

**Under the  
Canopy**  
SCHOOL

**2025 - 2026**  
**FAMILY HANDBOOK**

Under the Canopy School  
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## **Under the Canopy School: An Introduction**

This handbook will serve as your basic guide to the School. You will find some of the basic information, including rules, regulations, and policies. Please read it carefully and refer to it as you have questions about the School.

Always feel free to speak to your class teacher regarding your child's education. Please refer any questions regarding school business and school rules to the administration. A chart in this handbook on "Who To Talk to About What" can help you decide whom to call if you are not sure.

## **Mission Statement**

Under the Canopy School (UTCS) is a nature-based, public Waldorf-inspired Pre-K-Fifth school that connects students to each other and their community through active engagement with the natural environment. The school's public Waldorf model immerses students in their journey of human development and provides a rigorous academic, arts, and outdoor-infused curriculum that awakens individuals' unique gifts and empowers them to enrich the health of their communities, becoming lifelong learners.

## **Our School Community**

At the heart of Under the Canopy School (UTCS) are the parents and children who make up the School community. The School Board of Directors, the Head of School, the Operations Manager, the Instructional Leader, and the faculty provide ongoing administration, management, and pedagogical orientation. The administrative staff supports the teaching faculty in their most important work of educating our children. The future Charter Foundation will be a separate entity responsible for fundraising and financial support of the UTCS. The State of Oklahoma provides funding and regulation. The School's charter is authorized by the Tulsa Public School District (TPS). UTCS is in regular communication with TPS and other regulatory agencies.

## **School Verse**

This is our school.  
Let peace dwell here.  
Let warmth flood our hearts,  
Light, fill our heads,  
And good flow from our hands,  
Let us remember  
That many hands built this place  
So that many hearts could make a school.

## **Administration/Organization**

### **School Office**

The school office is located at the front of the building, and is open on school days from 8:00 a.m. to 3:30 p.m.. During school holidays and summer, the school office has reduced hours, which will be posted on the school website and on the office door. The office is the busy, central hub of school business.

The office staff is here to help you – if you are not sure whom to call, call the office and the staff will direct you to someone who can answer your question or concern or see our Chart on “Who To Call for What” in this handbook. Teachers’ mailboxes, as well as a mailbox to collect pledges for the Charter Foundation, are in the office.

### **Head of School / Head of School**

The Head of School serves as the Executive Director (HOS), providing leadership and support to all aspects of the school community. The HOS is ultimately responsible for the success of the school and as such has the duties and powers to oversee and supervise all operations in accordance with school policy, applicable Oklahoma Education Code, other state and federal legislation, and the school’s charter.

The Head of School is available to answer any questions, and to hear concerns or ideas. You may stop in the office or call to make an appointment. The HOS has an open-door policy and, time permitting, is often available for short, unscheduled conversations. Please be sure, however, to first speak directly with the person most immediately involved before seeking the Head of School’s assistance.

### **Instructional Leader/ Director of Student Services**

The Instructional Leader oversees pedagogy, and to that end, ensures the success of programmatic aspects of the school and the educational experiences of students at the school. The Instructional Leader makes sure that programs are in alignment with the mission, vision, and charter as a Waldorf method public school.

The Instructional Leader directs student support services, student discipline, oversight of teachers, assistants, oversight of special education personnel and English Learner assessments/classifications. The Instructional Leader serves as the pedagogical director and decision-maker in the absence of the Head of School.

## **Operations Manager**

The Operations Manager oversees the facilities maintenance, repair, and upkeep; health and safety including the Emergency Preparedness Program; assists with accounts payable and payroll, and manages school information technology and systems resources. The Operations Manager oversees the parking lot traffic management, crossing guard supervision, the meal program and aftercare operations. The Operations Manager also serves as enrollment coordinator, lottery info and transcripts should be directed to her. Concerns about school buildings and facilities should also be brought to the attention of the Operations Manager, so that repairs can be arranged and our school is maintained as a safe place for students.

## **Office Assistant**

The Office Assistant coordinates the smooth day-to-day running of the busy school office. They also handle information and records related to Childhood Immunizations or Vision and Hearing testing. They are also in charge of attendance reporting, the monthly newsletter, maintaining the school website, and creating the school directory. The Office Assistant handles field trip forms and scheduling, coordinates Walk to School, writes a weekly newsletter; manages the phone system; helps students with minor injuries and helps maintain a nurturing atmosphere in the office.

## **Board of Directors**

The School's Board of Directors serves as the decision-making body for many aspects of UTCS business. While the day-to-day management of the School is handled by the Head of School, Instructional Leader, and Operations Manager, the Board approves or advises on many budget and staffing decisions. In addition, the long-term vision for the School is of primary importance to the Board.

The Board is composed of five members. The Head of School, Operations Manager, and Instructional Leader, while not Board members, work closely with and reports to the Board.

Board meetings are held monthly and are open to the public. The board conducts their meetings according to the rules established in the Brown Act. Occasionally, special meetings may be called. The dates and times of the meetings are published in the weekly newsletter prior to the meeting and on the School's website. The agenda is posted just outside the office.

From time to time the Board may adjourn to a closed session to discuss potential litigation, personnel issues, employee negotiations, or sensitive topics regarding individual students. The closed sessions follow the restrictions created by the Brown Act.

The Board welcomes comments from parents in order to assist in its decision-making process. During the Board meeting, individuals may speak on agenda items but comments may be limited

by time and length of the agenda. The audience will be given time to speak on topics not listed on the agenda during the “Public Comment” portion of the meeting.

Often, parental concerns can be addressed at the administrative level, but there may be times when an issue may need to be presented to the Board. In order to ensure that an item of concern or importance is placed on the agenda, the following conditions should be met:

1. The matter relates directly to UTCS business.
2. The request is given in writing with supporting documents and information, and submitted to the Board President or Secretary at least seven (7) business days prior to the posting of the agenda.

The Board President or Secretary will determine whether the request is or is not directly related to School business and whether the item should appear on the agenda.

### **Who to Talk to About What**

It is normal for questions to arise during the course of your child’s education and we are committed to helping you understand our unique program. Questions that arise through participation in our school community are best addressed at the point of origin through direct and clear communication and it is important that you are guided to the proper source for answers.

The chart on the following page is designed to direct you to the person most capable of addressing your concerns or questions. If your question or concern does not seem to be addressed below, please do not hesitate to contact the office for further direction.

Other non-student centered sources of information not indicated on the chart might also be helpful:

- Please contact the Head of School for information about donations to the school.
- If you have questions about Board policy, you can contact the Head of School or Board President. If you have other questions for the Board, please contact the School Board President, whose name can be found on the website or obtained from the office.

## Who to Ask...



Office Assistant	Operations Manager	Instructional Leader	Head of School
<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Field trips</li> <li>• Volunteering</li> <li>• Questions about your child's medical records</li> <li>• Questions about your child's academic records, including forwarding to middle schools.</li> </ul> <p>Contact: Maddisen Bracken maddisen.bracken@underthecanopy.org</p>	<ul style="list-style-type: none"> <li>• Accounting questions, such as reimbursement for expenses, facilities, financial, or other administrative topics</li> <li>• The Emergency Preparedness Program.</li> <li>• Questions about the enrollment process and the lottery.</li> </ul> <p>Contact: Kristin Miller kristin.miller@underthecanopy.org</p>	<ul style="list-style-type: none"> <li>• Questions about standardized testing</li> <li>• student discipline, Special education, questions involving curriculum you may still have after speaking to the class teacher.</li> </ul> <p>Contact: Amber Gates amber.gates@underthecanopy.org</p>	<ul style="list-style-type: none"> <li>• Concerns about classroom issues that have not been met after meeting with the teacher</li> <li>• School Policies</li> <li>• Enforcement of Board Policies</li> </ul> <p>Contact: Margaritte Knezek margaritte.knezek@underthecanopy.org</p>

## **Educational Policies and Programs**

### **Waldorf Education: Why Do I Need to Know About It?**

Under the Canopy School is dedicated to bringing a public Waldorf curriculum to its students. Everything we do is based on this goal, so it is essential that all members of our community commit to learning about Waldorf education. In their daily and weekly work, the faculty studies Waldorf pedagogy and strives to bring it in new and deeper ways to their students. The administration works in a way that supports this process, and indeed studies and practices Waldorf methods in order to lead the school in a unified and appropriate manner.

It is our hope that parents will also strive to continue to read, learn, and grow in their support for Waldorf education. Having a child in a Waldorf school is not an experience that can ripen fully if there is not support for the education at home as well. So many of the policies and programs at the school can only be successful with parent understanding of the deeper underpinnings of the education. All the things the school asks of families have been deeply considered and thought through – they are not random policies generated to be a burden. Rather, they are designed carefully to provide a solid basis for educational success

We encourage parents to read, study, ask questions, and gain a continually deeper understanding of the Waldorf pedagogy. These underpinnings are complex and can involve just about every facet of family life. Some parents read articles to help them when they have questions and they attend class meetings regularly. Others extend this quest for understanding by going as far as taking a full Waldorf teacher training course. Whatever path you choose, we ask that you join the faculty and administration in constantly striving to learn and understand your child's experience in a deeper way.

Do not hesitate to ask your child's teacher for more resources. But here are some resources you will find helpful:

- You Are Your Child's First Teacher, by Rahima Baldwin. A classic parenting guide, especially for families of preschool and kindergarten aged children.
- Waldorf Education, a Family Guide, by Pamela Johnson, Fenner and Karen Rivers. The standard beginner's guide to Waldorf education, answering commonly answered questions. Highly recommended for new parents.
- Understanding Waldorf Education: Teaching from the Inside Out, by Jack Petrash. Insights from a very experienced class teacher and father. Great outline of the key ideas behind Waldorf education.
- Waldorf Schools: Volume I and II, edited by Ruth Pusch. A readable collection of articles on all things Waldorf.
- School as a Journey: the Eight-Year Odyssey of a Waldorf Teacher and His Class, by Torin Finser. A lovely overview of the grades experience, with lots of helpful insights on child



development. Has a wonderful appendix that helps anyone interested go further into their reading.

### **Enrollment at UTCS**

Under the Canopy School is a public, non-sectarian school that does not discriminate in its programs, enrollment procedures, employment practices, or any other operations. The School does not discriminate on the basis of race, national origin, ethnicity, gender, sexual orientation, perceived sexual orientation, home language, or disability. Diversity and opportunity are at the heart of the School's mission. As a publicly funded Waldorf school, there is no tuition nor shall participation in the Charter Foundation's pledge program be tied in any way to enrollment at the School.

Students are admitted to UTCS by lottery for each grade, after ideally participating in a series of enrollment events and a school tour for entrance the following fall. Children of staff receive first priority, followed by siblings of students currently enrolled in the UTCS, residents of the Tulsa Public School District, and then all other applicants.

When there are more applicants than spots available, an ordered waiting list will be formed, and any places that open will be offered following the waiting list sequence.

We do not enroll students on the basis of their knowledge of or commitment to Waldorf education. For both the benefit of the individual child and the School community at large, the importance of self-selection with an eye to a good fit with our educational approach cannot be overstated. As you read through this Handbook, ask yourself whether your family and child will feel comfortable within this educational setting. Waldorf education is a very different approach to education and is not an appropriate choice for every family or even every child.

Ongoing participation in meetings and other parent educational events will ensure a strong basis by which parents can understand the curriculum and support the School's goals at home.

### **Illnesses and Absences**

When a child does not attend school on any school day, he or she is considered absent. The parent must call the office before 8:00 AM and leave a message on the Attendance Line. The teacher also appreciates your emailing them so that they know not to expect the child that day. Please see important information in the following pages about Excused and Unexcused absences, Tardies, Truancy and Independent Study.

If your child has a fever, is sick to their stomach, has the flu, or another contagious illness, please keep the child home and in bed until symptoms are gone for 24 hours (without taking medicine).

Oklahoma Law requires some childhood diseases be reported to the School.

**Do not send your child to school if he/she has any of the following infectious diseases, and please notify the office if your child has contracted:**

- Chicken Pox
- Conjunctivitis/Pink Eye
- Covid - must have a negative test to return to school. [See our website for details](#)
- Diphtheria
- German Measles
- Head Lice\*
- Hepatitis
- Impetigo
- Measles
- Mumps
- Poliomyelitis
- Pertussis/Whooping Cough
- Ring Worm
- Scarlet Fever

*\*Please see the full lice policy in Appendix A of this document.*

## **ATTENDANCE**

Attendance at school each and every day is essential to your child's academic and social wellbeing. In the Waldorf curriculum, much of the information is provided verbally or is experiential and hence is impossible to make up outside of school. Also, because it is a social education, involving relationships and connections that are dynamic, being absent can cause children to experience gaps in their social life/learning as well. These are both important things to consider before making a choice that requires your child to be absent from school. They are essential components of your child's Waldorf education. The School strongly discourages removing a child from class for any reason other than illness. In the rare event that a child must miss school for a reason other than illness, please notify the school office at least 5 days before the planned absence, as it may be possible to use the independent study option. This option is described more fully a few pages further on.

***There is one other really important reason to make sure your child is in school:***

When a child misses a day of school, the School cannot receive state funds for that child for that day. Parents who decide to have a "down day" and keep their children at home when they are not really sick cause the School to lose approximately \$50 per day, per child. Every year, absences result in over \$100,000 revenue loss to Schools. Please send your child to school every single day unless s/he is truly ill or you have a family emergency.

## **TO REPORT ABSENCES**

You must report each day that your child is not attending school by calling the school at 918-205-1193 before school begins. You may also call the night before. Your Teacher also appreciates an email to let them know. Absences must be cleared within (4) days of the students return to school. Any failure to do so will result in an unverified absence (unexcused) that CAN NOT be changed.

### **Excused Absences**

State regulations that apply to UTCS specify that students must attend all scheduled school days except for “excused” absences. Excused absences are defined as absences due to illness, including an absence due to mental or behavioral health, medical or dental appointments, attendance at a funeral of an immediate family member, or observance of a religious holiday or event.

### **Tardy Policy and Protocol**

At Under the Canopy School, the rhythm of the day necessitates that all students are in attendance from the very first minute of class at 8:00 a.m. Therefore, the School defines tardiness as arriving at the classroom door after the school day begins. Parents should realize that this means being even one minute late is considered tardy. If you arrive after your child’s classroom is in session, your child must proceed to the office to obtain a tardy slip before returning to his/her classroom to enter. If the tardy is due to an excused reason such as feeling ill (physical or mental illness) or a medical or dental appointment, then the student or parent must present a written note stating the excused reason. Otherwise it will be recorded as an Unexcused Tardy. All tardies due to car problems, tiredness, and oversleeping are considered unexcused.

It is our goal at UTCS to communicate clearly with parents regarding our policy and the importance of being to school on time. We do this in a number of ways:

- Parent meetings and verbal or written communications with families
- Administration shares information to new families at Parent Welcome and Orientation at the beginning of the school year
- Personal administrative meetings with families to discuss the importance of being on time
- Information and clearly stated policy in the Parent Handbook as to how tardy and attendance problems affect the child, the class, and the school as a whole. Remember, tardiness is defined as arriving at the classroom door after the teacher commences class, even if only one minute late. Copies of attendance records and all correspondence and written communication about attendance-related problems will be placed in a student’s academic records.

## **Unexcused Absences and Unexcused Tardies**

If three (3) or more unexcused absences and/or tardies greater than 30 minutes occur, the following set of progressive steps may be taken by the school:

- Verbal reminders to the family from teacher or other school staff, as appropriate.
- First letter sent to parent/guardian from the Admin as a warning after the 3rd unexcused absence and/or unexcused tardy greater than 30 minutes for the year.
- Second letter home after 5<sup>th</sup> occurrence which may require parent(s) (and possibly older students) to speak with the Head of School.
- Third letter home after the 10<sup>th</sup> occurrence. This letter will result in a mandatory meeting between school administration and the parent/guardian to discuss the causes and possible remedies for the trancies. A copy of this letter will be placed in the student's file. Families must make an appointment to speak with the Head of School about the attendance problem within two weeks of notice. At the conclusion of this conference an attendance contract will be signed. If this parent meeting does not result in a change of student behavior, the case may be referred to the Board of Directors of the School, which could jeopardize enrollment at the UTCS or jeopardize their re-enrollment for the following school year.
- Excessive unexcused tardies which are less than 30 minutes and occur more than 5 days in the school year may also result in notifications sent home and parent/guardian conferences as necessary with administration.
- All letters will be placed in the student's file. A students' absences and tardies, whether excused or unexcused, will be listed on the student's report cards.

## **Chronic Absenteeism**

A student is considered chronically absent if they miss 10% or more of school days which includes all absences (excused and unexcused.) This standard is based on state law and exceeding this limit is flagged for potential intervention. Specifically, accumulating 10 unexcused absences within a semester is a threshold where the Admin must notify parents and report to the district for juvenile proceedings.

## **Homework**

In the UTCS Waldorf curriculum, there are several principles we consider in deciding when homework begins and what it should consist of.

- We attempt to offer thinking activities in the morning when the child is freshest, "will" activities in the afternoon, and ideally the evening time would be devoted to artistic pursuits.

- Waldorf education has as one of its primary goals the strengthening of the will of the child. Our entire curriculum guides children toward responsibility and self-reliance. We do not depend upon homework alone to do this.
- Though individual teachers will choose what is right for their class, in general, we begin the process of homework with regular practice of a musical instrument in 4th grade. Teachers may choose to assign homework, but it is useful to think of the following timetable to understand what skills the teachers are seeking to develop in the children and to understand how parents may best support this process.
- K-2 – Nurturing Home Life: parents should provide regular chores, read aloud to the children, and do family artistic activities together in the evening.
- Grades 3-5 – Early Homework: Children begin slowly to develop habits of bringing work home, completing it, and returning it to school. We ask that parents are very involved at this stage, setting aside a regular time to help their children, providing them with an adequate workspace, and checking to make sure that the child has completed their work. Parents must closely follow their own children's development to understand their level of involvement in their child's work. This will vary according to personality and temperament.

The education of a child is a task that takes many hands and hearts in order to bear fruit. Parents at the School work in partnership with the teachers to provide support, love, and proper boundaries for children at home. Close supervision, quiet time and space for homework is essential. Reading with children on a daily basis, practicing math facts, assisting with library research, and other such help are an important and necessary part of a parent's role at home. Children in 3<sup>rd</sup>-5<sup>th</sup> grade usually need a parent to sit with them during homework time, helping to make spelling or math practice cards, keeping on task, etc.. Every child should read, or be read to, every single day. Ask your child's teachers if you are unsure about what to expect at his/her age.

### ***Academic Integrity***

At UTCS we want every student to learn how to think for themselves and come up with their own ideas. Working together and helping each other is encouraged, but when you are asked to do your own work, it should be yours—not copied from someone else.

This means:

Do your own work on assignments that are meant to be independent.

Do not copy answers from another student or let someone copy from you.

Do not cheat on tests.

Do not use someone else's writing or ideas without saying where they came from.

Always be truthful (for example, don't make up a parent's signature).

If a student does not follow these expectations, teachers or school leaders will decide what consequences are needed.

### ***Educational Support and Remediation***

At times during their education, many children struggle with parts of the curriculum or fall outside the usual range of child development patterns. The Waldorf curriculum is based on a specific model of child development and teachers look carefully at each child every single day to hold a vision of how they are proceeding on this path. It is completely normal for every child to struggle at times. In fact, we view this as a healthy way for them to learn and grow in a complex world. At school, the teacher presents living concepts several times over a period of months and even years, to enable the children to slowly awaken to and understand in a deeper manner than might be possible with a more superficial approach. For example, we do not expect that children will completely grasp or even remember exactly how fractions work the first time they are presented in third grade. As fractions are revisited in fifth and sixth grade, the child gradually develops a deeper understanding. However, some children may need extra assistance to keep within the range of what we expect to see in the class. Like any school, ours has a program for helping students who need this extra help.

Our student support program is a multi-tiered system of support (MTSS) in which students identified as needing extra support can be offered a graduated level of intervention ranging from simple classroom accommodations to a pullout intervention group that meets one or more times each week over a specified period of time. Although most children will require extra help at some time, few will need formal special education services which are afforded to children who have an identified disability AND AFTER other interventions have been tried first. Identifying a child who may need extra assistance is the first step. Because our teachers carefully observe each child in their class every day and within the context of the group, the class teacher is often the one to notice a child who needs this help. A parent may also notice a child struggling unduly or not seeming to grasp concepts that have been covered over a period of time, and should speak to the class teacher as a way to gauge whether the concern is normal for the child's age.

Additionally, a regular school screening may turn up a matter of concern—for example, a vision test that requires parents bring the child for a more thorough test outside of school. A referral from an outside agency, such as a previous school or other individuals having knowledge of special needs, may also be a source of information showing the school that special attention is necessary.

During most children's journey at our school, parents and teachers will meet to discuss ways to further support the development of a child. For example, a phone call home or a meeting between teacher and parents may be called to explore possible approaches in the classroom or at home which might mitigate the situation.

If this approach does not seem to help then the next step is to hold a Student Support Team (SST) meeting. This meeting is made up of the class teacher, the parents, the Instructional Leader, the SPED teacher and possibly the Head of School. A specialty teacher may also be invited. In some cases, the student may need to be observed and a Student Support Team is formed to meet and identify more extensive modification or support for the child. If problems persist, other tests and assessments may be necessary to research the situation further.

Depending on the results of teacher/ parent meetings, Student Support Team and individual assessments, the student may qualify for special education support that the school would provide. The Team then works together with a more formalized approach through the special education process, which will be explained in more detail to the parents at that time in which the parents, teachers, and administration all play a role. In a few cases, a child may qualify for a Section 504 plan or an individualized education plan (IEP), each designed to provide a student with a diagnosed disability with an appropriate education in the public school system. The School complies with all state and federal special education requirements and works to accomplish this in a manner that respects the integrity of a Waldorf curriculum. Questions about special education should be directed to the Special Education Teacher.

Of course, every child has unique learning needs. While Waldorf education is excellent for many children, it may not suit the needs of some. The curriculum is primarily a teacher-directed, orally-presented, larger group type of instruction.

### ***Teacher Assignment based on Looping / Grade Configuration***

An extended relationship between the class teacher and the student is part of the foundation of the Under the Canopy School pedagogical approach. The trust and understanding that builds in such an extended relationship allows the teacher to more fully understand and comprehensively address students' social, emotional and intellectual needs during their enrollment at UTCS.

As such, Under the Canopy School will organize its looping program as follows:

- Elementary Main Lesson Teachers will have the option to loop with their classes for a year or two starting in first grade.
- Given the unpredictability of personnel congruence and efficacy, and in the ability to retain personnel to fulfill multi-year loop terms, deviation from the loop ideal may occur, the loop being carried by a different teacher for a portion or remainder of the loop as necessary.

- UTCS recognizes that different teachers have different capacities and preferences in regards to the ages of their students. Consequently, the number of years that any given teacher remains with their class is ultimately decided by the Instructional Leader in consultation with the Head of School.

### **Music Program**

Musical training is an integral part of a Waldorf curriculum through the grades. Musical instruction begins in kindergarten with songs and singing games. The teacher brings much of her direction throughout the day to the children through her singing voice. Singing and playing of rhythmic games continues through the grades.

The wooden pentatonic flute is studied in the first and second grades, transitioning to the soprano recorder in the subsequent grades. Recorders are provided by the School, though you may also purchase an instrument for your child if you wish.

It is important to note that participation in the school's Music Program is required and is not optional, even for students joining the school later in the grades. Upon enrollment in the school, parents are committing to full participation in the music program all the way through the grades. Questions may be addressed to the Music Teacher or Instructional Leader.

### **Handwork Program**

In these lessons pupils have the opportunity to grasp the world in a tangible way and to give expression to their latent creativity. Crafts both bring order and bestow order. The craft process brings order to the materials used.

The involvement in craft offers the challenge to learn to work from the conceptual through to the material. In this process the student is guided to experience and become conscious of exercising very human attributes, both on an emotional and intellectual level. Along with the development of a manual skill, we see the development of certain human qualities: rhythm, endurance, stamina, and focus.

Students at our school study handwork all through the grades, learning many useful skills, but also a great deal more. Knitting is very arithmetical, reinforcing academic skills. Sewing involves careful planning, and consideration with respect to imagining a finished three-dimensional piece. Spatial relationship and awareness is reinforced, and the children become skillful, yet also sensitive to design and process. Through knitting, cross-stitch, crochet, weaving, hand and machine sewing, and embroidery the children become aware of their hand and the great gifts they can create.



In spending time each week in these creative processes, students are provided with a wonderful opportunity to learn practical activities that build skills, aesthetic sense, and confidence.

Questions should be directed to the Handwork Teacher or Instructional Leader.

### **Standardized Testing**

Each year, the state-mandated End of Instruction testing is given to grades 3 through 8. Under the Canopy School does not “teach to the test,” nor do we view the test as an accurate reflection of the success of the curriculum, especially in the lower grades. School funding and the renewal of the School charter are linked to the full student body participating. We strongly urge parents to have their children participate in the testing.

Our curriculum focuses on developing capacities, not imparting information, and standardized tests are more factual. Since our students “learn to learn,” they always surprise us with their performance on even the more trivial sections of the test material we haven’t covered at school. They score well when they are encouraged to do their best and show what they know. Our test scores are important to the health of our charter and to our funding. Parents should model a positive and inquisitive approach to the tests, and encourage their child to do their best in this exercise.

### **Student Records**

As required by law, the school maintains records for each student who attends our school. These records include such things as academic reports, attendance information, state test results, and discipline records.

Generally, the only information that goes into a child’s file is also sent to the parent, so whatever is in your child’s file, you should already have copies. Parents may review their child’s file upon request, and the school will set a time for this to take place within three working days of the request.

We never release student records to another school without written parent permission. If your child will be applying to a new school, middle school for example, that school will provide you with a form to sign, then they will send the records request to UTCS. It is our policy to send all records directly from school to school, never through a parent or other party. If the school to which you are applying has different practices, please have them contact the office directly. The School sends out only one copy of a mid-year student report, a year-end student report and one state test report for each child. Families that have separate households will each receive a copy.

## **Discipline**

The primary duty of the School is to ensure the safety and wellbeing of the enrolled children. The word discipline is related to the French word *discere*: to learn. School is a safe place to learn. It is the teacher's responsibility to conduct classes in a way that maintains a learning environment while allowing for spontaneity and differences in temperament. The teacher presents the students with loving authority. Chronic disruptions to the program or threats to the safety of other children are not tolerated.

### **Student Behavior Plan Steps:**

1. Restorative Conversation: A **restorative conversation** is a guided dialogue between students and teachers that helps address conflict or harm in a respectful and supportive way. Rooted in Waldorf values of compassion and personal responsibility, these conversations encourage children to reflect on their actions, understand how others were affected, and find meaningful ways to repair relationships and restore harmony within the class community.
2. Restorative Conversation with the student x3 a day depending on the infraction level. A followup email will be sent to parents on Parent Square message about the behavior to the family. All communication will be printed out and put in the child's file. The teacher may choose a range of discipline depending on the level of infraction that could include, writing exercises, loss of privileges and time out. Please see Appendix B Behavior responses to view the levels of infraction.
3. 3rd offense go to HOS office and HOS calls parent/guardian for reprimand, this also becomes a referral for behavior that is put in their paper file. HOS shares this with parents in a follow up email.
4. Depending on the level of infraction they go home for the rest of the day and are considered half day suspension and this is put in their record.
5. 3 referrals for behavior in file = 1 day of out of school suspension. 2 half day suspension equals 1 day out of school suspension.
6. All suspension goes on the child's permanent record.
7. UTCS uses a progressive discipline measure that heightens the level of infraction based on repeated offenses. Ex: The level one infraction would become a level 2 if repeated and could include longer suspension times.

### **Suspension and Dismissal**

Under the Canopy School follows Oklahoma State Statutes related to student discipline, suspension and long term suspension. Some examples of behaviors that cannot be tolerated are these: Hitting, spitting, kicking, biting.

Eloping.

Inappropriate use of language, harassment, bullying or intimidation.

Sexually-oriented behaviors.

Destruction of school property

Stealing, bringing drugs or a dangerous weapon to school.

A child may be suspended from class for the remainder of the day or longer if s/he displays such poor behaviors or is defiant/disobedient despite efforts by adults to rectify the situation. Where health or safety issues are involved, such as biting, kicking, hitting, threats, or other forms of abuse, swift action will be taken.

### **Appeals Process for Student Suspension**

- **Initial Notice**

When a student is suspended, the school will provide written notice to the parent/guardian stating the reason for suspension, the length of suspension, and the right to appeal.

- **Request for Appeal**

Parents/guardians have the right to request an appeal within **5 school days** of receiving the suspension notice.

The request must be submitted in writing to the principal or designated school administrator.

- **Informal Conference**

An informal conference will be scheduled with the parent/guardian, student, and school administration to review the suspension and any supporting evidence.

Parents/guardians may present additional information or documentation at this time.

- **Administrative Review**

The superintendent will review all documentation, including any statements or evidence provided by the parent/guardian, and issue a written decision.

- **School Board Appeal (for long-term suspensions, typically over 10 days)**

For suspensions exceeding 10 days, parents/guardians may request a hearing before the

- **Board of Education.**

The Board will provide an opportunity for both the school and the family to present their perspectives before rendering a final decision.

The decision of the Board is final.

## UTCS Special Education Discipline Policy

Our school is committed to maintaining a safe, respectful learning environment for all students while ensuring that the rights of students with disabilities are fully protected. In accordance with the **Individuals with Disabilities Education Act (IDEA)**, **Section 504 of the Rehabilitation Act**, and **Oklahoma State Department of Education regulations**, disciplinary procedures for students receiving special education services will take into account each student's individual needs, rights, and support plans.

### 1. Application of School Discipline Policies

- Students with disabilities are expected to follow the same school-wide code of conduct as are all students.
- If a violation occurs, consequences will be applied fairly and consistently while considering the student's Individualized Education Program (IEP) or Section 504 Plan.

### 2. Short-Term Removals (10 Days or Less)

- A student with a disability may be removed from the classroom setting for up to **10 cumulative school days** in a school year (e.g., suspension) in the same manner as students without disabilities.
- During removal, the student will continue to have access to general education curriculum and special education services as required.

### 3. Manifestation Determination Review (MDR)

- If disciplinary removals exceed **10 consecutive school days**, or constitute a pattern of removals that totals more than 10 days in a school year, the IEP team will conduct a **Manifestation Determination Review** within 10 school days.
- The team will determine whether the behavior was caused by, or had a direct and substantial relationship to, the student's disability, or was the direct result of the school's failure to implement the IEP.

### 4. If Behavior *Is* a Manifestation of Disability

- The student will not be subject to long-term suspension or expulsion for the behavior.
- The IEP team will review and adjust the student's Behavior Intervention Plan (BIP) or create one if not already in place.
- The student will be returned to their placement unless the parent and school agree otherwise.

#### **5. If Behavior is *Not* a Manifestation of Disability**

- The student may be disciplined in the same manner as students without disabilities, including possible suspension or expulsion.
- Educational services must continue to be provided so the student can progress toward IEP goals.

#### **6. Special Circumstances**

- A student with a disability may be placed in an interim alternative educational setting for up to **45 school days**, regardless of manifestation, if they:
  - Bring a weapon to school or a school function;
  - Knowingly possess, use, sell, or solicit illegal drugs at school or a school function; or
  - Inflict serious bodily injury upon another person at school or a school function.

#### **7. Restorative and Supportive Practices**

- In keeping with Waldorf education values, the school will prioritize restorative conversations, therapeutic supports, and individualized interventions that help students learn constructive ways to manage their behavior.
- Families will be engaged as partners in developing solutions that uphold both safety and student growth.

## **Bullying Prevention**

At UTCS we are committed to creating a learning environment rooted in kindness, respect, and care for one another and the earth. Bullying in any form—physical, verbal, social, or digital—is not tolerated, as it disrupts the sense of safety and belonging that every child deserves. Through restorative practices, we guide students to recognize the impact of their actions, cultivate empathy, and practice peaceful conflict resolution. Together, teachers, families, and students work to build a compassionate community where differences are honored, friendships are nurtured, and every child can grow and thrive.

## **Drug Free Campus**

UTCS maintains a strict drug-free campus policy, prohibiting the possession, use, or distribution of drugs, alcohol, and other controlled substances on school grounds.

## **Weapon Play**

For the safety and well-being of all, students may not engage in pretend play with weapons of any kind such as toy guns, swords, or other weapon-like objects—while on campus.

## **Weapons on Campus**

UTCS is a weapon free campus. If it is determined that a student has brought a firearm<sup>1</sup> to the school, the student will be suspended from school for a period of not less than one year. Any suspension imposed under this policy may be modified for any student on a case-by-case basis by the head of school or the board of education under appropriate appeal procedures. Enforcement of this policy will be consistent with state and federal laws dealing with discipline of students with disabilities. Any student violating this policy is subject to referral to the appropriate criminal justice or juvenile delinquency system. Any suspension initiated pursuant to this policy will be subject to the procedural safeguards set forth in the School's policy for suspending students. Any firearm seized from a student by any school employee will immediately be delivered to a law enforcement authority for disposition pursuant to applicable law. Consistent with Oklahoma law, suspension under this policy, no education plan shall be implemented during the term of the suspension.

## **Cell Phone Policy**

Students are not permitted to use cell phones during the school day, and any devices brought to campus must remain turned off and stored away until dismissal.

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<sup>1</sup> The term “*firearm*” means a firearm as such term is defined in Section 921(a) of Title 18 of the United States Code.

## **Dress Code Guidelines**

The School asks that clothing remain simple and functional. Movement is a part of every school day. The student's clothing should be appropriate for running, bending, jumping, etc. Shoes should be appropriate for participation in our physical education classes. Children are unable to learn well if they are uncomfortable. Oklahoma weather often necessitates layers of clothes that can be peeled off as the children warm up. Coats are necessary during cold weather and legs must be covered.

Please label everything your child wears or brings to school: footwear, lunch bags, backpacks, sweaters, sweatshirts, bags, hats, etc. Remember to check the lost and found baskets for missing items. The lost and found baskets are periodically emptied and donated to charity.

Class teachers and school staff reserve the right to ascertain when clothing or appearance is unacceptable (regardless of whether the attire conforms to the "letter of the law.") Anything that might become a distraction to learning should be avoided. Class teachers may have additional guidelines for their classes. Disregard for any of these standards may result in the parents being contacted to bring other clothes to school. Repeated offenses may result in disciplinary action and/or the student being provided with other clothing by the school. We respect cultural decisions for certain appearances and appreciate you communicating with us if we are unaware of a certain appearance in conflict with our dress code but related to your child's cultural background.

### ***Please observe the following dress code standards:***

- Closed-toe shoes
- No see-through clothing
- No bare midriff
- No strapless shirts
- No graphics that are inappropriate
- Shorts with adequate coverage
- Skirts/dress of reasonable length with shorts underneath
- No make-up
- No perfume or cologne
- Jewelry should not prevent participation in any school activities
- No devices that make noise
- No internet connected devices

## **Medications at School**

Students are not allowed to bring medication of any kind to school without a written doctor's note and proper paperwork, nor is office staff allowed to administer any oral pain medication, such as Tylenol or aspirin.

Oklahoma law allows school personnel to assist students who are required to take medication during the school day under specific circumstances. Please call the school office for details. Emergency medicine such as an EpiPen and asthma inhalers may be carried by the student when recommended by an authorized health care provider and parent. Parents and an authorized health care provider must fill out the appropriate form available in the office or in ParentSquare.

All prescription and nonprescription medication (including vitamins) given in school require written authorization from your child's doctor, as well as parent written consent. These forms must be completed each and every year.

### **Toilet Training**

**Each child must be completely toilet trained by the first day of school.** The child must be able to attend his/her bathroom needs. Pull-ups are considered diapers and are not allowed. Children with pants wet/soiled on a regular basis will be considered not toilet trained. If a student soils their pants the parents will be notified to come up to school and change their child's clothes if the child is unable to change into new clothing. We completely understand that accidents do happen and that is why we ask that you have a clean change of clothes in the students backpack at all times.

### **Parking, Arrivals and Departures**

The Traffic Management Plan serves as the working document in support of these essential goals:

- to ensure the safety and efficiency of student arrival to and departure from school
- to ensure the safety of the neighborhood

Each of these goals is supported both by the physical design of the school campus, and by school operations and the training of our community. See infographics below.



# Under the Canopy School

Grades 1 - 3

Drop-off / Pick-up Flow



## Approaching from W. 39<sup>th</sup> Street...

- Turn South on to S. 34<sup>th</sup> W Ave
- Follow the bend to the Right (East) onto W. 38<sup>th</sup> Street
- Turn Right onto S. 33<sup>rd</sup> W Ave

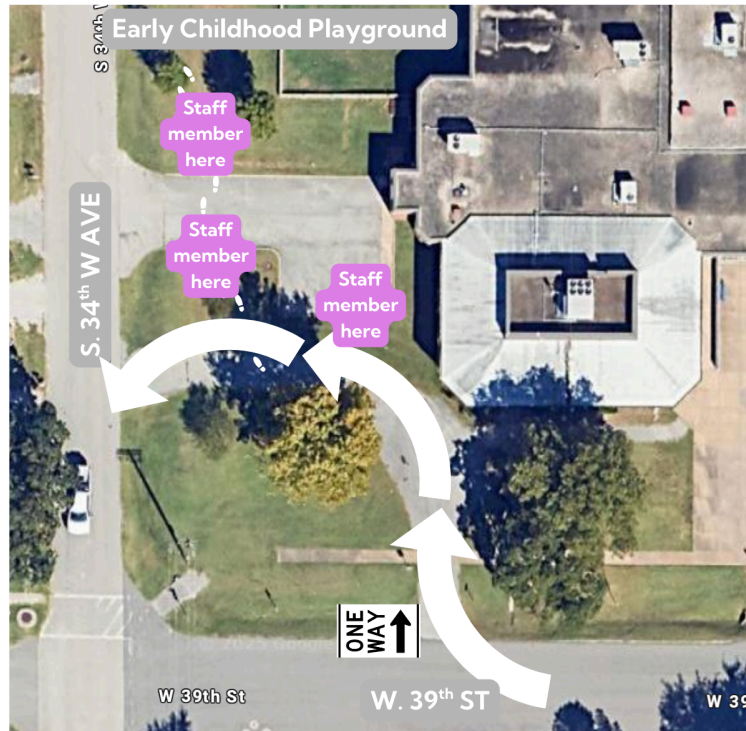
# Under the Canopy School

## PreK & Kindergarten

### Drop-off / Pick-up Traffic Flow

#### Approaching from W. 39<sup>th</sup> Street...

1. Turn South into one way circle drive on SW corner of the school building
2. Drop your student off with UTCS staff member
3. Staff member(s) will safely escort the students into the EC Playground area to begin their day.
4. Exit circle drive and turn Left onto S. 34<sup>th</sup> W. Ave



#### Operations and Training:

The school will provide adult monitors to direct traffic and to provide additional protection for students during drop-off and pick-up times.

The school will communicate regularly through the school newsletter and class meetings to remind the parent community about various traffic safety and efficiency issues.

#### SUMMARY OF TRAFFIC MANAGEMENT PLAN IMPLEMENTATION

- Provide ongoing adult monitoring of parking lot, drop-off and pick-up zones
- Train and enforce safe and efficient school arrival and departure
- Communicate regularly with the parent community about traffic and safety issues

## **COMMUNICATIONS FROM THE SCHOOL**

### **Weekly Newsletter**

Many avenues of communication are in place at Under the Canopy School. The weekly Newsletter is distributed by email. This newsletter is the best place to get information about what is currently going on at school, announcements, and school news. It is the responsibility (and we hope, the pleasure) of the parents to read the Weekly Newsletter. Important information is contained in it and it is an essential way for the School to communicate with you.

If you would like to suggest something for posting please email your content and a brief explanation to the Office Assistant by Thursday of the previous week. We avoid political content in the newsletter, and the school does not in any way endorse events or services offered outside of our community that are listed in the Newsletter.

### **Schoolwide Messages**

Under the Canopy School has ParentSquare to assist in communicating important information about school events. You will periodically receive emails and texts from the Administration or school staff with information relevant to the school operations, curriculum or facilities. We also use ParentSquare to send important forms that require your attention as well as our Parent School Handbook. This system will also be used in case of emergencies such as flooding, fire, earthquake, in which case ParentSquare will automatically call parent or guardians phone numbers that you have given permission for us to call, including home, work, and cell numbers. If you find you are not receiving ParentSquare messages, please notify the office so we may assist you. It is very important that you notify the school office for any changes to your phone number, email or home address.

### **Email**

Email can be used as a convenient and effective means of communication for class information. Because email cannot express inflections of the human voice or facial expressions that help convey meaning, we request that parents and teachers alike use it only for informational purposes (such as meeting times, field trip information, and assignment due dates) and not as a forum for discussion or debate. If you have questions about how your class teacher would like the class parents to communicate, please ask him/her.

A group email to parents and/or teachers is only authorized from the class teacher or school administration. Parents should not send group emails to other parents without explicit permission from the class teacher and/or Head of School.

## **School Board Meetings**

Parents are welcome to attend school board meetings as a way to learn more about the functioning of the UTCS. The time and place of the board meetings is announced on our website and meeting agendas are posted on the office window several days in advance of the meeting.

## ***Communication Basics***

In order to ensure good communications in our school community, keep in mind the following:

- Talk to the person most immediately involved FIRST. A healthy community depends on direct, honest, respectful communication.
- For questions regarding your child's education, always feel free to speak to your class teacher or, if appropriate, a subject teacher. You may leave a message at a teacher's school voice mail at any time. Please be sensitive to the teaching demands of our teachers: they are not available for lengthy discussions while the children are at school, but will arrange time to meet as necessary.
- Refer to the chart titled "Who to ask" in this document for a guide regarding who to speak with about various questions that may arise.

And don't forget: our community is one whose educational program is, in part, built upon adults modeling behavior for students. Please, do not gossip, spread or listen to rumors, or allow others to communicate in this unhealthy manner. Every year people get upset about things that never happened or were widely exaggerated because adults succumbed to this less-than-ideal way of communicating. Our community culture depends on healthy adult and student behavior, and it values a "no blame," "no put-down" environment. Honesty, directness, and politeness are wonderful qualities for us adults to model for our children.

## ***Class Meetings***

Throughout the year, teachers schedule class meetings with the parents of their class. The purpose of these meetings is to explore the meaning of the curriculum, particularly as it relates to the development of the child, provide a picture of what is happening in class, handle class business, deal with issues the class is facing, and come together as the parent group that holds these children as they grow. We believe that parents need to understand their children's developmental needs and how the teacher, through the Waldorf curriculum, is attempting to meet those needs. It is expected that at least one of a child's parents will attend all class meetings.

### ***Parent-Teacher Conferences***

Once each semester, an individual parent-teacher conference is held. The purpose of this meeting is to discuss your child's overall social and academic progress. It is expected that all parents and/or guardians of the child will attend this important meeting.

### ***Student Reports***

UTCS issues student comprehensive mid-year and year-end reports with grade level curriculum overviews at the middle of the year and the end of the school year for grades PreK – 3 by email.

These reports will provide you with a picture of your child's growth during the year, areas of strength, and areas to improve. Questions about the student reports should be directed to the teacher who wrote them.

Transcripts and student records are kept on file at the school as long as the student is enrolled. When a student graduates or moves away, the parent must fill out and sign a Request for Records form at the new school. When our school receives that form, we send the child's complete academic file directly to the new school.

### ***Safety***

The safety of the children is of the highest importance. We have an active emergency preparedness plan which is renewed and board-approved annually.

### ***Emergency Contact Information***

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

### ***Emergencies***

Each year, prior to enrollment, parents must fill out a new Student Emergency Contact form, Medical and allergy Information form. This is part of the Online Re-Enrollment process. For new families it will be part of their new enrollment forms. These are kept on file in the school office. In addition, a copy accompanies drivers on field trips. Telephone numbers of parents at home and at work, health insurance, and other important information are all used in case of illness or medical emergency or a disaster during school hours.

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

not be able to locate you or your authorized persons in an emergency if you/they cannot be reached at the numbers indicated on the forms.

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

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

Emergency forms also give permission to the School to take supervised walks with the class around the neighborhood. If, in an emergency, you need to change the arrangements for picking up your child, please notify the office promptly.

### **Emergency Procedures**

Under the Canopy School is committed to providing for the safety of the students and our community as a whole. A team of staff and parent volunteers work to ensure we have the appropriate supplies and training at both campuses that will allow us to act when any emergency occurs. Regular drills and practice events help us to be ready to put these resources to use. Anyone interested in helping with this effort should call the office for more information. In case of an emergency, parents will be notified via the School's message system. Remember to update any changes, as this system will call home, cell and work numbers.

All classes regularly practice fire and tornado drills. Our teachers will cope with emergency situations such as flooding, fire, earthquake or facility problems. Our school building is well constructed and evacuation plans are in place. Your children will be well cared for until it is safe for you to pick them up.

During severe storms, or flooding, if you have questions as to whether school is in session, please DO NOT CALL THE OFFICE. Most likely, no one will be in the office early in the morning or if during the day, phone lines will be needed to call out. Local news stations will be notified of school closures.

During flooding, please listen to the radio and always use good common judgment. If you live a distance from the School and have to pass through an area that typically floods, pick your child up early, even if we haven't called. If a fire occurs during school hours, the children will be evacuated and parents will be notified via the message system.

In the event of a tornado, you should stay at home or work until it is safe to pick up your child. Traveling may be dangerous and power lines may be down. Tune to local news stations for information on conditions. Remember to follow your own personal preparedness plan. When you do arrive to pick your child up, you will be asked to follow a specific sign-out before you will be given permission to leave the School grounds with your children. We will not release your child to a friend unless they are listed as being authorized to pick up your child. Again, make sure your emergency form is updated with this information.

### ***Field Trips***

Field trips can be an important supplement to our regular curriculum, providing they do not take away from essential classroom instruction. The teacher follows a set procedure for requesting approval for a field trip. Parents are often asked by the teachers to attend the field trips to help with driving and supervision of the children while off campus. Parents wishing to attend a class field trip are subject to teacher approval. Due to insurance requirements, siblings are generally not allowed to attend field trips; contact the Head of School if you have questions about this policy. Field trip drivers are provided with emergency forms for the children they are transporting.

### **How Can I Help?**

#### ***Parent Participation at School***

Under the Canopy School cannot thrive without the time, effort, and energy offered by the parent community in support of the School and its programs. We welcome parent involvement through volunteer time, classroom involvement, and fundraising. Through these contributions we build a strong community and the world around us becomes a better place to live. The following are detailed ways in which parents lend support to the growth of the UTCS.

#### ***Fundraising Events***

Each school year brings fundraising events in varying formats that might include our annual Winter Faire, May Faire Festival, a gala event, or an auction. These events are coordinated through the Charter Foundation and their success depends on school-wide support and enthusiasm. Other events may occur from time to time as well that may be Charter Foundation or parent initiatives. If you have a fundraising idea, please contact the Head of School.

### ***Pledging (Beginning in 2026)***

Under the Canopy School provides a free public education offering a rich Waldorf curriculum to all families. A child's enrollment in the School is in no way dependent on family pledging. It is important to recognize, however, that the public funding available is insufficient to fully support our curriculum.

Pledge donations to the Under the Canopy School Family Foundation – the separate, tax-exempt, fund-raising entity for the School – have been a successful way to support the growth of our school. We heavily depend upon them as they are used to support our dynamic accredited Public Waldorf curriculum's immediate programming needs here at Under the Canopy. All donations are tax-deductible to the fullest extent allowed by law.

Each year, the Under the Canopy School Family Foundation will send pledge forms to each school family. Please be aware that the Under the Canopy School Family Foundation's capacity to support the School, and therefore the School's annual budget, is based on the pledge revenues collected by the Foundation. While recognizing that family finances are diverse and subject to change, it is extremely important that each family fully contribute their pledged amount. The Under the Canopy School Family Foundation will happily assist in setting up a monthly automatic payment to make your pledge.

It is important to understand that the Under the Canopy School Family Foundation and the School both have expenses that are on a 12-month basis, therefore, the Foundation encourages pledges to be given on a year-round basis. We understand that not all families are able to contribute at this level. It is vital, however, that each family contributes to the extent they are able. Because many outside funding resources such as grant foundations look at the percentage of families pledging as an indication of the viability of the Foundation and the School, your wholly voluntary pledge at any level, whatever the size, is a strong indicator of our community commitment.

The health and vitality of Under the Canopy School is sustained by families pledging what they can. Pledges to the Under the Canopy School Family Foundation help to fully sustain the rich programming at our School.

### ***Annual Parent Survey of the School***

At the end of each school year, an Annual Parent Survey regarding aspects of the School is emailed to all school families. Parents are asked to respond to the survey regarding all aspects of their child's school experience. The report card asks for feedback on the child's classroom experience, the curriculum, the faculty, the administration, foundation fundraising, facilities, volunteering opportunities, etc. General suggestions, concerns, or comments are also welcomed.



The survey is an opportunity for the parent body to offer positive or negative constructive criticism and to thoughtfully consider the progress their child has made on the stated educational goals of the School. It is also an opportunity for the School administration to receive such information and to make any appropriate changes.

### ***Other Volunteer Opportunities***

Volunteer opportunities abound at Under the Canopy School. The School relies on the dedicated hours of service from parent volunteers, which support virtually every aspect of the School and its facilities.

Each teacher works with at least one volunteer “class parent” who gives ongoing support towards the smooth functioning of the classroom. Class Parents coordinate classroom volunteers (such as helpers in handwork), make field trip arrangements, notify parents of important news and class meetings, arrange the cleaning of the classroom, organize the class phone tree, assist in the parent evenings, help the teacher move and set up the classroom each year, etc.

Each class is responsible for cleaning their child’s classroom. In the younger grades, parents help with this task. As the students get older, they take on more of this responsibility. Parents volunteer in their child’s classroom as requested by the teacher, assisting with school projects, making repairs, doing light construction, maintaining the grounds, etc. At times the administrative staff will also request parent help, posting current needs in the Newsletter.

### **IN A NUTSHELL:**

#### **A Summary of Essential Guidelines**

- Keep a simple, consistent rhythm in your home life.
- Come to school every day when well – and be on time.
- Know and follow the Student Code of Conduct
- Park and drive politely.
- Get involved and support the School with your time and financial resources to the greatest extent possible.