to images that they may not be developmentally equipped to understand. What is accessible exceeds their abilities to manage; hence, this is a time for strong parental involvement and supervision of any media use. Parents need to set limits and not rely on the child to self-monitor in this arena.

Cell Phones and Personal Electronic Devices at School

The use of cell-phones and electronic devices for any purpose by students is not permitted on school grounds between 8 a.m. until after dismissal time, during school activities, or on school-sponsored trips without a teacher's permission. We expect devices to be left at home,

but understand that there may be reasons an upper grades student needs the use of a phone after school. We urge parents to limit the technology for the purpose of communication to voice and text communication only. During school hours, teachers collect these devices for safekeeping. Violation of electronic media use at school or any inappropriate use of these devices (“sexting,” bullying, etc.) will result in faculty confiscating the device until a meeting can be arranged with the parents. These infractions may result in detention, suspension, or expulsion from school.

Watches

Beginning in Grade 3, students may wear analogue (non-digital) watches to school. Beginning in Grade 6, students may wear digital watches. Watches with internet access or that allow parental contact are not permitted during school hours and will be collected by teachers in the morning and returned at dismissal.

LIMITING CHOICES

We at Berkeley Rose believe that always asking a child to choose or to have an opinion can adversely affect the development of the child’s inner will. If we, instead, carefully form the young child’s day and present them with their food, clothes, and schedule of events, the child is free to grow through play, imitation, and imagination.

Though some parents believe that the early practice of choice gives children “the experience of making decisions and learning consequences,” our experience is that it tends to create children who must think through too much information when they are too young. Prematurely being faced with too many choices can actually weaken a child and can undermine the growth of their eventual independence of thought and action. There certainly is a right time for a child to start making choices. This tends to begin when your child enters the first grade.

Please give your young child the gift of a wonder-filled childhood by being the decision-maker for them during their early years. As the child grows and matures, so do the choices, and children who have had good choice-making modeled for them develop the habit of making good choices for themselves as they are ready.

CHILD SAFETY, APPROPRIATE TOUCH & BEHAVIOR

Duty to Report Behavior

All Berkeley Rose employees are Mandated Reporters, as described in California Penal Code section 11165.7, and as such are obligated by law to report known or suspected incidents of sexual abuse or corporal punishment between any adult (including fellow employees) and a child.

Early Childhood

Young children learn through their physical body; this includes movement, touch, using the senses, experimenting with the laws of physics and pushing the boundaries of others. This is why Waldorf education places such a strong emphasis on play, exposure to nature, using natural materials, nutrition, warmth and comfort.

In our teaching of the young child, we do not lecture, give complex explanations or ask lots of questions simply because that is not effective. It follows that when the child needs guidance in proper behavior, physical movement and touch communicate more effectively than words. Any form of corporal punishment, however, is strictly prohibited at our school.

Through modeling appropriate touch, our Early Childhood teachers demonstrate how to touch others respectfully. The children in their care learn what type of touch to expect from someone who cares about them, and they learn to set boundaries for themselves about how they want to be touched.

Grades

Teachers warmly greet children with a handshake and eye contact each morning. The relationship between student and teacher in a Waldorf school is formed over many years. This allows for a deep connection based upon respect and understanding of one another. Children often feel great warmth towards their teacher, showing their emotions outwardly in hugs.

Waldorf curriculum lends itself to much physical contact with classmates and teachers throughout the day. Our movement and circle activities include dancing and games that nourish healthy interaction. If a verbal redirection is not effective, a gentle hand or arm on a child's shoulder or back is generally used to help a child once again engage with a task or activity.

Waldorf teachers strive to remain as an objective, centered helper to the children. We build mutual support into our relationships with our co-teachers and assistants.

A teacher's touch is never out of frustration or anger. Touch is not used to punish, scare, startle, or tease. We do not tickle children because it can easily be perceived as veiled aggression. We will not touch a child's genital area without dire medical need and an adult witness. Any such need would be communicated to the parents. In the nursery program however, we may need to gently clean up for a younger child who has used the restroom but was not able to clean themselves thoroughly.

The children imitate our use of touch in their relationships with others. All of the tools we use – touch, song, story, nutrition, activity, work and play – are used consciously, lovingly and carefully.

Behavior Expectations in All Programs

Our expectations for student behavior in our programs at Berkeley Rose include:

- Learning self-discipline and self-control
- Developing love, acceptance, and respect for others

In this environment physical aggression is not acceptable. Physically aggressive behavior is extremely disruptive to the peaceful and harmonious environment we want to achieve. It is upsetting to other children and, in extreme cases, might put other children at risk of harm. When staff members have to deal with physically aggressive behavior, they are less free to concentrate on the development of academic and social skills with their students.

Students who repeatedly hit, push, punch, kick, shove, pinch, poke, slap or commit any other act of physical aggression upon another person will be helped in every way possible to learn non-aggressive ways to express their feelings. A behavior plan created by the teacher and communicated to parents will remain implemented until the aggressive behavior stops. If we find that we are not able to provide the help a child needs, we will work with parents to place the student in an environment in which the student can receive the help they need to progress. If a child bites another person, then the child is immediately sent home. In cases where misbehavior

is of such a nature that a child needs to be sent home, the child will be sent to the Office for immediate pick up. Staff will contact the guardians and ask that every effort be made to pick up the child as soon as possible. Staff will call or email other emergency contacts if the child's guardians cannot be reached in a timely manner.

Grades Program Disciplinary Policy

The Berkeley Rose Waldorf School will take the following steps to address aggressive behavior of any kind, including bullying* as defined below:

If a student in first grade or higher commits an act of physical aggression upon another person or aggressively treats inanimate objects in a way that can harm others (e.g., throwing or kicking things, biting, breaking things), they will be:

- Immediately removed from the rest of the children to ensure everyone's safety.
- Counseled by their teacher on the standards of behavior at Berkeley Rose.
- Required to contribute to the overall harmony of the class through acts of service (such as repairing damage done to objects or classroom, cleaning or helping the teacher with various tasks).
- Required to give an oral or written apology to the person or persons who were recipients of the aggression.

If a repeated pattern of aggressive behavior is observed in a student, a conference will be held with the student's parents and teachers to discuss the student's behavior and agree on how to proceed to help the child focus their energy in more positive ways. Possible interventions might include:

- Requiring the student to complete behavioral assignments during recess.
- Sending the student home when they commit a violent act (in this case, a suspension may be required to allow time for assessments and a plan to be made).
- Requiring the student to receive outside professional help, such as counseling.
- Developing a home and school behavior plan.
- Identifying outside resources that might be helpful to the student and their parents in learning non-aggressive behavior.
- Any other intervention mutually agreed upon that might help the student to develop the ability to express what they are feeling in appropriate words and to solve problems in non-aggressive ways.

Any form of corporal punishment is strictly prohibited at our school.

*Bullying is defined through the California Department of Education as follows:

Bullying is exposing a person to abusive actions repeatedly over time. Being aware of children's teasing and acknowledging injured feelings are always important. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated. Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulating social relationships, extorting, or intimidating). Bullying can occur face-to-face or in the online world. Bullying is also one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are

committed personally or by means of an electronic act, as defined. An "electronic act" is defined as transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

The school Administrative offices will maintain a record of serious or repeated incidents of physical aggression.

Berkeley Rose Statement of Intent

Berkeley Rose is not a therapeutic school and we are limited to what we can provide to help children with behavioral difficulties. If it becomes clear that a child cannot, in our professional judgment, respond positively to the help we can provide or to the environment of the school, then BRWS will endeavor to suggest alternatives that would better serve the needs of the student.

Social Inclusion in the Grades Program

We expect the students enrolled in our Grades Program to practice and demonstrate respect, kindness, inclusion and cooperation. These expectations require our students to learn kind ways of interacting without the use of verbal aggression or social exclusion. We work with students to help them learn developmentally appropriate ways of speaking respectfully with one another. We help students learn to cooperate with their peers and to take initiative in helping younger children.

We define verbal aggression and social exclusion as patterns of intentionally interacting with other students in ways that harm the student's relationships and feelings of acceptance. Verbal aggression and social exclusion can include but are not limited to: name-calling, spreading rumors, threatening, excluding a child from games, play or conversations, refusing to play with a classmate, and playing harmful practical jokes.

We discourage harmful remarks in various ways, which change as the children grow and learn. These include: modeling appropriate language; discussing social issues in class; establishing classroom expectations for speech and behavior; and providing opportunities for students to work and play successfully together.

Social Learning & Guidance

As children grow and learn, they may experiment with language or interactions that another child experiences as hurtful. When staff becomes aware of repeated or clearly intentional incidents, we will address them in the following ways:

- Counseling by the class teacher on the standards of the classroom and Berkeley Rose Waldorf School.
- Redirecting the child's energy toward a helpful or constructive task.
- Requiring the child to give an oral or written apology to the recipient(s) of verbal aggression or exclusive behavior.
- Completing an incident report which is kept on record to track patterns of verbal aggression or acts of social exclusion.
- Holding conferences with the parents, classroom teachers, and school officials.

Friendships

We expect students to be inclusive and kind. We also understand that having varying peer relationships is important and part of normal development. Whether a student is maintaining an acquaintance or developing a close friendship with their peers, we expect that our students will be inclusive and learn to interact respectfully with each other at all times.

Thank You!

It is with warmth and appreciation that we thank you for taking the time and effort to read our Parent Handbook, which will, literally, put us all on the same page.