

AWAKENING THE MIND



NURTURING THE SOUL

**MADRONA SCHOOL**  
WALDORF EDUCATION

# Family Handbook

August 2023

*Accept the children with reverence, educate them with love,  
send them forth in freedom. – Rudolf Steiner*

Madrona School is a non-profit, tax exempt public charity organization incorporated in the State of Washington. We do not discriminate on the basis of race, color, gender, ethnic origin, physical ability, or religion. Madrona School welcomes families and students of any race, religion, national or ethnic origin to all of its programs, classes and activities.

### Our Mission

Our mission is to promote the healthy and balanced development of children, while serving as a model of educational change. We strive to cultivate confident, compassionate and joyful human beings who are the explorers in the adventure of their own lives.

### Land Acknowledgement

The following Land Acknowledgement Statement has been approved by the Suquamish Tribe for use in local meetings, events, and other gatherings:

“Every part of this soil is sacred in the estimation of my people. Every hillside, every valley, every plain and grove, has been hallowed by some sad or happy event in days long vanished.”

*Chief Seattle 1854*

We would like to acknowledge that the land on which we gather is within the ancestral territory of the suq̓'abš “People of Clear Salt Water” (Suquamish People). Expert fisherman, canoe builders and basket weavers, the suq̓'abš live in harmony with the lands and waterways along Washington’s Central Salish Sea as they have for thousands of years. Here, the suq̓'abš live and protect the land and waters of their ancestors for future generations as promised by the Point Elliot Treaty of 1855.

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# 1. Communications

## Contact Information

### Mailing Address

P.O. Box 11371  
Bainbridge Island, WA 98110

### Administrative Office

105 Winslow Way West  
Bainbridge Island, WA 98110  
Phone: 206-855-8041  
[www.madronaschool.org](http://www.madronaschool.org)

### Office Hours

Monday through Thursday – 9:00 a.m. to 3:00 p.m.  
Friday 9:00 a.m. – 1:00 p.m.

### General Office Contact

Meredith Cartwright, Administrative Assistant  
[office@madronaschool.org](mailto:office@madronaschool.org)

Jocelyn Waite, Head of School  
[hos@madronaschool.org](mailto:hos@madronaschool.org)

### Weekly bulletins from the office

Tuesday Newsday is emailed out each week. Add @madronaschool.org email addresses to your contacts to ensure you receive this weekly email, as well as emails from your child(ren)'s teacher(s). Please [notify the office](#) of a change of email address. **It is your responsibility to keep yourself informed.**

### Monthly teacher letters

Once a month, or more often as needed, you will receive an email from your child's teacher about classroom news and upcoming events.

### Parent meetings

Your class teacher will schedule at least three parent meetings throughout the year. These meetings are an important part of building the class community, and communicate a lot of what is happening inside the classroom each day. They should not be missed!

### Parent-teacher conferences

Held twice a year in late October/early November and February. These in-person meetings strengthen the parent-teacher relationship, deepen the teacher's understanding of the children, and give parents a sense of their children's progress. In addition, the teachers appreciate ongoing communication about significant changes in your child's life as they may arise. You need not wait until conference time to schedule a meeting if you have a concern.

### Student Assessments

Teachers communicate to parents about their students' progress at parent-teacher conferences, class parent evenings and in individual conversations. Grades students receive a written year-end summary and report. Letter grades are not a part of the evaluation of students at Madrona School before 6th grade

### Sharing Concerns and Problem-Solving

If you have a concern about your child's education, please speak with the teacher. If you feel your concerns are not adequately addressed by the teacher, please speak directly with the [Head of School, Jocelyn Waite](#).

If you have concerns about school policies or procedures, please speak directly with the [Head of School, Jocelyn Waite](#). If you feel your concerns are not adequately addressed by the Head of School, please speak directly with the [Madrona School Board Chair, Mariela Humphrey](#).

It is important that you bring your concern to the attention of a person who can address it. Airing your concerns with other parents intensifies the issue and does not lead to resolution. While complaining to your friends can feel good in the short term, like a release valve, it has

long term negative consequences for the school. Please be an active participant in the health and growth of Madrona School by bringing your concerns to the right people.

#### Emergency Preparedness / Contact Information

In the event of an earthquake or other emergency that renders the school building unsafe, students, teachers, and staff will congregate on the playground. Children will be supervised until released to a parent or person designated on the student's emergency card. Madrona School's full emergency preparedness plan is available for review in the office.

#### Weather- or Public Emergency-Related School Closures

When the roads are icy or slippery with snow, sometimes BISD will delay the opening of school for two hours so the roads can clear and be safer for travel. Madrona School follows the lead of BISD when determining whether to close school or delay the start for weather related hazards. If you are not a BISD guardian or staff member and wish to receive emergency text alerts from BISD, please email your cell phone number to [ebischoff@bisd303.org](mailto:ebischoff@bisd303.org) and she will walk you through the appropriate steps. Please allow up to a week to be added to the system. You can find more information about BISD's emergency procedures and school closure protocols at [www.bisd303.org/Page/15344](http://www.bisd303.org/Page/15344). You will also receive a text message and email from Madrona School through our School Messenger Emergency Alert System.

If school announces a two hour delay:

- Parent/Child class is canceled
- Preschool is canceled
- Partial day kindergarten is canceled
- Full Day kindergarten will begin at 10:45 am, drop off will begin at 10:30 am.  
Please send your child to school with a snack as well as a lunch, as faculty will not have time to prepare a snack.
- Grade school will begin at 10:30 am, drop off will begin at 10:10 am. Grade school students should bring a snack and a lunch.

## 2. Logistics

### School Hours

8:10 a.m. – Yard open for grades students

8:25 a.m. – Bell for grades students to line up

8:10 - 8:45 a.m. – Kindergarten drop off

9:00 a.m. – Preschool drop off

12:00 p.m. – Preschool pick up

12:45 p.m. – Pick up for half-day kindergarten

3:00 p.m. (M-Th) – Pick up for full-day kindergarten

3:15 p.m. (M-Th) - Pick up for grades students

1:00 p.m. (F) – Off campus pick up for Kindergarten and grades 1-5

### Definition of Entrances

Madrona School and Eagle Harbor Congregational Church have many entrances.

Main Entrance: Through the arbor at the top of the play yard. Park in the main lot on the corner of Madison Avenue and Winslow Way.

Garden Entrance: Through the pea patch to the gate at the top of the lower yard. Accessed from the Main parking lot.

Side Entrance: The gate to the West side of the lower yard. Accessed from Finch Place.

Back Entrance: Double doors off of the back parking lot on Madison, opposite Cups. These doors remain locked, knock on the office window, to the left of the double doors.

Church Entrance: Through the main church door under the steeple. These doors are kept locked during the day and do not serve as a primary entrance to the school.

### Arrival Expectations

All students are expected to arrive before their classes officially begin. Kindergarten students are expected to arrive between 8:15 a.m. and 8:45 a.m. Grades students are expected to arrive and play in the yard between 8:10 a.m. and 8:25 a.m. The bell rings promptly at 8:25 a.m.

### Attendance

As a Waldorf school, we value rhythm and regularity for learning. These contribute to our students' individual and collective wellbeing in ways that are both subtle and profound.

Habits of regular attendance and on-time arrival at school each morning are fundamental to your child's success in our program. On-time arrival strengthens social ties with classmates, creates a sense of belonging in the class, and contributes to supporting the teacher's work.

### Late arrival procedures:

Grades students: If late and arriving after 8:30 a.m., when school begins, you **must check in with Ms. Waite prior to going to the classroom. She will either be greeting kindergarten students at the Main Entrance of the school or in the office. If she is in the office, a parent or caregiver must accompany their student into school through the back entrance.** Students who are tardy four or more times in a month will receive a letter. A meeting to discuss morning routines and school needs for punctuality will be necessary if another month with four or more tardies occurs in the school year.

Kindergarten students: If you arrive after 8:45, you may enter either through the Garden Entrance (through the pea patch) or the Side Entrance (off of Finch Place.) A parent or guardian must check in with a teacher before leaving their child.

Preschool students: Late arrivals have the same protocol as on-time arrivals, as explained by Teacher Susie.

### Absences

Regular attendance of each student is expected every day. The absence of any student is felt by teachers and classmates. Parents should refrain from taking their student out of school on school days, including the days immediately preceding and following a school break. All field trips, special events, class trips or outdoor education are an integral part of our school curriculum and as such are not a suitable time to schedule appointments or additional vacation days. The school emphatically requests parents to schedule appointments for their children outside of school hours.

### Excused Absences

When illness, or situations beyond your control, cause an absence or a late arrival to school, email or call the office to report your child's absence: [office@madronaschool.org](mailto:office@madronaschool.org), 206-855-8041. As a courtesy, please also email or text your teacher. If your grade school child is absent for more than two days, please make homework arrangements with your teacher..

### Departures

At the end of the school day, children will be dismissed to parents standing by the gate at the Main Entrance. For safety reasons, **we will not dismiss children to parents waiting inside cars.** Please do not hold a phone conversation while you greet your child. We recommend you clear your mind, kneel down to their level, greet them with good eye contact and be open to listening, either to their stories or their body language. Not all children want to talk about their day but it is important that they are received with intention and connection. Older



students who walk or bike home alone need a previously arranged plan or note with the office.

We request that families leave the school grounds promptly after retrieving their child. They have had a long day at school with much learning and play and they are ready for some relaxation time at home. If you would like to have further conversations and play with other families, please arrange to meet at a local park or someone's house. The school parking lot and area outside the gate are not appropriate places for children to play.

Should your child need to leave school early, please notify the teacher with the time of departure and reason, pick up your child at his/her classroom, and sign your child out in the office log book.

### Parking

Parking for drop off or pick up for all students is in the north lot with one-way circulation entering from Madison and exiting onto Winslow Way. Designated stalls for Madrona School are directly adjacent to our yard or the diagonal parking in the portion closest to Madison Avenue. The stalls that are adjacent to Winslow Way are designated for Bainbridge Montessori who rents the house on the western edge of the lot from Eagle Harbor Congregational Church. Be aware of others and park your car appropriately. Street parking also is available on Winslow Way and Finch Place. The back lot off of Madison Avenue, opposite Cups, is reserved for faculty and staff parking.

## 3. Supporting Your Child At School

### Snacks and Lunches

#### Preschool and Kindergarten

A hot, organic nutritious snack is served midway through the morning. No food from home is needed. The exception to this rule is for older kindergarteners who participate in our extended day program -- they are asked to bring lunch from home.

#### Grades Lunches and Snacks

Please pack healthy lunches and snacks, using reusable bottles and containers rather than disposable packaging as much as possible. Lunch should come in a basket or cloth bag with cloth napkins. Please do not send lunch boxes with commercial media or comic characters. Please avoid sending junk food, soda pop, gum or candy.

#### Nutrition, Lunches and Snacks

As part of their daily routine, Madrona students learn healthy eating habits and the connection of food to the natural world. Rituals such as lighting candles, holding hands, singing songs, and expressing gratefulness for the food begin each snack or mealtime. Some classes engage in organic gardening practices in our school garden boxes. Kindergarten classes assist with food preparation, cleaning and chopping vegetables for soup and kneading and forming bread rolls.

#### Dress Code, Early Childhood

Your preschool and kindergarten teacher will provide you with a detailed list of recommendations and requests regarding clothing for outdoor play. Warmth and comfort are the primary factors at this age.

#### Dress Code, Grade School

We expect all students to wear clothing and shoes which permit them to participate in a range of activities throughout the day (artistic courses, crafts, physical education, and recess.) We ask that you provide clothing that supports the activities of that age. Your class teacher will convey the requirements specific to each grade each year, as the students grow up.

Our requirements for school dress are based on considerations of health, warmth, neatness, cleanliness and respect. Students go outdoors for recess or physical education in all weather, making it very important that your **children come to school with appropriate rain gear,**

**hats and boots.** Given our local weather, we ask students to come to school in **layers**, enabling them to stay warm and comfortable both indoors and out.

The school strives to create a healthy learning atmosphere devoid of commercial or media promotion. We request that clothing be simple and “quiet.” Please avoid as much as possible pictures or images derived from cartoons, movies, TV, computer games, or the internet.

## 4. Health Policies

### Supporting Healthy Children

Madrona School teachers share your desire for both the physical and inner health of your child and delight in seeing rosy-cheeked, bright-eyed children engaged in vigorous play and work. Teachers are happy to discuss your child's health with you at any time. Well-rested children who dress warmly and eat a wholesome diet are best prepared to withstand the onslaught of winter colds and ailments. We respect that parents may choose from a range of alternative and traditional approaches to promote their children's health, and we wish to support parents in all their efforts to build health in their children.

**You are required to keep your child home if they exhibit the following symptoms:**

- Fever or chills
- New or undiagnosed cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- New or undiagnosed congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Lice
- Any ailment that causes you to give them pain relieving medicine

\*You must also keep your child home for at least a full 24 hours after their last episode of fever, vomiting or diarrhea.

Madrona School staff and faculty reserve the right to send any child home who exhibits the above symptoms. We appreciate all your efforts to keep your family and the entire Madrona Community healthy.

Our COVID-19 [Policy](#) and [Protocols](#) are outlined below. You can find a link to the Washington State Department of Health's [What to do if a Person is Symptomatic flowchart](#) and the CDC's [Isolation Protocol](#) on our website: madronaschool.org.

### Food Allergies

Madrona School is aware that some children have serious food allergies. To serve your child's health and well being, any food allergies or sensitivities must be discussed with the child's teacher and the office prior to the first day of school. Newly discovered allergies must be communicated to the office as soon as possible. Some classes have children who are severely allergic to nuts, and all parents in those classes will be asked not to send any food with nuts in their child's lunch.

### Immunizations

Washington State law requires that all children have a completed Certificate of Immunization Status on file at school before the first day of school. If your child is exempted from immunization for medical, personal, or religious reasons, you may file an Exemption of Immunization Certificate instead. Exemptions require a health provider's signature. If there is an outbreak of a vaccine-preventable disease, students not immunized may be excluded from school as directed by the Kitsap Department of Public Health.

### Individualized Health Plans

Madrona School complies with all state requirements regarding children with life-threatening health conditions, orders for medication or treatment, or individualized health plans for diseases such as diabetes and asthma. The parents, child, school, and health care provider will create an individualized health plan to meet the specific needs of the child including schedule, dietary needs, and medication. The attendance of any child with a life-threatening health condition requires a treatment order before the child will be allowed to commence enrollment at Madrona School.

### Medicine

Please give your child medicine at home. If a child must take medication at school, the parent or other adult must file a Medication Form with the office, available from the office. Children may not have medicine or vitamin pills in their possession. Parents must bring medications to school, not the children.

### Medical Emergencies

In an emergency, office staff will use the information you have provided the school regarding contact numbers, physician's name and phone numbers, and specific instructions. In the event that no parent or guardian can be reached, your signed consent permits your child to receive needed medical attention. **Please be certain that your child's student information form is current.**

### Child Abuse Reporting

Madrona School is required by Washington State law to report any suspicion of child abuse immediately to Child Protective Services.

### National or Regional Disease-Related Emergencies

In the event of a wide-spread local or regional health emergency, Madrona School will follow the best practices for educational institutions as recommended by the Kitsap Public Health District, the Washington State Department of Health and the Centers For Disease Control. This may require the temporary closure of the school.

### Lice

- If you find head lice on your child, please report it to the office immediately so that parents in that class can be alerted to check their children as well.
- If Madrona School teachers or staff find a previously undiagnosed case of lice, that child will be sent home immediately for treatment. Siblings will immediately be checked, and often will need to go home, too.
- If Madrona School teachers and staff find old nits on a child that has already been recently treated they may be sent home, or they may be allowed to finish out the school day. This call will be made on a case-by-case basis at the staff's discretion largely based upon the number of nits discovered. In either case, parents would be asked to re-check their child.
- Madrona School can provide basic information about head lice; however, it is the parent's responsibility to become educated about treatments and best practices in house cleaning procedures.
- Children who have had head lice need to provide documentation from a professional source that they are free and clear of bugs and nits, whether they have been treated at home or professionally. This screening is available locally at Lice Clinics of America in Silverdale. There are other services available in Seattle, too.
- When head lice have been found in a class, the teachers will work with the children to isolate coats and hats to reduce the chance of reinfection. As needed, we may require parents to provide bags that hang on hooks to hold coats and hats.

### Information on Meningococcal and HPV Disease

State law requires Madrona School to provide to parents (whose children are in 6th grade or higher) information about meningococcal disease and the human papilloma virus (HPV) disease. Printed fact sheets are available in the office, and information on both diseases can be found at

<https://doh.wa.gov/Immunization/DiseasesandVaccines/MeningitisMeningococcalDisease> for meningococcal disease and

<https://doh.wa.gov/you-and-your-family/illness-and-disease-z/human-papillomavirus-hpv> for HPV.

#### Dogs Not Permitted on Campus

Dogs, other than working service dogs, and all other pets are not allowed in any of the Madrona play areas or buildings during school hours. In order to protect children from possible physical harm and also respect children's natural fear of unknown animals, all pets must stay in cars or on leashes outside of the playground fence.

## 5. Student Rules of Conduct

### Rules of Conduct for Madrona Students

- Speak to others with respect and kindness and listen with an open heart.
- Include all who wish to be included.
- Follow the directions of the teacher or adult in charge.
- Obey Madrona School playground rules at the back of this handbook.
- Allow classmates to work without interruption.
- Treat school property, plants, trees, fences, buildings, and equipment gently.
- Respect the property of others.
- Ask permission before going to the restrooms or leaving for any reason.
- Leave your cell phone in your bag during school hours, including at lunch and during recesses.

### Behavior prohibited at Madrona School includes (but is not limited to)

- Possessing weapons, alcohol, drugs, tobacco, or any illegal substance.
- Showing physical aggression toward another person.
- Engaging in any action that endangers anyone's safety.
- Using verbal aggression, including bullying, harassment, gossiping, teasing, or intimidation.
- Using profanity.
- Willfully damaging the school's or another person's property.
- Blatantly showing defiance or disrespect.
- Bringing electronic devices to school, including tablets, music and game players, radios, pagers and walkie talkies.
- Leaving school grounds without permission.
- Sexual harassment, whether verbal, physical, or through technology.

### Class-Specific Guidelines

Because the approaches to discipline change in accordance with student ages, at the beginning of the school year, teachers may post guidelines and disciplinary actions for their classrooms. All students are expected to comply with the rules of their classroom.

### Disciplinary Policy

Madrona School practices compassionate, logical discipline to address a given infraction. Depending on the student's age, consequences for misbehavior may be a service project, detention for the purpose of reflection or written apology, or after-school work. For drug, alcohol, weapons, or serious harassment violations, the Head of School will determine the



appropriate action. Major violations may require probation, suspension, or expulsion. All incidents are handled on a case-by-case basis. Parents will be informed when disciplinary action is taken, and the school expects that families will consistently support all remediation efforts.

#### Reporting and Recordkeeping

Madrona School maintains “Incident Report Forms” in the Madrona School office. Within 24 hours of a behavioral incident or accident, the teacher shall complete a report of the incident. This report will be maintained in the student’s file as well as in the general incident report file. If your child has an injury involving their head, you will receive a phone call at the time of the incident, followed up by an email outlining the incident report.

## 6. Supporting your child at home

Waldorf education is based on a holistic approach both to education and the preservation of childhood innocence. We strive to support and encourage parents in the nurturing of their children, modeling and teaching in ways that will maximize each child's natural growth and actualize their full potential. Many years of practical experience convinces us that the following aspects of home life can provide especially solid building blocks for supporting children's schooling at Madrona School.

### Building Daily Rhythm

Children need adults to provide a daily rhythm that supports their health and development.

Children develop optimally when they have:

- Wholesome meals at regular times
- A regular bedtime with ample sleep
- A calm, predictable daily routine
- Less, not more, daily activity and stimulation
- Limited exposure to media, including tablets and phones, television, movies, computers, games or other "screens."

### Limiting Television and Media

At Madrona School, we strongly believe that children are best served when the influence of television, movies, video games, and other electronic media is kept to a bare minimum or avoided altogether. Various electronic media can have a dimming effect on a child's normally vivid imagination, which provides the natural foundation for learning and growth. Avoiding screen time allows their imaginative play to flourish, unburdened by commercial imagery. Their attention spans are built through listening to ever-longer and more detailed stories. Keeping the press of adult themes and quick-flashing clips at bay allows them to grow at their own pace. Brain researchers continue to discover that exposure to screens tends to shut down the neurological circuits responsible for social interaction and deductive reasoning for children of all ages.

We acknowledge that screen media use falls within the domain of the family and all parents must decide for their children what is permissible and appropriate. We also recognize that there is a vast difference between a situation where screen use (TV watching, videos, games or internet surfing) is unlimited, and one where parents carefully choose an appropriate show now and then. We ask parents to respect the following requests:

- No TV or screen-based games before school.

- Avoid violence, commercials, and adult programming.
- No TV, videos or screen games before bedtime, as they can disturb the child's sleep life. A quiet, calm evening routine will best support your child's development.

There are many rewarding and enjoyable alternatives to screen-media. For more information and resources, please visit the website Fairplay, Childhood Beyond Brands (<https://fairplayforkids.org/>) and the Alliance for Childhood (<https://allianceforchildhood.org>). If your child's teacher observes media-inspired behavior that is detrimental to the classroom environment, he or she will discuss it with you.

We encourage parents to read *Simplicity Parenting*, and other books by Kim John Payne, for further inspiration and strategies to reduce the influence of screen media in our homes. *Simplicity Parenting* is available for purchase in the Madrona School office. We also have a couple of copies to loan in our Parent Library.

## 7. Parent Involvement at Madrona School

### Put Children First

Madrona School was founded on the belief that childhood is a sacred time, and our curriculum and teachers strive to honor and meet all students' unique developmental needs. This Community Honor Code is rooted in our desire to keep the school community focused on how best to support the growth of our children.

### Stay Informed

The Madrona administration will communicate with the school community regularly through weekly e-mailed and posted bulletins, general all-school messages, and communications specific to certain classes. All adults are responsible for staying informed by reading school communications in a timely manner. This will allow faculty and staff to communicate important information once in an efficient way, thereby allowing more time to focus on work directly pertinent to the children. One parent must attend each of the three class meetings held for each grade during the school year, as well as all scheduled parent-teacher conferences.

### Communicate Directly (Refer also to Sharing Concerns and Problem Solving on p. 4)

In supporting children's growth – not only intellectually but also socially and emotionally – Madrona School hopes to teach students positive and healthy communication skills. In order to model good communication habits for our students, concerns or questions should be taken directly to a teacher, a staff member, or a board member. School administration will provide resources to support the resolution of concerns in a healthy and direct way.

### Be an Ambassador

Madrona School's future growth and success relies on all parents, teachers, and staff acting as ambassadors in the greater Kitsap County community. Madrona School trusts that all adults affiliated with the school can and will speak positively about their experiences at Madrona School to others. Should you have concerns that make it difficult to speak positively about Madrona School, we trust that you will discuss them directly with the school administration.

### Support Inclusion

*For information specific to incidents of bullying, see our social inclusion policy, attached.* At our small school social inclusion is important – to children and adults – and helps to build a sense of community and comfort. Please use sensitivity and awareness about situations that could cause anyone to feel excluded. If you are planning a large gathering or birthday party,

inviting the majority of the class, please invite the whole class. Find opportunities to include individuals who seem shy, do not actively participate, or whose work keeps them from being regularly present. Find ways to reach out to new families at Madrona, extending a warm welcome and creating opportunities for new students and parents to create connections.

### Festivals and Events

The Madrona School community celebrates the rhythms of the seasons through several festivals held throughout the year: Michaelmas, Lantern Walk, Spiral of Light and May Day. You are invited to share these special school events with your children. In addition to our festivals, there are enrollment and parent enrichment events throughout the year which support and further Madrona School's mission. Please watch for these opportunities and participate as you are able.

### Serve the Community

Like many small schools, Madrona relies heavily on parent volunteers. While Madrona has no set requirement and recognizes that different families contribute in varying ways, we strongly recommend parents contribute five or more hours of work each month. Also, because tuition does not cover the full cost of educating children at Madrona, all parents, faculty, and staff are asked to assist in our fundraising efforts and to contribute to the Year End Giving Campaign.

### Volunteer committees at Madrona School include:

#### Marketing Committee

The Marketing and Communications Committee is empowered by the Board of Trustees to support the marketing and outreach efforts for Madrona School. It will work closely with school staff to develop, execute, and measure a communications and marketing plan.

#### Community Committee

The Community Committee creates contexts for cross-cohort relationships to build among parents and to create relationships between parents and the other working realms of the school's faculty, administration and board. Our goal is to increase parents' investment, commitment and understanding of Waldorf education at Madrona School through building relationships.

### Fundraising Committee

The Fundraising Committee is responsible for creating and executing a fundraising plan for Madrona School. Tuition alone does not cover the costs of running the school and we rely on fundraising this year to balance our budget next year. The Fundraising Committee is responsible for managing the Year End Giving Campaign in December and other fundraising opportunities throughout the year such as a Spring Auction or other such events.

### Campus Committee

The goal of the Campus Committee is to ensure that the physical areas of Madrona School are safe, attractive, and in good working condition.

## 8. Enrollment, Tuition & Financial Aid

### Admissions

Admissions decisions at Madrona School are based upon multiple criteria, including but not limited to: academic potential, school achievement, readiness for the school's curriculum, developmental maturity, affiliation with the school, diversity and gender balance, and appropriateness of the match between the family and the school. There is a 12-week provisional enrollment period for all newly enrolled students, beginning on the first day of attendance at Madrona School.

Tuition must be paid monthly by automatic bank withdrawal on a 12-month basis beginning July 1, 2023. Families that pay tuition in full by June 30, 2023 receive a 2% discount. Madrona School partners with Smart Tuition to process tuition payments; each family will set up an account upon enrollment, and it will be updated each year.

### Withdrawal

Families withdrawing a student on or before October 31, 2023 are responsible for 30% of the contracted annual tuition. Withdrawals after October 31, 2023 are subject to 100% of the contracted annual tuition amount.

On a rare occasion, a family may be asked to withdraw a child from Madrona School if it is determined that continued enrollment would be a disservice to the child, the family or to the school. Should this occur, the Head of School and at least one other school representative will meet with parents to explain the reasons behind the decision. If a student's withdrawal is necessary through no fault of the parent (such as the school's inability to meet a child's special needs), the tuition contract will be modified to reflect prorated tuition for the actual time attended. If a parent's failure to meet obligations to Madrona School necessitates the student's withdrawal, the school reserves the right to enforce the tuition contract in full.

### Mid-year withdrawal procedure

1. Written notice must be provided to the school upon the decision to withdraw (via letter or email) at least one week before the child's last day. This is very important to allow time for closure with teachers and classmates.
2. An exit interview will be conducted with the Head of School and another faculty or staff member (preferably the child's class teacher).
3. Mutually agreeable closure for the student and their class (in the grade school).
4. Financial discussions and agreements will be spelled out in written form. Any break in contract or special terms will be requested in writing through the board finance committee.
5. A letter to acknowledge withdrawal from the school, and an invitation to complete our written exit interview as a place to provide additional written feedback.
6. The entire process should be completed as soon as possible following written notice, within one month of withdrawal.

### Re-enrollment and financial aid application process

In February and March, re-enrollment contracts for the coming school year will be available to all currently enrolled families. These must be returned with the non-refundable enrollment fee by the stated deadline (or within two weeks of receipt) to retain your student's place in the class. Your prompt recommitment allows the school administration to know how many spaces are available for new applicants.

Families wishing to apply for financial aid must submit their current financial information and a tax return to SSS every year. Financial aid is offered to students who are at least 5 years old before the start of the school year. The deadline for returning students applying for financial aid is February 15, 2024. The application is available online at [sss.nais.org](https://sss.nais.org).

### Tuition Payments

Two payment options:

- Entire annual tuition paid in total by June 30 prior to the school year for which payment is due, to receive a 2% early payment discount.
- 12 monthly payments from July through June, via automatic deduction from a bank account.

### Financial Aid Priorities and Policies

Madrona School's mission is to provide Waldorf education to families who want it for their children, regardless of their ability to pay full tuition. About one third of grade students receive some level of financial aid. We value the contribution that each family brings to the school community and work to find a way for currently enrolled children to remain at Madrona School through their grade school years. In considering allocation of financial aid, one of our primary goals is to make it possible for currently enrolled students to experience the benefits of Waldorf education; such families will have priority over new applicants in receiving financial aid.

- Families receiving financial aid are not eligible for other discounts, such as early payment discounts or sibling discounts.
- Financial aid is only available to students 5 years old and older.
- A family's failure to keep current with tuition payments and other school invoices could jeopardize its eligibility for future financial aid.
- Financial aid must be voluntarily relinquished or reassessed when a family's financial circumstances improve.
- Financial aid may be withdrawn for the failure of a student or family to observe and uphold Madrona School's code of conduct for students and families.
- Should a tax return be inconsistent with the information provided to SSS, we reserve the right to amend the tuition contract in favor of the school.



## Appendix I

### ADMINISTRATIVE STAFF

Jocelyn Waite, Head of School  
hos@madronaschool.org

Meredith Cartwright, Administrative Assistant  
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Karla Smith, Business Manager  
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### LEAD FACULTY

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Isaac Kemsley, Salmonberry Kindergarten  
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Catherine Roldan, 1st - 3rd Grade teacher  
croidan@madronaschool.org

Alex Peterson, 1st - 3rd Grade teacher  
apeterson@madronaschool.org

### 2023 - 24 BOARD MEMBERS

Mariela Humphrey, Chair  
Toni Loiacano, Vice-Chair & Secretary  
Dan Parsons, Treasurer  
Jennifer Braus  
Justin Jastrzebski  
Heather Fassio  
Catherine Roldan  
Isaac Kemsley

## Appendix II

### Madrona School Playground Rules

- Have fun and be nice. Respect everyone and everything, including plants.
- Respect other children's games, don't interfere or interrupt.
- No cutting in line.
- Follow the directions of the teacher or adult in charge every time.
- Shoes must be worn on school grounds at all times.
- No fighting - No teasing.
- When playing chase or tag, use the "one, two three, release" rule.
- No kicking balls. No games that require kicking of balls.
- No digging or building on the field.
- No more than three in a tree, never on a branch smaller than your arm.
- Snowballs, dirt, pinecones, and bark may not be thrown at people.
- In foursquare, only five serves per person before rotating.
- One child at a time on swing and the hanging ball, keep at least one hand on the rope.
- No standing on top of the monkey bars.
- Sticks may be used as tools and may not be used as weapons. No running with sticks.
- No climbing on or over the fences.
- Do not use the water hose without teacher permission.
- No glass on the playground.
- Keep sand in sand areas, no throwing sand.
- Return tools and equipment to their proper storage area after each recess.
- Clean up after yourself, your lunch and others.
- When you see trash pick it up, it is everyone's play yard.

## Appendix III

### **Social inclusion policy, including process for addressing allegations of bullying**

#### **Overview**

When people bring their children to Waldorf schools, many times they are drawn to the beautiful and harmonious classrooms. People feel safe in these rooms and comfortable to have their children spend their days in these spaces. In these beautiful surroundings, it is hard to imagine that bullying and aggression can happen.

Yet it does because our children are human beings, and like the rest of humanity, they are learning to manage differences, handle conflict and power, come to terms with violence and aggression, and test their own human capacities.

When a group of children get together to manage competing interests and personalities, it is inevitable, despite our best efforts to take preventative measures, that aggression will assert itself. The question then is how do we successfully intervene when it happens?

The goal of Madrona School is to be proactive in building healthy human relationships and safe class communities that can provide a buffer against violence and aggression.

When incidents do occur, we take immediate action to intervene effectively and transform the situation. Successful intervention transforms both individuals and group dynamics and inoculates the group against further aggression.

Parents have an important role both in preventing aggression and bullying and in responding when a situation arises. When parents and teachers work together on behalf of a healthy class dynamic, the children have the best opportunity to deal confidently with situations that emerge.

#### **What is bullying**

Not all fighting, aggressiveness, teasing, name calling, etc. is bullying. In fact, much of it is not. Sometimes children are in conflict with each other, sometimes they even fight physically, but it is not bullying. The essential quality of bullying is that there is a power imbalance between the aggressor(s) and the recipient(s) of the aggression. One person can be physically larger or stronger than another. They might have a larger vocabulary, or have superior verbal skills. They could be quicker, or more popular. It could mean a group of

people against an individual or smaller group. Bullying takes many shapes and forms, but it is always characterized by this imbalance of power.

Bullying many times doesn't involve physical violence. It can be intimidation, verbal teasing, taunting, name calling, the destruction of another's property, or telling untrue stories about another.

Children who bully tend to focus their attention on those with a perceived weakness. There might be others who instigate the bullying, or who are in collusion with the aggressor. Instigators are those people who get other people to do the dirty work of bullying. Colluders are those who are aware that the bullying is going on and are supportive of an aggressor's actions. Many times people who bully do it in front of others in order to be seen as "powerful". Those who are witnesses and do not do anything to stop the bully are called "bystanders". We proactively combat bullying by empowering children to not be passive bystanders, but to intervene in bullying incidents or to report them to adults.

In bullying situations, we hold "colluders" and "instigators" as responsible for the bullying as the person doing the bullying.

Whatever form it takes, bullying is a destructive force that can cause physical, psychological and/or emotional harm to individuals and classes. It is incumbent on teachers and parents to work proactively to avoid bullying and to effectively address any incidents that arise in order to stop it.

## **Responding when a situation arises**

### A Parent's Response

Professionals tell us that 80% of bullying happens outside of direct adult supervision. Because of this, it is important to build and maintain open pathways of communication with our children so that they feel free to come to us when something happens. When a child does report an incident, it is important not to overreact. This can startle a child and cause them to not tell of further incidents.

Here are some helpful tips:

1. Listen to the story all the way through. Ask questions if there are parts that you don't understand. Try not to take sides or form opinions yet. Any emotional reactions will make it more difficult for a child to report anything else in the future.
2. Assure the child you will help sort the problem out.

3. Contact the teacher involved, keeping an open mind as to what took place, and try to work through the situation in a spirit of cooperation. If the teacher is hearing about the incident for the first time from you, give them as many details as possible to help them with their investigation.

4. Above all, show the child a positive role model in demonstrating how adults can meet together and work things out in a friendly and open way. When adults come into conflict over these issues, it only adds to the child's fears.

If you feel for some reason that the teacher does not understand your concerns or is not taking the matter seriously, please make an appointment to meet with the Head of School to share your concern.

### Madrona School's Response

Early intervention is the most successful and appropriate way to prevent bullying. When a situation comes to our attention, the response of the school is to:

- Guarantee safety of the children
- Investigate
- Report
- Remediate
- Follow-up

The following principles underpin our work with children to resolve conflicts:

- Repetitive unkindness or teasing (bullying) and being bullied are ways of behaving that can be changed.
- Confronting wrongdoing, such as bullying, addresses a person's actions. It should not denigrate the whole human being.
- As children grow older, the harm done to themselves and others through repetitive unkind behaviors must be acknowledged.
- It is essential that reparation is made for the harm done. This will vary with the ages of the children involved and the severity of the incident.
- Both aggressors and receivers are valued members of the school community whose supportive ties with others should be strengthened through participation in communities of support.

## Action Plan:

1. Guaranteeing the Safety of the Children - The first response of the adults who become aware of the situation is to make sure the children involved are safe. Any child who has been hurt must be attended to and both the recipient of aggression and the aggressor must be kept under direct adult supervision until the teacher has determined what has happened.

2. Investigate - Once the children involved are safe, the school begins to investigate and pull together as many facts about the situation as soon as possible. In the kindergarten, the teachers are usually told by children when something happens, or they see it directly. This makes the gathering of information more straightforward. In the grades school, the situation can be more complex.

A teacher will talk with the children directly involved – the recipient(s) and the aggressor(s). If there is a discrepancy in their stories, the teacher will turn to others in the area who might have seen the incident, e.g., adult supervisors, other children from the class, children from other grades, etc. From these many reports of the incident, the teacher creates a scenario of what happened, and tells it to the aggressor and the recipient for their reaction. After this, the teacher creates a report of the incident.

3. Reporting - It is always the responsibility of the teacher to report an incident to the children's parents. This is usually done after the investigation, except when a child has been physically hurt. In this instance, a preliminary report is made informing the parents of the child's injury, the action the school has taken to provide for the child's safety and the impending investigation.

At the end of the investigation, the teacher will report the findings to the parents and the Head of School at the end of the school day. The report needs to include a strategy for the continued safety of the children while the situation is being remediated. The teacher will alert the other teachers of the class as well as those on outside duty. If parents have concerns after hearing the teacher's report, they are requested to contact the Head of School.

4. Remediate - Depending on the situation, the teacher may or may not have developed a plan to remediate the situation. In the preschool and kindergarten, the plan is worked out by the teacher with the parents. In the grades school, the plan is worked out with the aggressor and sometimes the class or student body to remediate the situation. Teachers generally consult with parents as well.

The goal of remediation is to transform the social dynamics of individuals and groups. Remediation is like medicine. There are many different approaches depending on what the illness is. The common element in all remediation is that the perpetrator(s) of aggression take responsibility for what they have done. This means taking concrete steps to make the situation right.

5. Follow Up - In the days and weeks following an incident, parents are eager to know if the steps the school has taken are working. Teachers should provide enough regular contact to reassure parents that their child is safe or taking the appropriate steps to change his or her behavior.

**Parents and teachers working together** - Tips on how to bring an incident or suspicion to your child's teacher

1. Report early - Research shows that the best prevention for bullying is early intervention. It is most helpful for teachers to investigate and deal with issues that are current. We recognize that some parents do not report some incidents right away because they think they are trivial, or don't want to bother the teacher, or want to see if it continues before they 'complain'. However, it is helpful to talk to your teacher early on and not let issues build up. Emotions tend to build up as well when we hold concerns, which can make them difficult to manage when a bigger incident comes along. One key to successfully managing bullying is for the adults to be able to manage their feelings in volatile circumstances.

2. Suspend judgment - When your child brings up an incident of something that has happened, it is helpful for your child's teacher if parents can suspend their judgment on both the situation and the children involved. This, admittedly, is hard at times. Writing down the facts, especially where and when the incident happened and who might have been there to see it, is very helpful for the teacher's investigation.

3. Arrange for a time to hear back - When you speak to your child's teacher, get an idea of when they plan to investigate, and when you might hear back about what they have found out. If you have not heard from the teacher by the specified time, give them a call to see what progress has been made.

4. Ask for more help - If, for some reason, you continue to have concerns after you have spoken with your child's teacher, or after an investigation, please contact the Head of School. They will identify a third person to help to clarify conversations and make sure investigations are thorough and remediation appropriate for a given situation. Please summarize in writing what you have heard from your child's teacher and what your specific concerns are. The

Head of School will likely arrange to meet with you and your child's teacher to address the situation.

### **Conclusion**

Madrona School works with students and parents to resolve conflict so that all involved can grow through the experience. It takes a long time for children to grow into fully mature social beings. Along the way, they often make mistakes due to immaturity, impulsivity, lack of awareness of others' feelings, or lack of appreciation for the consequences of their actions. Our role as a Waldorf school is to guide them toward appropriate, healthy social behaviors, supported by a curriculum specifically designed to meet children where they are at each step of their development.



## Appendix IV

# **Madrona School COVID-19 Health Policy**

### Vaccination

- All employees, volunteers and indoor contractors in educational settings are **required** to be fully vaccinated or have a medical or religious exemption per Governor's proclamation 21-14.3. Fully vaccinated means the first two shots. Boosters are not required.
- Children are not required to be vaccinated.

### General Guidance

- Students, faculty, and staff who have symptoms of COVID-19 are **required** to stay home and should get tested and/or see a health care provider and follow the return to work/care/school guidance accordingly.
- Symptoms:
  - Fever 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
  - Diarrhea
- Follow the DOH *What to do if a Person is Symptomatic* flowchart and *Isolation Protocol* below.

### Isolation and Return

- A student, child, or staff who tests positive for COVID-19 is **required** to isolate at home or where they are currently residing, regardless of vaccination status. The individual may return after 5 full days of isolation if they are asymptomatic or their [symptoms](#) have improved **and** they have had no fever for the past 24 hours without the use of fever-reducing medications.
- Day 0 is the first day of symptoms. For people without symptoms, day 0 is the day of the positive viral test. See [Isolation and Quarantine Calculator](#).
- Repeating initial tests does not change the isolation protocol; a positive test initiates the isolation protocol. Additionally, individuals who test positive using antigen or at-home tests towards the end of the full 5 days of isolation, and/or on days 6-10, are **required** to complete the 10 full days of isolation. Testing after day 10 is not recommended.

### Madrona School's Procedures if symptoms of COVID-19 present themselves at school

- If a student or staff member develops signs of COVID-19:
  - We will separate the person away from others, with supervision at a distance of six feet, until the sick person can leave

- While waiting to leave school, the individual with symptoms will wear a face mask
- Madrona will air out and then clean and disinfect the areas where the person was after they leave.
- The person with symptoms should follow DOH guidance for what to do if you have symptoms for COVID-19 and have not been around anyone who has been diagnosed with COVID-19.
  - Ask the employee or student's parent/caregiver to inform the school right away if the person is diagnosed with COVID-19.

### Notification

- If a student or staff member tests positive for COVID-19, the local health jurisdiction will advise:
- The school will notify parents of other children in the class/school that their child has potentially been exposed to symptoms of COVID 19

### Close Contact

- DOH no longer requires exposed students, children, and staff to quarantine. To protect their school or child care community, students, children and staff, regardless of vaccination status, who are potentially exposed to COVID-19 should:
  - Monitor for [symptoms](#), AND
  - Test\* as soon as possible after exposure and then repeat testing every 24-48 hours through at least the first 5 days after exposure AND
- Follow the [Symptom Decision Tree](#) flowchart.

\*Individuals who have been recently infected (within the past 90 days), should use an antigen test, as PCR results may remain persistently positive even if there is not a new, active infection.

### Household Exposure

- Household exposures often result in prolonged and repeated contact with positive individuals. When possible, a student, child, or staff member, who is continuously exposed at home, regardless of vaccination status, is recommended to test every 24-48 hours until 5 days after the last positive household member's isolation has ended.

### Tests

- Madrona School has Rapid-Antigen tests available. Please contact the school office if you need a test.

### Face Coverings

- Masks are optional, both indoors and out. If your child wears a mask to school we will support them in continuing to wear it through the day. We will work with the students to ensure that everyone understands and accepts that each family is responsible for their own choices.

## Appendix V

# **Madrona School COVID-19 Protocols**

### Daily Student and Staff Screening

- Students, faculty, and staff who have symptoms of COVID-19 are **required** to stay home and should get tested. Follow the DOH *What to do if a Person is Symptomatic* flowchart.
- Symptoms:
  - Fever 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
  - Diarrhea
- At drop-off each morning, students will greet their teacher and the Head of School, Mrs. Waite. After a brief exchange and the student's attendance has been noted, the student will wash their hands before entering the school grounds.

### Health Policy

- [Madrona School COVID-19 Health Policy](#)

You can find specific details at the above link.

### Classroom

- Madrona will maximize the distance between desks and students within our classrooms. Each classroom has an air purifier. We have small cohorts of students in each classroom with plenty of space.

### Cleaning and Sanitization

- Madrona is committed to WA DOH/CDC recommended best practices of regular cleaning and sanitization of classrooms and shared materials.
- Students and staff will practice regular hand washing before entering the building and throughout the day. We have a number of outdoor hand washing stations for this purpose.

### Face Coverings

- Masks are optional, both indoors and out. If your child wears a mask to school we will support them in continuing to wear it through the day. We will work with the students to ensure that everyone understands and accepts that each family is responsible for their own choices.

### Outdoor Learning

- Madrona School's grade school program spends several periods of time out of doors each day. All meals and recesses are taken out doors.
- Madrona School's kindergarten and preschool programs are fully outdoors. We have outdoor hand washing stations, a portable bathroom, and sanitization protocols in place. Social connections and cooperative, physical play are fundamental aspects in the development of children of this age. Emerging impulse control and self-regulation make physical distancing unrealistic and a developmentally inappropriate expectation during periods of child-led play.