

MSA Parent & Student Handbook

2026-2027

MISSION

Mountain Sunrise Academy emphasizes whole child education by utilizing Waldorf principles to promote academic excellence through educational artistry and experiential learning while inspiring the spirit and imagination of each child.

VISION

Mountain Sunrise Academy empowers children to impart purpose and direction to their lives and truly know themselves by educating “head, heart, and hands” while instilling respect for self, others, and nature.

- We teach the identified 21st century education learning ideals which include creativity, collaboration, communication, and critical thinking.
- We uphold the virtues of goodness, beauty, truth, respect, responsibility, reverence, and charity.
- Learning through work and play are enhanced through use of our permaculture garden, beautiful building and amenities, rich curriculum, meaningful relationships with one another, and celebration of festivals.

INTRODUCTION

The purpose of this handbook is to provide Mountain Sunrise parents and students with the policies and procedures that support daily healthy functioning of the school. It is expected that all parents take the time to read and review this handbook at the beginning of the school year, discuss items that are relevant with their children and comply with the policies, procedures and expectations stated herein. The strength of our school lies in the way that the talents, the experiences, the gifts, interact to create a culture of striving, a nourishing environment in which students, teachers, parents, and community members can thrive. Together, we create and hold the space for individual and social growth. This is best obtained by the contribution and best efforts of all of us.

“A healthy social life is found, when in the mirror of each human being, the whole community finds its reflection, and when in the whole community the strength of each one is living.” - Dr. Rudolf Steiner

Mountain Sunrise provides a public Waldorf education for grades Kindergarten through 6th, which focuses on the whole child developmental model which integrates arts such as painting, speech, sculpture, drama, drawing, music, storytelling, and movement with academics to provide experiential

and engaged learning for children. Children will have developed capacities in academics, social/emotional development, and resiliency.

As a school, the strong foundation we are building includes developing capacities in children in their thinking (academics), feeling (social/emotional), and doing (willing/resilience), so that they can have the tools and capacity to do their work and passion in the world and share their light.

We have created a purposeful motto that relates to our Mountain Sunrise name which is “SHINE your light!" S.H.I.N.E. is an acronym that is used schoolwide as a standard of expectations for students and faculty at our school.

Show Respect - Respect for self, others, school/property, nature
Head, Heart, & Hands Learning - Building these 3 capacities of “Thinking, Feeling, Doing”, Engaged and Experiential Learning
Imagination & Creativity - Importance of insight, idea, or "spark" that comes from oneself
Nice Words & Deeds - Acting kindly to one another in word and action
Excellence - striving; quality; value; taking pride in and doing your best work

GENERAL PROCEDURES

Before School Procedures

Children are able to be dropped off no sooner than 8:15 am, at which time they will go to the north area of the school for movement activities and socializing with their classmates (weather permitting). Kindergarten will immediately enter the school where they will be greeted by their teachers. 1st through 6th grade students are not allowed to wait in the entrances or foyer of the school before school. In cases of inclement weather, students will be directed to gather in our auditorium. Students will line up with their classes at 8:25 and as a student body we will sing a song together before departing to begin class at 8:30 am.

The graphic below demonstrates how vehicles are to move and where students are to be dropped off every morning. Please ensure that students are able to exit your vehicle on the right hand/curb side for everyone's safety. Students should not be in the hallways before the start of school at 8:30 am. Students may be in the hallway only with a hall pass or when accompanied by a teacher/parent during the school day.

After School Procedures

School is dismissed at 3:00 pm Monday through Thursday and at 12:30 pm on Fridays. Please review the following drop off graphic showing how traffic should flow in the afternoons and see the Pick-up Plan below:



All families will be assigned a student pick-up number. This is to be displayed on the right hand side of your window or attached to your visor. Please arrange your car seats, etc. so that your child can enter and exit on the right hand side. Instruct your child to wait until your vehicle has completely stopped before approaching the car during pick-up. For those who are parking and walking their child to their vehicle, you must use the crossing median in which a crossing guard will hold traffic for you to safely cross.

Student checkout closes at 2:30 pm (12:00 pm on Fridays) to help us prepare for dismissal. Please be sure to check your student(s) out before then, if needed.

If a student has not been picked up by 3:30 pm M-Th or 1:00 pm on Fridays, an attempt will be made to contact parents. If the student has not been picked up by 4:00 pm M-Th or by 1:00 pm on Fridays (without a valid reason such as an appointment with their teacher or afterschool activity), in order to meet safety, supervision and legal requirements, the Saratoga Springs Police Department will be notified and the student will be placed in their custody until the parent(s) are able to retrieve them.

Emergency 2-Hour Delay, Early Release, & School Closure

A decision to delay the start, an early release, or school closure will be made by the School Administration when hazardous weather or unsafe conditions threaten the health or safety of students, patrons, or school employees. Prior to making the decision, the School Administration gathers and monitors information from multiple sources including public service agencies, national and local weather forecasts, media outlets, and school employees who assess conditions throughout the area. Because weather conditions may vary greatly in different neighborhoods and on different streets, we encourage parents or guardians to make attendance decisions for their own students.

A school two-hour delay may be announced if temporary adverse weather or other conditions exist in the morning. In the event of an announced delayed start, the school day will start two (2) hours after the normal start time at every grade level. The following items shall be in effect:
Grades K-6 will start at 10:30 am with dropoff starting at 10:15 am

On a delayed start that happens on a Friday Early Out Day, school will take place virtually as set up by individual teachers.

Parents/guardians will receive official and timely communication through the school's designated messaging system. Parents/guardians should update their contact information at least annually in the Aspire system. This will enable the school to share important information in the event of a late start, an early release, or school closure through the messaging system.

All official communication will come from our school's messaging system as well as social media outlets and email. Social media outlets include:
School Facebook Page- Mountain Sunrise Academy Parent Community.

Enrollment Information

Registering for Kindergarten

In order to meet the age requirements for kindergarten in Utah, your child must be five (5) years of age on or before September 1st. Additionally, with the passing of HB 331, beginning on May 1, 2024, students are required to be toilet trained before being enrolled in kindergarten. Toilet trained is defined in R277-631 which is currently being drafted.

Required Documents
The following documents are required before a child can be registered in school:
1. Birth Certificate:
Parents of children born in Utah may obtain their child's birth certificate from the Utah Department of Health, Office of Vital Records and Statistics, 151 S. University Ave., Suite 1100, Provo, UT 84601,

801-851-7000. The certificates may be ordered online, by mail, or in person. Appropriate identification is required. Information is online at:
http://www.utahcountyonline.org/Dept2/Health/Vital%20Records/home.asp. Birth certificates for a child born outside of Utah may usually be obtained from the department of health in the state in which the child was born. Information is online at the National Center for Health Statistics website, where you can make a request for information: http://www.cdc.gov/nchs/howto/w2w/w2welcom.htm. Please note that birth certificates must be state certified and not a hospital copy.

2. Immunization Waiver or Immunization Record:
You may submit an Immunization Waiver or else the following are required by law for a child entering school:

- 4 DTP (5th dose required if the 4th DTP was given before 4 years old)
- 3 Polio (4th dose required if the 3rd Polio was given before 4 years old)
- 2 Measles, Mumps, Rubella (MMR) (Must have been given after the child's first birthday)
- 3 Hepatitis B
- 2 Hepatitis A
- 1 Varicella (Chicken Pox)

MSA Attendance Policy

Purpose & Scope

Regular attendance is required under Utah Code §53G-6-202 and supported through tiered prevention and intervention requirements under Utah Code §53G-6-206.. All students of compulsory school age (typically ages 6–18) must attend school daily unless legally excused. Parents/guardians and students share responsibility for regular school attendance.

Consistent school attendance is essential to student learning, growth, and overall academic success. Being present each day allows students to fully engage in instruction, build strong relationships, and develop important habits of responsibility and routine. Regular attendance also supports a positive classroom community and ensures students do not miss critical learning experiences that are difficult to replace.

Definitions

- **Attendance:** A student's physical presence for the instructional day or period in which attendance is taken.
- **Excused Absence:** A school absence authorized by the school based on valid reasons such as illness, medical appointment, family emergency, observance of a religious holiday, mental/behavioral health, pre-approved education leave, or school-sponsored activity.
- **Medically Excused Absence:** An absence resulting from a student's physical or mental health condition that is supported by documentation from a licensed healthcare provider. These

absences are classified as medically excused and will not lead to truancy-related or chronic absenteeism interventions

- **Unexcused Absence / Truancy:** Any absence not validated by the school as excused. A student absent without a valid excuse may be considered truant.
- **Chronic Absenteeism:** Missing 10% or more of instructional time, regardless of reason (excused or unexcused).
- A **tardy** occurs when a student arrives **after the official school start time** but before **12:00pm.**

  Tardies are recorded for attendance-tracking purposes and may be monitored for patterns that impact student learning.

  Repeated tardies may result in communication with parents/guardians and, if necessary, attendance interventions.
    - **Half Day Absence**: A student that arrives **after 12:00pm** will be marked for a half day.

Rights & Responsibilities

- **Parents/Guardians:** Ensure students attend regularly, report absences, and participate in attendance interventions when necessary.

- **Students:** Attend all scheduled classes and communicate with teachers regarding missed work due to excused absences.

- **School Staff:** Record attendance accurately, reach out proactively when attendance concerns arise, and work with families to support consistent attendance.

Tardies

Regular and punctual attendance is essential to student learning and classroom continuity. A tardy is defined as a student arriving at school after the official start time of the school day.

- Students who arrive **between the time of 8:30am and 12:00pm** will be marked **tardy**. Students who arrive after 12:00pm will be marked as present for a half day.

- Tardies will be tracked separately from absences. Excessive tardies may result in interventions including parent/guardian communication, attendance meetings, and an attendance improvement plan.

- Accumulated tardies may contribute to attendance concerns and may result in

parent/guardian communication, attendance meetings, or the development of an attendance plan or a Compulsory of Education Notice.

- Tardies caused by circumstances such as medical appointments or emergencies may be medically excused when proper documentation is provided. A medically excused tardy will have no effect on attendance.

The school **expects** families to prioritize on-time arrival to support student success and compliance with Utah Compulsory Education requirements.

Partial-Day Attendance

If a student **arrives at or after 12:00pm,** the attendance record will reflect a **half-day absence**, regardless of the reason, unless otherwise determined by administration due to exceptional circumstances.

● Arrival **before or at 8:35a.m.** → Student is marked **present**
● Arrival **after 8:35am but before 12:00pm.** → Student is marked **Tardy (T)** ● Arrival **after 12:00pm** → Student is marked **absent for one-half (½) day (/)** ● Departure **before 12:00pm** → student marked **absent for one-half (½) day (N)**

Half-day absences (excused or unexcused) are included in overall attendance calculations and may contribute to patterns of chronic absenteeism or an issue of a Notice of Compulsory if they accumulate.

Legend

X- Absent **/-** Half-Day Morning **V-** Vacation

T- Tardy **N-** Half-Day Afternoon **M-** Medically Excused **S-** Suspended **D-**

Admin Excused **U**- Unexcused (truant)

Attendance Expectations

1. **Daily Attendance:** Students must attend school every scheduled school day and arrive on time in order to support student success.
2. **Class Attendance:** Secondary students must attend each class period in which they are enrolled.
3. **Parental Notification:** Parents/guardians must notify the school promptly when a student will be absent and provide the reason within 24 hours.

4. **Verification:** Absences are considered *unexcused* until proper notification following the MSA excusal process and/or documentation is received by the school.

Excuse & Documentation

- Parents/guardians should communicate absences on the day they occur, absences can be excused within 10 days.

- A school absence authorized by the school based on valid reasons such as illness, medical appointment, family emergency, observance of a religious holiday, mental/behavioral health, pre-approved education leave, or school-sponsored activity.

● Parent acknowledgement alone does not qualify as an excused absence. ● Pre-arranged extended absences require prior approval and may include expectations for missed work or education plans. You can find a Vacation Approval Form in the office.

Monitoring & Interventions

1. **Attendance Monitoring:** Attendance shall be recorded daily and reviewed regularly.

2. **Chronic Absence Communication:** Parents/guardians will be notified and asked to meet with administration if a student is absent **10% or more** (excused or unexcused).

3. **Intervention Plans:** School will initiate attendance improvement plans with guardians and parent conferences for students with excessive absences. If the plan is not implemented, the director may determine enrollment status.

   2nd unexcused absence - Initial contact via email

   3rd unexcused absence - Mandatory attendance meeting with administration and teacher 4th unexcused absence - Mandatory attendance meeting with administration and teacher 5th unexcused absence - Notice of Compulsory Education issued via certified mail

4. **Notice of Compulsory Education:** School officials may issue a Notice of Compulsory Education, and repeated unexcused absences can lead to further interventions per state law.

After the parent is served the notice, it becomes a Class B misdemeanor if the parent intentionally or recklessly:

A) Does not attend the required meeting

Failing to meet with school authorities listed in the notice can trigger the misdemeanor provision.

B) Allows 5 MORE truancies after notice is served

If, after being served, the student is truant 5 additional times during the rest of that same school year, that can also trigger enforcement consequences.

4) If the issue continues, the school can refer it for enforcement
Many Utah district/charter policies state that violations should be reported to the appropriate city/county/district attorney for possible prosecution.

5. **Withdrawal Rule:** A student with ten (10) consecutive unexcused absences may be withdrawn from enrollment unless proper excuses are provided or an IEP is in place. The director may ask for a meeting to see about finding a better fit for your family.

Makeup Work

Students with **excused** absences shall be given a reasonable opportunity to make up missed assignments. Teachers are not required to give work in advance for vacations. Makeup work policies shall align with district or school standards. Make-up work must be completed within 10 days of return.

Pre-Arranged Vacations

Pre-arranged vacations of **3 days or more** will only be considered excused if a **Vacation Approval Form** has been completed and approved **prior to the absence**. The Vacation Approval Form requires a **Mandatory Education Plan**, outlining assignments and instructional expectations during the student's absence. Vacation-related absences will be considered approved once the student returns and the Mandatory Education Plan has been fully completed and submitted to the school.

Families are strongly encouraged to plan vacations **around scheduled school breaks whenever possible** in order to minimize disruption to student learning. Please note that vacations lasting **longer than 3 days** may still significantly impact a student's overall attendance record and may contribute to the student being identified as **chronically absent**, even if the absences are approved.

Appeals Process

Mountain Sunrise Academy recognizes that there may be circumstances in which a parent/guardian disagrees with an attendance determination (including whether an absence is recorded as excused or unexcused, or whether an attendance intervention is required). In alignment with Utah State attendance requirements, parents/guardians have the right to request an appeal of attendance-related decisions.

A parent/guardian may submit a written appeal within **five (5) school days** of receiving notice of the attendance determination. Appeals must be submitted to the **School Director or designee** and should include the student's name, date(s) of absence(s), the attendance decision being appealed, and any supporting documentation.

The School Director or designee will review the appeal and respond in writing within **ten (10) school days** of receiving the request. During the appeal review period, attendance records will remain in effect; however, determinations may be updated if the appeal is approved and documentation supports the change.

If the parent/guardian disagrees with the outcome of the initial appeal, they may submit a secondary appeal to the school's **Governing Board or designated Appeals Committee** within **five (5) school days** of the decision. The Board or committee will review the appeal and provide a final written decision.

Student Health

Illness

Please follow these guidelines if your child is ill:

1. Take time to notify the school of the illness and absence.
2. Before sending your child to school, be sure that she/he is well enough to be in school.
3. Do not send your child back to school until they have been fever free for 24 hours without medication.

In general, children are too sick to come to school when:

● They are contagious.

● Their symptoms are serious enough to prevent them from focusing on the tasks they need to do there.

Use this checklist to help determine if you need to leave your child home from school.

1. Does your child have a fever of 100° or higher?
2. Has your child vomited in the past 24 hours?
3. Does your child have diarrhea?

4. Are your child’s eyes crusty, bright red, and/or discharging yellow or green fluid (conjunctivitis/pink eye)?
5. If your child complains of a sore throat, is it accompanied by fever, headache, stomachache, or swollen glands?
6. If your child complains of a stomach ache, is it accompanied by fever, vomiting, diarrhea, lethargy, sharp pain, and/or hard belly?
7. Does your child have a persistent, phlegmy cough?
8. Does your child have lice (white, translucent eggs the size of a pinpoint on the hair or insects on the scalp)?

If you answered yes to any of these questions, please keep your child home from school and consider seeking medical attention. Your child could have a serious or contagious illness. Keep your child home until he or she has been symptom free for at least 24 hours or until the doctor indicates that he or she can return to school.

If children have a cold, headache, or stomach ache that is not accompanied by fever, vomiting, or diarrhea, they may come to school.

If children have a rash, it could be contagious. Please seek medical advice before allowing your child to come to school.

Earaches are not contagious. Children can come to school as long as they can concentrate on their work.

Children who have chickenpox or other open sore illnesses may not return to school until all the sores are healed or with a doctor's note indicating they are safe to return.

Illness at School

Teachers will attempt to take care of minor issues (like needing a Band-aid) themselves. The Health Clinic is for care that needs more than a band-aid. Students who visit the Health Clinic with serious issues will have an incident report filled out and a parent/guardian may be notified. If a child becomes ill at school, every effort will be made to contact the parents to check the child out at the office and take her/him home. It can be very distressing to the child to be sick at school and not being able to contact the responsible party for the child. Please notify the office of any updated emergency phone numbers. An ill child may not walk home alone. We require that you, or someone you designate, pick up your child.

Students are not permitted to call their parents/guardians through their own device. They must come to the office to use the office phone.

Medication

Medication can be administered at school under the following conditions:

1. Students who need to take any kind of medication must have a completed medical release form on file with the school with written authorization from a parent/guardian and the student's health care provider.
2. Prescription medication should be brought to the school office in its original pharmacy container. The pharmacist will put medications in two bottles upon request.
3. It is the parent's responsibility to keep medication in adequate supply.
4. For the safety of all, medications will not be sent home with children. Parents are requested to pick up medication from the main office.
5. If your child must take short-term medication (antibiotics, etc.) for any reason, please make arrangements to administer the doses at home.

If students must receive medications while at school, the designated school administration who have been trained by the school's licensed nurse can be of assistance with administering, pending the school having the official medical forms on file from the student's doctor identifying what medications can be administered, in what amounts, and according to what schedule. A supply of the matching medication identified in the doctor's release must be given to school for administration. The medication will be kept in the medical clinic in the office. As an exception, self-administration is allowed if the student could experience conditions that are considered life threatening if the medication is not available and administered by the student or administrator in a timely manner. (For example: Severe Allergies-use of an Epipen, Severe Asthma-use of an inhaler, Diabetes-use of insulin injections, etc.) A Doctor and parent note will need to be filled out, returned, and kept in the student's file in order for a student to have such medications on their person for self administration at school. For full policy guidelines, refer to the school's website under Medication Policy.

Chronic or Serious Conditions

Diabetes, epilepsy, asthma, and similar conditions, which could require emergency treatment, should be brought to the attention of school personnel immediately and noted on the registration information sheet. This information is important for the safety of your child.

Head Lice

If a student is identified as having head lice the child will be referred for treatment as soon as possible. Once diagnosed, the child should avoid head-to-head contact with anyone else and avoid using shared items (i.e. headphones, headbands, combs, etc…)
Trained personnel will check a child and any siblings suspected of having head lice. If lice are confirmed, parents/guardians, or the designated emergency person will be notified. Children may return to school after treatment. A 2nd treatment can be done 7-10 days after the 1st treatment if an over-the-counter product is used.

Accidents and Injuries

During registration families listed an emergency contact individual and phone number. Please call the office to update this information promptly if it changes. Students and parents may expect that these procedures will be followed in the event of an accident at school:
1. The student should report to the nearest faculty member her/his injury and what happened.
2. If minor medical attention is needed, the faculty member will bring the student to the office.
3. If a more serious injury has occurred , the parents will be called immediately.
4. In an extreme emergency or accident an ambulance will be called. There is no charge for the ambulance call and service unless a student is transported to a hospital. The family's medical insurance should cover these costs.
5. We do not diagnose ailments or administer any medications in connection with an accident/injury.

Vision Screening

The State of Utah mandates periodic vision screening. MSA will screen students in K, 1, 3, and 5 grades unless the student is receiving special education services wherein they will be screened every academic year. A parent at any time may request that their child be exempt from the screening by completing the appropriate form with the school.

Hearing Screening

The school will provide hearing screening for Kindergartners, 3rd graders, and those as required in Special Education. A parent at any time may request that their child be exempt from the screening by completing the appropriate form with the school.

Emergencies

Caring for the safety and well-being of students during both drills and real emergencies is the top priority of all employees.

Parents and families may be notified of emergency situations using email, text, social media and website information. Specific details on whether students need to be picked up from the school or the school’s Reunification Center (Two LDS Churches to the East of our building about 4 blocks away, 1570 S 1100 W, Lehi) will be provided.

In the case of an emergency, it is imperative that parent/guardian contact information is kept up to date in the SIS, Aspire, so that families will receive notifications promptly. Upon registration, please do not leave the emergency contact information blank.

Drills

Mountain Sunrise Academy staff receive regular training and the school holds monthly emergency drills for various contingencies. Fire, earthquake, and other emergency drills are required by law and held regularly to ensure student familiarity and safety. Instruction in safety procedures is given by the teachers in all classrooms at the beginning of the school year and reviewed periodically. It is essential that, when the signal is given, everyone in the building obeys directions promptly (and clears the building by the required routes as quickly as possible, in the case of a fire). The Student Evacuation plan is placed above the hallway fire extinguishers in the school on both floors and is practiced bi-monthly.

Family Plan

It is advisable for each family to have a predetermined plan, which children can follow should it be necessary for school to be dismissed early for emergency reasons.

Emergency Procedures

Your children will be given the following instructions for each of these specified emergencies:

- Bomb threat : Search by personnel for suspicious packages, evacuation if deemed necessary by the person in charge.
- Earthquake: Inside - Drop, cover, and hold; evacuate when instructed. Outside -Move to open space away from power lines; drop, cover neck and head.
- Fire: Students exit in an orderly way, via assigned routes, and remain within the school boundary and await further instructions.
- Intruder/”Camp-out”/Lock-down: Class door window is covered, doors are locked, and students gather in designated areas in their classroom.
- Flood: Students evacuate to the highest level of the school building.
- Hazardous spill: Close windows and await instructions in the event of a chemical or other hazardous materials spill. HVAC will be shutdown as needed.
- Gas Leak: An announcement will be used to notify teachers. Students will be evacuated in an orderly manner from the building and taken to the designated evacuation point.
- Evacuation: Parents are required to follow the emergency directions provided by the school. If students need to be picked up from school prior to the regular release time specific directions for doing so will be provided and the student’s teacher and/or the director or her designee must be notified before removing them from school custody. In most emergency situations students will be secured on campus as appropriate. In the event that an evacuation from school grounds is required and an off campus location is needed, our reunification plan includes having permission to lodge students in two LDS church buildings to the east of our school about four blocks away (1570 S 1100 W, Lehi, UT 84043).

For questions about an emergency, information will be sent out by text or email, or can be referenced on our social media parent Facebook page.

DRESS CODE

Students, teachers, and staff are expected to dress in a manner that demonstrates they respect themselves and the learning environment. Clothing should be neat, clean, and appropriate for learning and weather conditions. School Administration and/or staff will determine whether or not a student is in violation of the dress code. Parents will be called to bring the student a suitable change of clothing if there is a violation of dress code.

Dressing for all Weather And Seasons

Experiencing the seasons, nature, and the outdoors is an important part of our school. Gardening class happens all year round outside and is a very important part of the curriculum. We allow outside play on chilly days (down to 20 degrees), snowy days, and possibly even when there is light rain. Please send them in layers as our climate varies throughout the day. Labeling your child's clothing is highly recommended. In grades one through four rain/snow pants, extra socks, boots, jackets and hats need to be available in order for the students to enjoy outdoor play and return to the learning environment dry and ready to work.Time outdoors is a vital part of a child's day. Play and learning go hand in hand for children, and even more powerfully when this happens in the natural world. Children who spend time playing outdoors are physically healthier, have more advanced motor skills, more positive social interactions, increased positive moods, and reduced levels of stress.

MSA School Dress Code Policy

Date Approved: August 8, 2019
Date Updated: June 27, 2023
Policy Type: Recommended
References

1. Utah Code 53G-7-801-803

Purpose

MSA desires our students to immerse themselves in their learning while feeling comfortable in their clothing, free to move about, and not be overly concerned or become distracted with what their classmates are wearing.

Policy

Children may wear any clothing free of printed messages, words, sequins, pictures or character images (Disney, Brand Cartoon images, Pokemon, Marvel, etc.) in any colors except neon. Examples of acceptable clothing include solids, repeating patterns, plaids, stripes, color blocking, or school-approved MSA logo-wear. (See examples below) Pants are allowed but should not have holes above mid-thigh. MSA advocates that students look their best as well as are dressed comfortably as movement is an important part of the curriculum.

TOPS

- Sleeves should cover the shoulders. Cap-sleeves are approved. Long or short sleeves are permitted.
- Shirts can be crew neck, v-neck, collared, henley, or turtleneck in style.
- Logos other than the school logo (ex. Ralph Lauren, Tommy Hilfiger) are permitted as long as they are no larger than 1” square.
- Shirts should be long enough to cover the midriff when standing, sitting, and bending over. Shirts do not need to be tucked in.
- Hoodies, zip-up jackets, sweaters, and cardigans are permitted in classrooms as long as they meet all criteria listed above and their length does not go past the hips.

BOTTOMS

- Logos other than the school logo (ex. Ralph Lauren, Tommy Hilfiger) are permitted as long as they are no larger than 1” square.
- Skirts, shorts, and skorts should reach mid-thigh when standing.
- The waistband should be worn at or above the hip bones. No low-riding bottoms or visible undergarments will be allowed.

DRESSES

- Dress length should reach mid-thigh when standing.

TIGHTS AND LEGGINGS

- Due to the physicality of our program, something should be worn under skirts and dresses to cover undergarments. For example: tights, leggings, or spandex shorts.
- Tights should be opaque (not sheer).

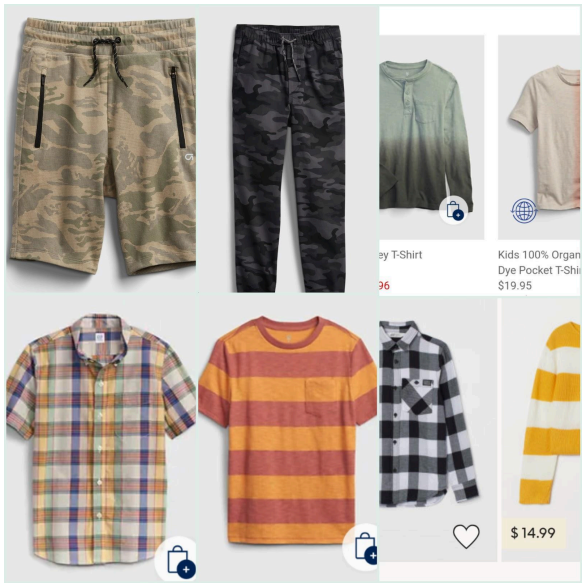
SOCKS & FOOTWEAR

- Footwear should be appropriate for outdoor activities and movement.
- No wheelies or light-up shoes allowed.
- Shoes should be flat-soled.
- Footwear must be closed-toe and securely attached to the heel.

BACKPACKS, ACCESSORIES, AND OUTERWEAR

- Backpacks and lunch boxes can be in any color and any style. Logos and designs are permitted.
- Simple, non-distracting jewelry (necklace, earrings, hair accessories) are permitted but discouraged as these things often get lost and can pose a safety risk.
- Hats and hoods are not permitted to be worn indoors.
- Hair color must not be distracting to the classroom environment.

EXAMPLES OF APPROVED CLOTHING





VALUES

Mountain Sunrise Academy's educational model is based on Rudolf Steiner's philosophy of developing the whole human being and child development informed by Anthroposophy (a philosophy of human wisdom). It is important to us to preserve the innocence and wonder of childhood, to practice and encourage wholesome living, and to provide emotional and environmental safety.

Creativity and artistic expression are essential in a child's healthy growth and development and are fully integrated into the curriculum. We seek and embrace diversity in our community. We believe that the education of students, teachers and parents is a lifelong process. Waldorf Education values include Truth, Beauty and Goodness.

Code of Conduct

All students, faculty, and parents at Mountain Sunrise Academy will conduct themselves in a manner that contributes to a productive, safe, happy, inviting learning environment for themselves and others. All are expected to be kind, respectful, attentive, and cooperative with others in the school community. Students will be on time and ready to participate each day and work diligently on their studies, as directed by their teachers. Students will abide by the dress code. They will demonstrate respect and care in their use of school property and resources, including following school expectations aligned with SHINE. Students will not bring to the school nor use any harmful or illegal items or substances while on school property or at an event sponsored by or affiliated with the School.

Students who engage in dangerous or disruptive conduct that disturbs the learning of others, disrespect teachers and administrators, threaten or harm others, damage school property, or violate MSA's policies and procedures shall be subject to discipline, and potentially to suspension or expulsion as outlined in the Safe Schools Policy which is available on the school's website.

Student Discipline

Research shows that children want and feel more secure in a setting that has rules and clear expectations. Our main purpose for having a student discipline policy is to maintain order and provide for the well-being of the students and staff while at school.

Behavior Management Procedures

The central tenets of our student management policy are safety, respect, and responsibility. School rules and consequences should be developmentally appropriate and consistently enforced. They should maintain a balance between respecting individual freedom and having clearly defined standards that serve our educational environment.

Discipline should be proactive and provide opportunities for learning healthy social interaction skills. Consequences should be logical, non-shaming, and foster opportunities for restitution, learning, and forgiveness.

The ultimate goal of our discipline policy and procedures is the development of self-discipline in our students, fostering the emerging ability of our students to recognize and demonstrate respectful and responsible behavior, to monitor their own actions, and to behave in ways that promote a safe and healthy school community.

Kindergarten Behavioral Management Procedures

In an effort to keep the kindergartens at MSA a safe and productive educational environment, the following discipline procedures are utilized:

Regular Correction Techniques:

In the kindergarten, teachers use verbal and non-verbal cues to redirect student behavior. Methods are respectful and sensitive to the individual student. The emphasis is on the positive behavior desired rather than on the student and what he or she has done wrong.

Possible Consequences:

● Verbal reminder, redirection into alternate activity, or separation from group activity are among the natural consequences for those who do not follow established procedures and/or do not respond to regular correction requests. At the discretion of the teacher, the parent will be notified and a child may be sent home in order to maintain a safe, orderly and respectful environment. A verbal reminder is a clear and direct verbal communication to the student that provides the child with a clear picture of what behavior is expected.

Redirection into Alternate Activity:

● When possible, an effort is made to redirect the child to an activity in which they can be successful.

Separation from the Group or Activity:

● If the child's behavior is disruptive to the group activity and the child is not responding to verbal reminders or redirection, it may be necessary to ask the child to sit out or to meet with an administrator in the office. The child would be invited back into the activity once they have demonstrated responsiveness to the teacher. If the child is unable to contain their behavior in an appropriate manner, it may be necessary for the teacher to notify the parents to come pick up the child.

If a child exhibits chronic behavior issues, a referral to The Three Streams of Support will occur where the circumstances and ways to support the student will be discussed.

If a child brings a firearm on campus or at a school sponsored event, we are required to notify law enforcement.

Behavioral Management Levels for 1st–4th grades

Levels 1 and 2 are Teacher-Managed Behaviors
Behaviors listed are examples and are not all inclusive.

Level 1-Type Behaviors (Yellow):

- Talking out
- Disruption
- Failing to follow rules/directions
- Inappropriate voice level
- Inappropriate language/comments
- Invading others' personal space (bodies and belongings)
- Dress code infractions
- Physical touching inappropriate to age and educational setting

Actions teacher should take for Level 1-Type behaviors: (Sequential steps for Curative Education)

- Teacher takes a moment to make a non-judgemental observation and evaluation of the situation.
- The teacher defines the moment in terms of curative polarities (thick-skin, thin-skin, overactive, underactive, iron, sulfur)
- The teacher applies the corresponding remedy according to the defined polarity. Which may include any of the following interventions (see document "Curative Approaches to Difficult Behavior"):
    - o Remind (refer to SHINE)
    - o Redirect
    - o Relocate to another place in the room
    - o Reflect: what changes could be made/what needs of the student could be met?
    - o Restore/mend: are there actions the student can/should take?

Level 2-Type Behaviors (Orange):

- Repeated level 1 behavior
- Defiance
- Pushing or Shoving
- Put-downs/low level teasing
- First offense of behavior that could become bullying, cyber bullying, or sexual harassment.
- Failing to be where they should be

Actions teacher should take for Level 2-Type behaviors: (Not a sequential list—action & sequence are based on the circumstances)

- Implementation of an observable tracking system to inform students when expectations are or are not being met
- Short time-out just outside class or lateral send to another classroom (1st – 4th)

- Brief office visit with teacher's note for calm and return, (front office staff supervise)
- Incident(s) is logged in Educator's Handbook

A referral to The Three Streams of Support will occur whenever a behavior that negatively affects the safety or learning of the student or other students is becoming chronic despite teacher and parent intervention.

Levels 3 and 4 are Administration Managed Behaviors (Office Referral)

Level 3-Type Behaviors (Red):

- Chronic in-class disruptions or non-compliance
- Intimidation/threats
- Bullying/Harassment, including sexual (repeated behavior, despite warning)
- Fighting/physically hurting another person (not severe assault, which is Level 4)
- Unsafe activities, including leaving supervised area or hiding from teacher
- Petty theft
- Minor vandalism - Any student damaging or defacing school property or equipment will be expected to pay for the repair, replacement, and/or cleanup.
  This also includes books, desks, or any other item for which the student may be responsible.

Actions administrator should take for Level 3-Type behaviors:
Note: Depending on circumstances, certain behaviors may result in more severe consequences than those listed for each step.
First Office Referral:

- Meeting with Assistant Director
- Attempt to understand needs behind behavior and find ways to meet needs while also meeting needs of teacher and rest of class
- Review in-class steps/agreements, calm warning, clear instructions
- Contact parents to inform and enlist support
- Incident is logged in Educator's Handbook

Second Office Referral for a Repeated Office Level Offense:

- Meeting with Assistant Director
- Attempt to understand needs behind behavior and find ways to meet needs while also meeting needs of teacher and rest of class
- Review in-class steps/agreements, calm warning, clear instructions
- Contact parents to inform and enlist support
- Possible in school suspension from class; a formal email or letter is mailed to parents.
- Incident is logged in Educator's Handbook

Third Office Referral for a Repeated Office Level Offense:

- Meeting with Assistant Director
- Meeting scheduled with parents, student, teacher and Assistant Director (Forming of a Student Success Team) to determine next steps which may include:

    - o Behavior contract specifying what student needs to do, and the consequences, if agreement is not followed
    - o Parent to observe/shadow student one or more days
- Possible in school suspension from class (1 – 5 days)
- Incident is logged in Educator's Handbook

Fourth Office Referral a Repeated Office Level Offense:

- Possible Student Suspension (1-5 days)
- Meeting to discuss school placement. If all efforts fail and the student continues to present conditions that interfere with another's rights to physical and emotional safety and an environment that allows others to learn, then expulsion procedures may be initiated.
- Incident is logged in Educator's Handbook

Level 4-Type Behaviors (Black):

- Illegal activities:
    - o Drugs, tobacco, vaping, alcohol
    - o Weapons (i.e. guns, knives, other)
    - o Physical assault
    - o Sexual assault/abuse
    - o Significant theft or vandalism

Actions administrator will take for Level 4-Type behaviors:

- Meeting with School Director
- Calling law enforcement - We are required by law to report any firearm brought on campus or to a school sponsored event.
- Suspension, and/or referral to expulsion review board.

A referral to The Three Streams of Support will occur whenever a behavior that negatively affects the safety or learning of the student or other students is becoming chronic despite teacher and parent intervention.

MSA strives to provide a safe and nurturing educational environment that fosters success for every student. Toward that end, teachers and other supervisory staff will communicate clear and reasonable expectations for classroom and campus behavior that all students are expected to follow. When a student does not follow the expectations or rules, discipline procedures will be employed that support self-correction and increased self-discipline.

Disciplinary interactions will be conducted in a non-punitive manner, with the goal of identifying and addressing unmet student needs that might be contributing to behavior problems, and encouraging the student to learn behaviors that are necessary for successful class participation. With these principles in mind, the following outline describes the hierarchy of discipline procedures we use with our students in grades 5 and 6.

Behavioral Management Levels for 5th-6th Grade

Levels 1 and 2 are Teacher-Managed Behaviors

Behaviors listed are examples and are not all inclusive.

Level 1-Type Behaviors (Yellow):

- Talking out
- Disruption
- Failing to follow rules/directions
- Inappropriate voice level
- Inappropriate language/comments
- Invading others' personal space (bodies and belongings)
- Dress code infractions
- Minor physical touching inappropriate to age and educational setting

Actions teacher should take for Level 1-Type behaviors: (Sequential steps for Curative Education)

- Teacher takes a moment to make a non-judgemental observation and evaluation of the situation.
- The teacher defines the moment in terms of curative polarities (thick-skin, thin-skin, overactive, underactive, iron, sulfur)
- The teacher applies the corresponding remedy according to the defined polarity. Which may include any of the following interventions (see document "Curative Approaches to Difficult Behavior"):
    - o Remind (refer to SHINE)
    - o Redirect
    - o Relocate to another place in the room
    - o Reflect: what changes could be made/what needs of the student could be met?
    - o Restore/mend: are there actions the student can/should take?

Level 2-Type Behaviors (Orange):

- Repeat of level 1 behavior
- Defiance
- Pushing or Shoving
- Put-downs/low level teasing
- Use or display of personal electronic equipment at school
- First offense of behavior that could become bullying, or sexual harassment, or cyber bullying
- Repeated tardiness
- Cheating and plagiarism
- Failing to be where they should be

Actions teacher should take for Level 2-Type behaviors: (Not a sequential list—action & sequence are based on the circumstances)

- Implementation of an observable tracking system to inform students when expectations are or are not being met

- Short time-out just outside class
- Send to another classroom
- Natural or logical consequence (loss of extracurricular activities and possible school service)
- One-on-one conversation on how to best meet needs of all concerned / Strategize, create and agree on plan
- Notify parent for additional support
- Meet with parent(s) and make a plan
- Log incident in Educator's Handbook
- If the behavior is persistent or severe, it becomes a Level 3 behavior and should be referred to the Assistant Director for Level 3 action.
- See policy on Academic Integrity
- Electronics confiscated. See policy on cell phones/personal electronic device

A referral to The Three Streams of Support will occur whenever a behavior that negatively affects the safety or learning of the student or other students is becoming chronic despite teacher and parent intervention. .

Levels 3 and 4 are Office/Administration Managed Behaviors (Office Referral) Level 3-Type Behaviors (Red):

- Repeated in-class disruptions, non-compliance, or breaking rules
- Intimidating, threatening, bullying, cyberbullying, harassing, retaliation for reporting harassment, cheating, etc.
- Fighting, hitting, kicking, etc, (not severe assault, which is Level 4)
- Unsafe behavior, including leaving supervised area or cutting class
- Petty theft
- Minor vandalism - Any student damaging or defacing school property or equipment will be expected to pay for the repair, replacement, and/or cleanup. This also includes books, desks, or any other item for which the student may be responsible.

Depending on the circumstances, certain behaviors may result in more severe consequences than those listed for each step.

The Number of office referrals within a rolling 3-month period determines whether it is considered a 1st, 2nd, or 3rd occurrence for the purposes of consequences.
Actions administrator should take for Level 3-Type Behaviors:

First Office Referral:

- Assistant Director meets with student
- Parents are informed via email or phone
- If returning to class, the teacher determines consequences, such as community service and/or a way to make amends and/or loss of extracurricular activities: recess, sports, field trips, or other activities.
- If a severe infraction occurs and an in school suspension from class is warranted; a formal email or letter is mailed to parents.

- Incident is logged in Educator's Handbook
- Following a suspension, a conference involving the Assistant Director, teacher, parent(s) and student must occur prior to the student's reentry to the classroom

Second Office Referral:

- Assistant Director meets with student
- Parents are informed via email or phone
- If returning to class, teacher determines consequences, such as community service and/or a way to make amends and/or loss of extracurricular activities: recess, sports, field trips, or other activities.
- If a severe infraction occurs and an in school suspension from class is warranted; a formal email or letter is mailed to parents.
- Incident is logged in Educator's Handbook
- Following a suspension, a conference involving the Assistant Director, teacher, parent(s) and student must occur prior to the student's reentry to the classroom

Third Office Referral:

- Assistant Director meets with student
- Parents are informed via email or phone
- If returning to class, teacher determines consequences, such as community service and/or a way to make amends and/or loss of extracurricular activities: recess, dances, field trips, or other activities.
- If a severe infraction occurs and a suspension from class/school is warranted; a formal email or letter is mailed to parents.
- Incident is logged in Educator's Handbook
- Following a suspension, a conference involving the Assistant Director, teacher, parent(s) and student must occur prior to the student's reentry to the classroom

Additionally:

- Possible 1-5 day in or out of school suspension
- More than three office referrals could result in initiation of expulsion procedures. Level 4-Type Behaviors (Black):
- Illegal activities such as:
    - o Drugs, tobacco, vaping, alcohol
    - o Weapons (i.e. guns, knives, other)
    - o Physical assault
    - o Sexual assault/abuse
    - o Significant theft or vandalism

Actions administrator should take for Level 4-Type behaviors:

- Meeting with School Director
- Calling law enforcement - We are required by law to report any firearm brought on campus or to a school sponsored event.
- Automatic suspension, and/or referral to expulsion review board.

Following State Education Code/district guidelines, a suspension of up to 5 days may be issued to a student for certain infractions. Inside the classroom, a teacher may request suspension (out of class suspension) for a student for repetitive or serious classroom disruptions. Inside or outside the classroom, a suspension may be requested by a staff member for any of the established State Education Code suspendable offenses listed below. Suspension from school is executed by the Director or Assistant Director. Expulsion is recommended by the Director and must be approved by the Board.

Behaviors that can result in Suspension or Expulsion

- Alcohol, tobacco, and drug possession or use will result in automatic suspension.
- Fighting, unless clearly in self-defense, is grounds for suspension.
- Disruption of school activities, refusal to follow reasonable directions, and bullying or intimidation are listed in Educational Codes as offenses warranting suspension.
- Vandalism, theft, and destruction of property are also listed as reasons for suspension.
- Possession of weapons, fireworks, or other dangerous objects (bringing a weapon on campus could result in the expulsion of a student).
- Harassment of other students is grounds for suspension (This includes social harassment, sexual harassment, or any other behaviors that impede our students from feeling safe and secure at school. See the definition of harassment below).
- Defiance of school authority may also result in suspension.

Inappropriate Language or Indecency:
Participation in a school community requires acting within commonly recognized standards of decency in verbal, written, physical, and pictorial form. Degrading language or behavior of any kind (sexual, racial, religious, `etc.) is not acceptable. This is a school-wide standard, both inside and outside the classroom. First-time offenders may be given a verbal or written warning; repeated offenses will result in higher-level consequences (see definition of harassment below).

Harassment

Our school is committed to providing an educational setting free from harassment based on race, gender, religion, national origin, physical or mental disability or characteristic, sexual orientation, or age. We will not tolerate harassment of or by students or staff.

Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile environment or that interferes with one’s education. Harassing conduct can take many forms and includes, but is not limited to, slurs, jokes, statements, gestures, pictures or cartoons regarding another’s sex, race, color, national origin, age, physical or mental disability or characteristic, medical condition, or sexual orientation. Any incident of harassment should be reported promptly to a teacher or the Assistant Director of the school. Staff members who are so informed may take action, but they should also file a written report of such incidents in Educator's Handbook. Depending on the seriousness of the incident, the situation may be turned over to the Assistant Director for immediate disciplinary action. Every incident will be investigated with an emphasis on thoroughness and confidentiality.

If harassment is established, the offender will be disciplined. Disciplinary action can range from verbal or written warning up to, and including, immediate suspension and possible expulsion, depending on the circumstances. Retaliation against a student or staff member reporting harassment is illegal and will not be tolerated.

Sexual Harassment

Sexual harassment is unwanted and unwelcome behavior from students or staff members that is sexual in nature and causes problems for a student at school. The unwelcome behavior may be verbal, visual, or physical. Sexual harassment is against the law and should not be ignored.

Some examples are:
● Comments, notes, or invitations of a sexual nature
● Derogatory comments or jokes that are sexual
● Touching or gestures that are sexual
● Blocking or cornering in a sexual way
● Pulling clothing or grabbing that is sexual
Other behaviors include:
● Showing sexual interest in someone when the interest is not wanted
● Any expression of sexual interest between adults and students
● Using sexual epithets as verbal intimidation or name calling

Bullying/Cyber Bullying

● Bullying: Aggressive behavior that is intentional and that involves an imbalance of power or strength. A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students including: (Also, see Bullying Policy)
■ Physical bullying: Hitting and/or punching
■ Verbal bullying: Teasing or name calling
■ Non-verbal or emotional bullying: Intimidation through gestures, social exclusion and relational aggression.
■ Cyber-bullying: Sending insulting, threatening or harassing
messages by phone or computer or electronic messaging
See MSA Policy: Bullying, Cyberbullying, Harassment, Hazing, and Retaliation Policy for details on Bullying and Cyberbullying, see Student Discipline Policy for consequence and Due Process details.

Citizenship

All students and staff have a right to learn and teach in a safe, caring and respectful environment in order to achieve their maximum potential academically, socially, emotionally, and ethically. Any behavior that is demeaning, lessens self-respect and esteem, or limits a student's ability to learn or a teacher's ability to teach will be considered a violation of personal rights. It is inappropriate to improperly touch, pinch, write offensive messages, make obscene gestures or bring inappropriate

print/pictures to school. Personal Responsibility and Respect for self and others is central to good citizenship:

- You have the right to personal respect and a safe environment in this school and on its grounds.
- You have the right to be protected from offensive or demeaning comments or behavior.
- You have the right to report any type of harassment or bullying immediately to school Authorities.
- You have the right to learn in a quiet, cooperative place where you can work and think.
- You have the responsibility to treat others in a kind, understanding, and caring way.
- You have the responsibility to conduct yourself in a way that will enable others to learn.

Manners

An understanding of good manners is an important step toward success in life. Good manners here, as everywhere, are based on kindness and consideration toward others. A student's background and training are revealed in their day-by-day contacts with other students and teachers. Thus, a student could ask himself/herself the following questions:

- Do I show proper consideration toward my teachers?
- Is my behavior appropriate when among other students?
- Do I have proper regard for school property?

In order to acquire an appreciation and understanding of correct classroom conduct, the following modes of behavior should be considered carefully by all students. Students should show respect for the teacher by being on time, listening attentively, and sitting quietly. Students should not touch anything on a teacher's desk without permission. Students with good manners will not laugh or ridicule another student's statement made in a classroom discussion, they will listen attentively to their classmate's remarks, and when they disagree, they will wait for their turn to respond and state their perspective in a polite, matter-of-fact manner and avoid rude interruptions. The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningful lives and to make positive contributions to society. To support this educational concept, schools and parents should expect students to be punctual, in regular attendance, appropriate in their conduct at school, and responsible for their behavior.

Language

Students are expected to use appropriate language while at school. Profanity, vulgarity, and the use of obscene gestures are inappropriate, whether directed toward the staff or other students. Students who fail to observe these rules will be subject to disciplinary action.

Respect for Property

Students are responsible for the proper care of the physical facility, equipment, supplies and furniture supplied by the school. Students are also expected to show respect for school and community property and for the personal property of others. Students who deface, damage, or destroy school property will be expected to pay for repairs or replacement costs for the items.

PARENTAL INVOLVEMENT

Parents are an essential part of our community. We encourage parents to find ways to get involved in the school such as help with festivals, fundraising events, field trips, assemblies, school committees, and plays. A list of volunteer opportunities is sent out in the newsletter and committee sign-ups are given at Back To School Night.

Families are encouraged to learn about Waldorf education, attend workshops and parent evenings, and incorporate the principles of rhythm and healthy development which undergird Waldorf education into their homes and family lives.

We appreciate those who are able to donate time, energy, and show care toward the enrichment of students' education.

Classroom Observations and Volunteer Experiences

For student learning and safety, ALL visitors (including parents) must check-in at the office before visiting anywhere in the school building.

All visits must be arranged with the teacher in charge (either class teachers or specialty teachers) in advance. Waldorf teachers strive to maintain a rhythm and order within their classrooms that requires the teacher to be the clear authority and hold very specific expectations for student behavior and work. Unexpected visitors and many adults in the classrooms can compromise this process. Thus, teachers must have advance notice and consent to the timing and scope of parental involvement and observations.

With teacher approval, parents may observe and volunteer in the classroom. Parents are expected to:

- Sign in at the front desk and wear an ID badge while on school grounds
- Sign a volunteer form the first time you volunteer which is good for the remainder of the school year
- Follow all directions given by the teachers; stay with the teacher or class you are volunteering with (volunteers should not be in the Cottage, SPED room, or any other space that has not be preauthorized)
- Not interfere with directions / instruction / discipline
- No visitor is to be alone in a room with a student(s) without a school employee present.
- Follow the MSA Code of Conduct
- Refrain from the use of cell phones or other electronic devices while at the school
- Never attempt to discipline a child
- Abide by FERPA, confidentiality and privacy expectations
- Leave younger siblings and non-MSA students at home (unless alternative arrangements have been made with the class teacher, in advance).

Should a parent not abide by the expectations above, then they may be asked by a teacher or the school's administration to not observe / volunteer in the classroom or to make arrangements directly through school administration who will coordinate with teachers and ensure that appropriate behaviors and boundaries are respected.

Classroom Parties

If you are providing treats or materials for a classroom celebration please adhere to the following rules:

- Food items should be store bought. Please do not bring any homemade food items. Some exceptions will be granted for school festivals in which there are no store bought items such as "dragon bread," for Michaelmas, "star cookies during the Lantern walk, cultural foods for other events or festivals, etc.
- When providing beverages, please remember that there is to be NO soda pop.
- No gum or candy.
- Healthy foods are encouraged, such as crackers, cheese, fruits and vegetables. (For questions about possible food allergies/medical concerns, please contact the school teacher.)

Background Checks

The school requires a background check on each volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment. Paperwork for completing background checks can be picked up at the front desk.

Confidentiality

The well-being and atmosphere of the school as a whole rely on the ability of the faculty, staff and parents to engage in dialogue regarding concerns and conflicts with appropriate sensitivity and confidentiality, and to comply with the policies of the school. During your visits to MSA, you may periodically learn sensitive information about this school, about parents, students, and/or colleagues through your observations. It is important that you keep information you learn through your volunteer and observation experience confidential. From time to time you may be involved in situations or conflicts with parents. Other parents will perhaps approach you out of curiosity or concern and want to discuss the situation. You must maintain a polite diplomacy in these conversations, and explain that you are unable to share details because of the confidentiality of the situation.

Student Records

FERPA is a federal law that protects the privacy interests of students and their families. It affords parents the right to access and request that their children's education records be amended, and gives them some control over the disclosure of the information in these records. FERPA generally prevents schools from sharing student records, or personally identifiable information in these records, without the written consent of a parent, except as provided by law.

Notwithstanding anything in this code of conduct, when a school employee believes that a situation exists which presents a serious threat to the well-being of the student, the employee must notify the student's parent or guardian without delay, unless the matter has already been reported to DCFS, in which case it is the responsibility of DCFS to notify the student's parent or guardian of any possible investigation or take other appropriate action.

Notwithstanding anything in this code of conduct, when a school employee believes that a student is at-risk of attempting suicide, physical self-harm, or harming others, the employee may intervene and ask the student questions regarding the student's suicidal thoughts, physical self-harming behavior, or thoughts of harming others for the purposes of (1) referring the student to appropriate prevention services, and (2) informing the parent or legal guardian.

Physical Contact with Students

All volunteers should avoid physical contact with students, both to protect students and themselves. Should a student need to be restrained in order to prevent severe harm to self or others, the School's Safe Schools Policy and proper practices from training must be followed by staff. Adults in the school when engaging with the students are encouraged to use appropriate touch which includes:

- Shake students' hands
- Hold students' hands, as appropriate, to guide a student or engage in a game / activity
- Give a gentle or reassuring pat on the back
- Give a squeeze or hug on the side
- Gently guide a student with hands placed on the shoulders or at elbows.

Volunteers should avoid being in a room alone with any student with the door closed. If helping a student in a bathroom or who is ill, in talking about a sensitive matter with a student, and in other circumstances, doors should be left open and/or other adults should be invited to be present.

Parent Community Council

The Parent Community Council is in place to grow relationships and facilitate parental involvement in the social and cultural life of the school. The Parent Community Council consists of a Parent Community Council President and President Elect. Parents are nominated and a vote is held. If there are not enough nominations to hold a vote, then a parent will be assigned by the school to fulfill that role. Up to 15 parents or community leaders may make up the body of the Parent Community Council. The chairs of these committees will be able to meet monthly with the PCC President and President Elect. This organization includes and is available to all parents and other family members of students attending Mountain Sunrise Academy. Monthly meetings provide a means for families to be informed of and involved in festivals, fundraisers, staff appreciation, new family support, spirit week, and other activities as needed.

Purpose

Parent support is essential to the success of the Mountain Sunrise Academy and your participation is encouraged and embraced. Our community thrives on family involvement. Through our Parent

Community Council (PCC), mothers, fathers, grandparents, and community members are offered many opportunities to share their skills and talents for the community. This all-volunteer, parent-run organization's mission is to foster the well-being of the school community by facilitating communications among the bodies of the school, inspiring parent participation in school life, and organizing our school efforts.

Role Within the School

The Parent Community Council's main sphere of influence is in the social realm, while the school's main sphere is the pedagogical realm and the Board is mainly responsible for financial and legal matters.

Meetings

The Parent Community Council is recommended to have regular meetings once a month while school is in session and occasional, additional meetings. Monthly meetings are open to all parents of children enrolled in the school. The President and President Elect will choose the meeting time. All parents and guardians, as well as community members are welcome to attend. School committee chairs should also attend. Small children are welcome to come if other arrangements can't be made and to play quietly.

Structure

All parents and guardians of children currently enrolled at Mountain Sunrise Academy are automatically considered members of the Parent Community. Each member is welcomed as a valuable contributor to the mission and goals of the council. The success of the Parent Community Council rests on the commitment and contributions of our parent body.

Leadership

Parent Community Council Structure consists of a President Elect and President as well as up to 15 Parent Community Council members. The Parent Community Council Officers are selected by application and typically include the chairs of the various committees. Council Members are approved by a vote of the membership.

The President leads and directs the meetings of the Parent Community Council, sets the agenda, and serves for one year. The President takes the lead on coordinating efforts with the Parent Community. The President Elect supports and collaborates with the president and prepares to be the President the following year.
Room parents and co-parents work directly with the teacher in their child's class to provide support, logistical assistance, communication, and other activities. Room parents serve for one school year and are expected to attend meetings of the Parent Community Council.

Room Parent

1. Attending all Parent Community Council meetings (approximately 2 hours per month). Continuity of attendance is important for decision-making.

2. Transferring information back and forth between the class and the Parent Community Council.
3. Supporting the class teacher by helping with communication, events, planning, volunteer needs, and other activities.
4. Starting the phone / email tree for your class as necessary.
5. Supporting festivals each year and conveying information about school events to parents in the class and coordinating your class' portion of the event.
6. Supporting parents in the class who have questions or concerns about the school by directing them to the proper channels by which to get these matters resolved.
7. Maintaining an awareness about what it means to represent - to proactively solicit and convey the issues and concerns of your class to the Parent Community Council or the appropriate individual or body, even when those issues and concerns are different from your personal viewpoint.
8. Striving to be a role model within the parent body, to consciously try to hold matters that concern the school in the highest way within yourself and to communicate clearly and appropriately with others in the school community about school matters.
9. Welcoming new families to our community.

Parent Community Council President and President Elect Responsibilities:

1. To facilitate monthly Parent Community Council Meetings in an atmosphere of integrity and responsibility.
2. To keep meetings orderly.
3. To assure that all parents are made to feel welcome at meetings.
4. To provide a strong sense of leadership to the Parent Community Council.
5. To attend special session meetings with other leadership bodies or chairs or organizations as needed.
6. To attend monthly meetings with the Executive Director and/or Faculty Representative.
7. Share meeting minutes with school administration

Parent Community Council Committee Meetings:

1. Each Committee will have a chair who leads the discussion and ensures that all voices are heard and the interests of each individual are considered.
2. Each Committee will have a secretary who takes minutes and tracks assignments given and commitments made within the meeting.
3. An agenda will be set for each meeting, in advance, defining what will be discussed and the time allocated to each item. The chair is responsible for ensuring that the agenda is followed; the secretary is responsible for ensuring adherence to timeframes.
4. Committee minutes will be kept on Google Drive in the appropriate folder and be made available to all committee members and other appropriate individuals.
5. Committees operate from a place of good will and intentions. They cooperatively establish the norms for their work together when they begin and orient new members to their oversight, process, and norms when they join.
6. Committees function only within their mandate/committee.

7. Committees report to the relevant Councils on a regular basis and solicit input and feedback on their activities.

COMMUNICATIONS

Rhythms are a very important part of Waldorf Education. Communications will occur in a rhythmic pattern. These occur in a daily, weekly, and monthly fashion. Mountain Sunrise will provide regular updates through digital newsletters to families. The newsletter will include information on upcoming events, school activities, policies and other noteworthy topics, spotlighting teachers or students, etc.. Parents may subscribe to the newsletter by signing up at the link on the bottom of the web homepage at www.mountainsunriseacademy.org

Upcoming Events can also be viewed on the monthly calendar on the website and the new upcoming events can also be seen on the left hand side of the website.

Updates & Additional Communication

MSA may send out various updates as needed via the FB Parent Community Page and email. Teachers will hold a seasonal parent evening each fall, spring, and summer to review upcoming curriculum, answer questions, and provide a parent activity.

Email

Parents/Guardians are encouraged to email their students' teachers for any questions or concerns. Email, however, is not a venue for resolving problems. Individuals with concerns may use email to request a meeting to discuss an issue, but should plan to meet face to face to address any sensitive or highly charged topics. Staff receiving emails that raise concerns may ask for an in-person meeting with a facilitator to resolve the issues, rather than providing a written response.

Emergency Announcements

Should inclement weather be determined to pose a significant obstacle to parents or faculty arriving at school, school may be delayed two hours, switched to remote learning, or closed for the day. Parents will be notified via email and posting on the Parent FB page or receive messaging from our text/voicemail system. Because MSA must hold school a minimum number of days and hours, every effort will be made to hold school throughout the winter months.

School Messenger System

Our school utilizes the myInbox system to deliver emails and text messages, straight to your mobile phone with important information about events, school delays/closings, safety alerts and more. Your registration phone number will be automatically added to our messaging system.

myInbox is compliant with the Student Privacy Pledge, so you can be rest assured that your information is safe and will never be given or sold to anyone.

OTHER INFORMATION

Animals

Pets are not permitted on the school campus during school days or special events for safety, health, and liability reasons unless approved by the Director. Special arrangements may be made to bring pets to school with approval from the Director and Class Teacher. Classroom pets require the approval of the Director and consultation with class parents regarding allergies and other concerns.

Donations

Because MSA is a tuition-free, public school, fundraising and donations are essential to the level of programming and education we are creating for students. We request a $95 materials fee and a $20 field trip fee per student. These are requested but not required. Thank you for your donation as it helps us to provide quality instructional supplies and meaningful experiences to your children. Additional funds may flow to the school through the following examples:

- Transactions: Purchasing of items directly from the school where a percentage is revenue (Logowear, Booths at Festivals, Yearbooks)
- Fundraisers
- Program Specific Contributions: Set up online so individuals can make direct contributions to programs and projects that they are interested in. Use the “Donate” link on our website.
- Corporate Donations and Grants
- Efforts to seek foundation and corporate support led by the Governing Board
    - Fundraising is a school-wide endeavor/Committee volunteers are greatly appreciated!
    - Fundraising is not to be done by individual classes or programs but can be done by grade level for specific reasons.
    - Students are not to be fundraising on their own, but may be included in their class’s endeavor to make items, run a booth, etc.

Field Trips

We request a $20 donation per student to go towards field trips. We also ask for volunteers to be parent drivers. Parent drivers will need to have completed a background check, show proof of insurance, and sign a driver form. Teachers will ensure that all documentation from parent drivers is received at least two weeks in advance of the field trip and on file in the office.

Field trips are planned by teachers and designed to enrich the curriculum. Parents will be informed in advance of any scheduled field trip and provided with details such as place, departure and return

times, and other special information. Teachers welcome and will ask for the participation of parents on field trips but ask that you please not bring younger children with you on the field trip. Permissions for field trips were signed during the registration process. If a student misbehaves during a field trip, the teacher may call the Director and have the student brought back to school. Students may not be allowed to participate in future field trips unless assurances are given that similar misbehavior will not occur. If misbehavior continues, the student will only be able to participate in field trips if accompanied by a parent or parent designee.

For all overnight Field Trips and other Field Trips which may involve more risk, an additional parent release form will be required. Field Trips are considered a privilege, and not a right. Students with persistent violations of the Code of Conduct may not be able to participate in certain Field Trips. All school policies and procedures, rules of conduct set forth in the Student Code of Conduct, and state and federal regulations and laws must be followed at any and all school-sponsored activities.

Fundraisers

MSA holds various fundraisers during the year including but not limited to book fairs, yearbook, SWAG, May Faire, Winterfest, etc. While participation is encouraged, it is NOT mandatory.

Festivals

Festivals serve as an opportunity for the entire school community to join together in seasonal celebrations. Planning and working together in anticipation of the festival and celebrating during the festival creates bonds among the entire community. The festivals serve as an important bridge between home life and school life. In planning festivals and other celebrations, MSA will seek to promote these same standards of healthy living.

Gifts, Treats and Outside Parties / Activities

Invitations to birthday parties and other activities not related to school functions should be delivered outside of school hours. This will protect uninvited students from hurt feelings. (We encourage everyone to be invited if there are parties) Please consider healthy options in lieu of treats for birthdays. Food for holiday parties, special days, etc. may be brought to school with advance permission of the teacher, but must include enough for the entire class. Please be aware of any food allergies or intolerance in the classroom. Please DO NOT send/bring balloons to the school for birthdays, holidays, etc. (unless there is one for every child in the classroom). If balloons are sent to the school, they will be kept in the office. The students can pick them up when school is out.

School Concerns/Grievance Process

MSA welcomes suggestions, comments, and/or concerns. The majority of problems arising in a school can be solved through consultation between the student, teacher, parents, and/or Administration. Concerns should be brought to the attention of school personnel beginning with your child’s teacher

and are best resolved face to face rather than simply complaining without an effort to resolve concerns or through spreading gossip. For our full grievance policy please visit our website Grievance Policy

We also have a suggestion box in the front office. Individuals with suggestions are welcome to send an email to the general school account: office@mountainsunriseacademy.org. Emails may be forwarded to the chairs of the appropriate councils or committees and reviewed in meetings. Any suggestions that are being adopted or integrated will be noted in the meeting minutes.

For all other matters, please email administration: director@mountainsunriseacademy.org

Special Accomodations

In compliance with the law, Americans with Disabilities Act, individuals needing special but reasonable physical or language accommodations, such as interpreters, during a meeting should notify the front office at least three working days prior to the meeting and the appropriate accommodations will be made.

Student Privacy

Permission for sharing pictures on school social media will be obtained on a single form during registration and is not required for each posting. Teachers will not create or share class information on other websites or social media without the director's and parents' approval.

Student Supervision

Adult supervision will be provided when students are (1) in school; (2) traveling under school auspices; (3) at school for necessary intervals before school (15 minutes before the start of the school day) until pick-up (30 minutes following the first release of students). Students will be released only pursuant to directions of custodial parents/guardians or other authorized persons.

Teacher Changes

We at MSA value our teachers and their relationship with their students. We believe a child's learning and growth is greatly impacted by the stability of having a teacher throughout the year. It is our desire to keep that relationship. However, due to unforeseen circumstances we know that a change might need to be made. In the circumstances that change is initiated by administration, we will make the following accommodations:
1) Contact or notification sent to parents of students associated will take place at the earliest convenience, with the greatest amount of preparation time allotted. For new school year changes, this will occur in August prior to the start of school when teachers are notified of class lists.
2) A "get to know the teacher" event or a special time to introduce students to new teachers will be offered to the parents and students involved.
3) We will strive to have a transition time between transferring students or out-going and in-coming teachers when possible.

In the circumstance where a parent is requesting a change the following must be followed:

1) An attempt to resolve the situation must be made with the teacher. Administration can assist with this step. Follow the Grievance Policy.
2) Parents/guardians must request in writing their desire to change classes after completing step one. There can be no guarantee of movement due to many factors such as availability and administration approval is required.

Telephone Use

Children should use the front desk telephone only in cases of emergency. To reduce confusion and interruptions, please make arrangements for unusual situations prior to the school day. Students are not to use the phone for social reasons. Students should not use their watches or personal phones to contact anyone during school hours.

Walking to School

Currently the city does not have any established sidewalks all the way to the school from the East or the West. Students are cautioned to be extra diligent in watching out for passing traffic and potential construction in the area. Students are responsible for their conduct going to and from school and should treat each other with respect. Students are to show respect for school and community property.

Wheels

Any wheeled equipment (i.e. scooters, skateboards, bicycles, etc.) must be walked/carried while on school grounds and properly stored. The school is not responsible for damaged, lost or stolen items.

Personal Belongings

MSA is not responsible for lost or stolen personal belongings brought to school. Please do not bring the following:

- Toys such as: trading cards including Pokemon, games, or toy weapons
- Weapons such as: knives, firearms, matches, guns, darts, bullets, arrows, pop-caps, firecrackers, stars, etc.. (Bringing said items can result in school discipline, suspension, and expulsion. Please read the policy in the appendix.)
- Gum, candy, (unless required for health purposes), soda pop, energy drinks
- Money: except for school purchases such as school pictures, etc.
- Electronic devices and cell phones (see policy)

ASSESSMENT

The Waldorf approach to education seeks to develop the whole human being and values a wide array of capacities equally, not preferencing traditional “academic” content over practical and artistic skills. However, in Waldorf teaching it is still essential to know both the content and the skills being worked on and to track and measure student progress, particularly given the integrated approach to teaching. At Mountain Sunrise, student progress is regularly assessed and tracked in a meaningful way in order to demonstrate growth and to provide support and interventions, as needed.

Student Reports

Student progress is reported through parent/teacher conferences held twice a year, as well as standards-based progress reports that parents will be able to access online at the end of each term in Aspire, providing a time to assemble data and observations collected through various formative assessments. Parent/Teacher Conferences are held in the fall and in the spring to communicate student progress to parents. Teachers will contact parents in a timely fashion if concerns arise regarding a student’s progress in school. It is essential for parents to inform teachers of any changes in a child’s life that might affect their performance in school.

End of term reports are released in October, January, March, and May. These will be available through the parent access to student accounts on the Aspire system and include a Standards-based Report.

A portfolio (“Main Lesson Book”) of student work is collected over the year as evidence of student learning and is shared with parents during conferences, as well as sent home at the end of the year. Results of ongoing assessments will be shared with parents to communicate student progress using rubrics and skill checklists based on the standards.
Main lesson work is assessed using a set rubric for:

- quality of work
- mastery of content or demonstration of standards-based skills
- behavior and effort.

This work is reported on report cards on a semester basis.

Teachers work with the Assessment/Intervention Specialist to identify students in need of additional support.

State Tests

As a public school, MSA will administer all state required assessments such as RISE and Acadience. MSA believes that assessment can provide valuable information on student progress, but is also

limited in its scope. Our school seeks to recognize and promote the development of children as full human beings, placing in equal importance with academic growth; social and emotional, artistic and musical, and physical and kinesthetic development. Testing is approached as one of many sources of information on student development within the school year, and administered in an environment of genuine concern and caring.

Testing can be a time of great anxiety for students. Teachers are encouraged to consider strategies that will lessen anxiety, such as: discussing tests as one measure of student progress, encouraging students to take time and stick with tests, providing adequate exposure and preparation related to the method of administration and language of testing, going over practice questions in class, providing breaks for students within the testing period, working with parents to provide breakfast at school on testing days, etc.

CLASS STRUCTURE

Curriculum

Mountain Sunrise Academy follows the Waldorf Curriculum and the Utah Core Standards.

Circle Time

Circles typically include music, movement, and mental math, as well as speech activities. For upper grades students (4th-6th grade), “Circle” does not require a formal circle but a combination of warm-up activities including music, movement, and mental math.

Main Lesson

Main lesson provides time to work in-depth on the core of the Waldorf and Utah curriculum. It is concentrated on a particular block, or unit of study, for a period of 3-4 weeks and integrates multiple core competencies and subject matters in the area of focus. Main lesson time may include time for snack and outdoor activity, at the teacher’s discretion.

Skill Periods

These periods are designated for the learning and practice of Utah Core Standards. These are built into the schedule as Literacy and Math periods.

Specialty Periods

These periods are taught by specialty teachers during the day including but not limited to: gardening and farming, movement and games, library, music, and handwork.

Lunch

As part of teaching social/emotional development, our students eat lunch with their classes. Students are expected to bring a hearty and healthy lunch from home. We also have a snack time in which they will be able to take something from their lunch. Carbonated beverages and candy are prohibited by school policy. Bringing lunch is a requirement. If this becomes a concerning issue, parents/guardians will be contacted by administration. (Please see recommendations later in the document).

Recess

Movement is an important part of our curriculum and outdoor play. All students will be expected to go out for all recesses and class games unless inclement weather requires all students to remain indoors (i.e. 20 Degrees or below, or heavy rain, etc.).

Please bring your child with appropriate outerwear such as hoodies, sweaters, and coats. Under normal weather conditions, if a parent wishes to have a student remain indoors more than one day, a note from a doctor will be required.

Playground Rules

- Respect yourself and others.
- Be concerned with safety always—for yourself and others.
- No fighting and no contact sports (including tackling).
- Use appropriate language.
- Stay in the assigned playground area.
- Use equipment properly.
- Remain outside during recess.
- Report problems to adult on duty
- No snowball throwing
- If it looks too rough, it is too rough!

Class Chores

Following the time for clean-up at the end of the day, students will be called out of their classroom when the student's family number is called for pick-up through the driveline system. Students will be given regular chores to assist in caring for their classroom community. Chores may include: sweeping, washing desks, organizing art supplies, tidying, caring for plants or pets in the classroom, passing out painting supplies, etc.

In addition to classroom chores, classes may take on an aspect of caring for the school environment and community for the year. Class teachers will plan time into their weekly schedules to allow their class to regularly care for their community responsibility. Community/School chores may include:

- Sweeping floors
- Collecting litter
- Composting

- Caring for school animals
- Assisting with set-up / clean-up
- Putting up chairs for evening events
- Raking leaves, etc.

Birthdays

MSA recognizes the importance of acknowledging and celebrating student birthdays. Furthermore, the School would like to actively share in the joy and wonder of each child's life and individuality by learning about the events in his/her life, including family members, friendships, and favorite activities, rather than focusing on foods or trinkets that a child may bring into school for a party. Participation in any such classroom birthday recognition or any related celebration activities are completely optional choices for each student.

To protect the health and safety of students, to eliminate the financial burden on families, to protect the educational learning time in classrooms, and to respect the rights of parents in choosing what their children consume while at school, Mountain Sunrise Academy recommends birthday celebrations to solely focus on the essence and uniqueness of each child. Birthday recognition, timing, and any related activities are at the discretion of each teacher. Social and personal growth is encouraged via the sharing of student life/histories/timelines, favorite books and/or hobbies.

Homework = Home Connection

We value a strong connection between school and home. Teachers will offer weekly home connection items that can be completed as families to strengthen the connection between what is being taught at school to the home. These will always include reading at least 20 minutes per day.

"Homework" is work that children would naturally do at home as part of family life. Teachers can encourage parents to involve children in chores and rhythms at home that engage them in practical, meaningful work.

We encourage afterschool activities to include pursuing a creative activity of one's choice, reading, practicing a musical instrument, eating a family meal together, and spending time out in nature.

In cases where a student struggles to learn, more time or support at home or outside of school time may be needed, but should be undertaken very cautiously.

Gardening

The children will be involved in planting, tending and harvesting. The school strives to teach children to develop love and respect for the earth. Children come to learn that we are part of a much larger macrocosm that needs to be kept in balance while they learn about life cycles and the seasons through planting and composting in our school garden. We promote recycling, reusing, repairing and sustainability with the students. As this philosophy is respected at home, the awe and wonder evoked

in our children will serve to promote a desire for wholesome living, and the development of ecological awareness. Through the gardening program we will:

- Increase the student connection to food sources through growing and harvesting of foods in our gardens.
- Increase the consumption of nutritious food by teaching children how to make healthy food choices.
- Increase student awareness and value of locally grown food and enlist the support of parents to help increase children's consumption of fresh local products.

Mountain Sunrise Academy will also strive towards a robust program of sorting waste to optimize the potential for recycling, repurposing and composting.

Movement

At MSA physical activity and movement are a normal part of our curriculum. We fully embrace regular physical activity as students need opportunities for physical activity throughout the day and combined with learning. Physical activity is combined with subject lessons and in between lessons. Movement is used as a regular part of academic instruction to promote deeper learning and memory. Part of this process includes regular classes in movement and games, body movement to math facts, etc.

The only contact allowed is a light tap on the shoulder, back or hip when playing tag. Tackling or wrestling of any kind is not allowed. There is no violent play allowed, including imaginary. Aggressive, threatening or taunting behavior of any kind will not be allowed on the playground. Students engaged in behavior that may negatively affect another student will be redirected to another activity, including assisting the teacher on duty with supervision, check-in and stay or check-in and go. Students are absolutely required to remain within the boundaries of the play yard during any outdoor activity.

FAMILY SUPPORT

Nutrition

Nurturing our bodies as well as our minds and spirits is important at MSA. The following guidelines are suggested to support the health and wellness of students:

- MSA encourages parents to provide lunches that are nutrient-dense, whole foods for lunch and snack time.
- The children have a very full day with a lot of physical activity, please send your child with plenty of food to fuel their day.
- To the extent possible, food served to students ideally will be free of artificial additives, such as monosodium glutamate (MSG), corn syrup, high fructose corn syrup, and trans fat.
- MSA will not provide candy or conventional sweets, except as a part of a community festival, event, or celebration. (Sweets are defined as products in which conventional sugar is one of the first 4 ingredients.) There are many traditional alternatives, which we will use to honor students on birthdays and for holiday celebrations.

● Healthy, well-balanced meals provide essential nutrition for children's brains and bodies to perform optimally. Candy, soda pop, desserts and other foods high in sugar or caffeine are highly discouraged as they do not provide the nutrition and energy the children need to support their day.
● To support healthy eating habits, food rewards or punishment are not to be used for academic or behavioral performance.

At MSA we are striving to have as little impact on our earth as we are able. We request that you send your child's lunch in reusable containers whenever possible to reduce the amount of waste that we are sending to the landfill.

Although sharing is a natural inclination, please do not share snacks with others. There are many children with dairy, egg, nut, food dye, gluten and other allergies/intolerances that kids are not aware of.

If a child has special dietary issues, parents are asked to make these known to the office and class teacher. Any severe allergies or other dietary concerns that may need to be accounted for in the classroom or broader school community, will be addressed through consultation between the administration, teachers, and parents. Please check with your classroom to see if peanuts or other nut allergies are present in your classroom.

Student Well Being

The greatest influence in the lives of children is their family. The second greatest influence may be their teachers. Of 8,760 hours in each year, children spend a minimum of 990 hours with teachers. It is critical that both home and school focus on helping children be the very best they can be. As parents, you are members of your child's educational team, which monitors the welfare of your child and makes decisions for his or her well being. Schools, parents, and teachers must all work together to ensure students are successful in school. You can increase the effectiveness of the educational process in the following ways:

- See that your child is at school on time and has eaten a good breakfast.
- Attend all conferences/meetings as scheduled.
- Let your child's teacher and/or the office know immediately if you must cancel the meeting.
- Ask questions.
- Give your ideas.
- Call the school if you have concerns or if you have information that would be helpful to the teachers as they work with your child during the day.
- Become a partner in the learning process by practicing and reviewing what your child learned at school.
- Read with your child.
- Show support for the school in word and action.
- Support the school by participating in the many volunteer opportunities, including the Parent Community Council.

- Read all communication from the school.
- Spend at least 15 minutes of uninterrupted time with your child daily.
- Take responsibility for replacing lost items such as library books or equipment.
- Attend school festivals, class plays, and other school functions.
- Participate in the many volunteer opportunities.

Families can enhance the educational experience of their children by understanding the rhythms of the day. Children flourish in environments that are loving, orderly, and predictable. With an external sense of order and routine, children feel comfortable living in the moment. Just knowing what is expected at different intervals in the day can help children feel secure in the world. As an example, a bedtime ritual can help to calm and soothe children and prepare them for restful sleep. Once this routine is established, the ritual may become parents' most treasured time with their children. These other home activities support the work of the school:

- Regular bedtime that allows 10-12 hours of sleep
- Eating a healthy breakfast consisting of whole foods and minimal sugar
- Reading to your child daily
- Household or yard chores
- Outdoor play
- Gardening
- Eating meals together as a family
- Indoor creative play
- Hobbies
- Artistic and musical endeavors
- Cooking
- Nature hikes and walks
- Picnics
- Community and/or spiritual practices
- Volunteer or community projects
- Providing a quiet, uncluttered space at home

The educational philosophy of MSA is based upon a deep understanding of child development. Waldorf education is known for its holistic approach, instilling a love of learning, creativity, independent problem-solving and healthy social skills through a balance of academics, art and direct experience. We believe that children need to move, run and use their bodies to learn. They need to interact with others and their environments, exploring and discovering things for themselves first hand. Playing helps them learn how to handle aggression, to share and be friends, to work out differences. Children also need time to be alone and discover that quietude is sometimes a necessary condition for imaginative play and creativity to blossom.

Media

The Mountain Sunrise electronic media policy is designed to support and reinforce the objectives of Waldorf education. The school expects that each parent understands and supports the media policy

for the good of their own children and the children's peers. Each family's respect for the media policy has a far-reaching positive effect on the students' educational and social experience in the school. The impact of media exposure is passed on to other children, reverberating through the community and is reflected in the children's learning, play, attitudes, language, and inner life. It is therefore important for our community to make this commitment together.

Waldorf schools are created to nourish the feeling of life of children and to strengthen the imagination. The capacity for imagination is vital in the development of creative, critical, independent thinking in adolescence. Students accustomed to passively receiving impressions have difficulty making the inner effort necessary to sustain imaginative thought, and to visualize and assimilate what they hear into mental pictures.

As guardians for children's well being, At MSA, we request and strongly recommend no media or electronic devices from Monday-Friday, especially for children in the younger grades K-3. The early grades should be completely free of the influences of all media in the home environment, though we do understand the difficulties that can arise when there are also older children in the home. On the weekends, families are asked to closely monitor any media and that it be kept to a minimum. We realize that significantly limiting or eliminating media from your child's life might feel like a tall order, but we have a community of parents that are in this together. We recognize that restricting electronic media use in the home requires a commitment to a family lifestyle that runs counter to our mainstream culture. We encourage parents to support each other and share ideas on ways to create a media-free lifestyle.

Extraordinary things are born out of "boredom." If children do not think their devices are an option, they find the most creative and clever things to do with their time in very unexpected ways. With support and reassurance, we are confident that families will find that more free time means more quality time together, and more time for your child to develop and use inner resources to create games and creative play. We understand that while television and other screen media/activities can serve as a source of information and entertainment for adults, children are not operating in the same developmental stage as adults. Studies show that excessive screen media time can be harmful to a child's developing mind and body, and can significantly shorten their attention span.
The following sources provide additional information behind our media philosophy.

- Endangered Minds: Why Our Children Don't Think by Jane Healy
- The Plug-In Drug and Unplugging the Plug-In Drug by Marie Winn
- What To Do After You Turn Off the TV by Francis Moore Lapp

A whole-hearted effort to thoughtfully protect the children from media exposure can only be successful when we educate ourselves about the effects of electronic media on our children. For more information, talk with your child's teacher, attend parent nights, and read the latest research on the effects of television and other technologies on brain function and imagination.

The school environment is one where we wish to encourage and nurture reverence for what is good, beautiful, and true. In order to create a suitable environment for learning, we strive to surround the

students with living images rather than movie or cartoon characters. In an effort to create a working and learning environment that is as free as possible from such distracting influences.

MSA strives to be a model of quality and beauty in the educational process and to bring an atmosphere of care and respect to everything that concerns the children at school.

STUDENT SERVICES

Student Success

Students are taught in the general education environment by the classroom teacher. Through observations, academic work samples, and assessments, the teacher will come to know how quickly a student is learning and how proficient he or she has become with the class content and routines. The teacher may become concerned that a student's progress is not similar to the other student's in class and he or she will inform you and seek support from an intervention and student services team. This team will try different techniques such as more frequent exposure to the content, change the instructional strategy, or they might try a small group setting.

If these strategies are not effective at enabling the student to access the classroom instruction and he or she does not progress or does not progress at a sufficient rate, then the team may contact you to consider a referral for special education.

Special Education

Special education services are governed by the Individuals with Disabilities Education Act or IDEA. This act defines 13 disability categories. When a student is considered for special education services the team will review the intervention work samples, observations, and assessments and determine what type of testing is needed to discover why the student is struggling and which category is the best fit for the student.

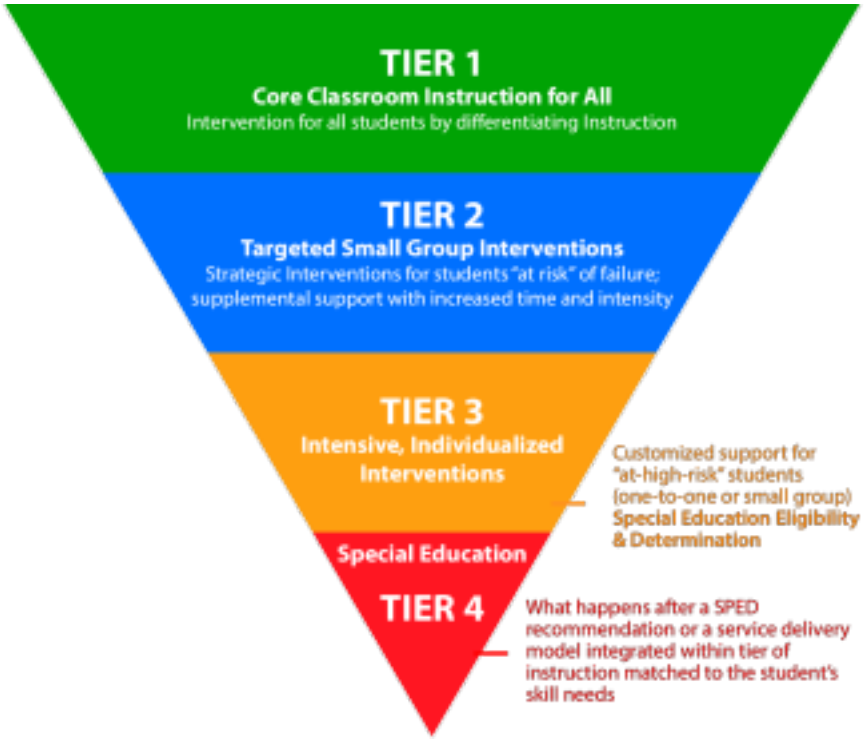
Students who qualify for Special Education will receive support based on their Individual Education Plans (IEPs). The Response to Intervention Process will be followed for students whose needs are not being met or for whom there are concerns.

All categories require that the disability impacts educational performance. Parents or other community members may be aware of a student's condition or needs and may inform the school to request an evaluation for special education services. At this time, the student’s records will be referenced and the teacher will be consulted to analyze the academic impact of the student's condition. You will then be notified of a determination as to whether a special education evaluation is recommended.

If an evaluation is recommended, you will be provided with a document to sign granting permission for formal evaluations. The testing will be conducted within a 45 day time period. At the conclusion of the

evaluation a meeting will be held and the results of the evaluation will be presented and an eligibility recommendation will be examined. If the recommendation is for placement in special education and adopted by the parent, teacher, special education teacher and school administrator, then the student will receive an individualized education plan or IEP.

Services will vary by student but will always include some form of academic support including speech, math, reading, or writing. They may include other services such as occupational therapy, social emotional learning, or behavior. There are a variety of ways in which the services may be provided and will also vary by student. This will be considered as part of the evaluation. If you have concerns about your student and you have informed your student's teacher, you may also contact administration or the special education department to see what they recommend.



Students who are "gifted" will receive consideration to meet their needs and support their continued growth and development by having activities that deepen their experiences.

Three Streams & Student Support

Most of the time our children are doing well at school. They are "in the flow." Sometimes, though, they experience challenges. For one reason or another they feel out of kilter with their teacher and classmates. Their challenges may have to do with the social realm ("They're being mean to me."); learning challenges ("Everyone knows how to read except me."); or, occasionally, acting out, misbehavior, or non-compliant behavior ("I don't have to if I don't want to; you can't make me.") Social and emotional well-being is a prerequisite for academic success. Mountain Sunrise is committed to providing a foundation for healthy learning by supporting those students who are experiencing

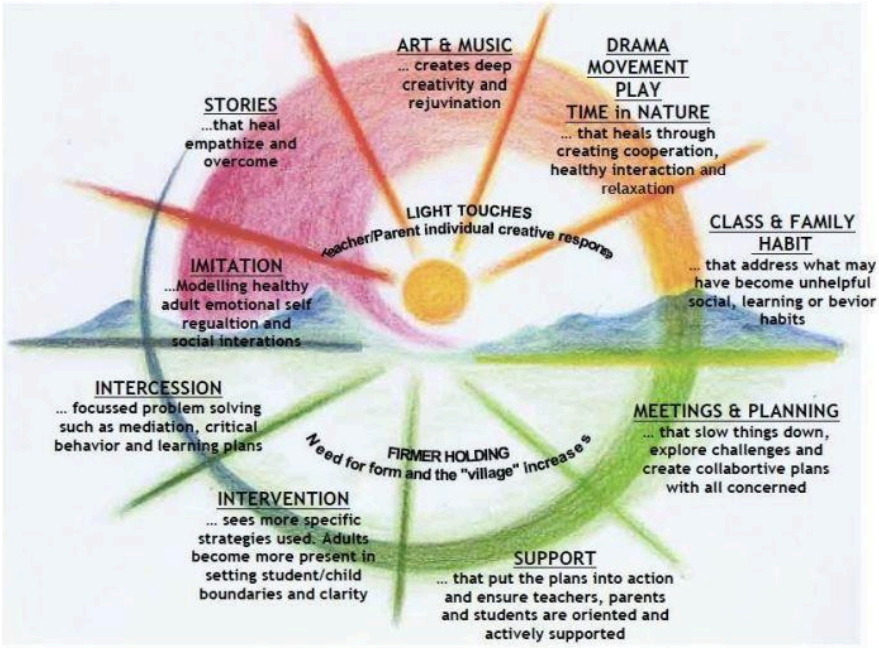
challenges. This commitment is the foundation of the curriculum and the heart of our work at MSA. We have adopted our Three Streams of Student Support process in order to provide as much support as possible for students who are experiencing social, disciplinary, or learning challenges. It is based on the work of Kim John Payne, who is respected worldwide for helping children, parents, and teachers navigate challenges as well as conflict. Under the guidance of the Integrative Student Support Team (ISS) our school has three branches of student support.

- Social/Emotional/Inclusion
- Behavior
- Academic

Underlying Premises of the Three Streams Work

1. Accountability rather than blame. When things are going wrong we must set them right. Each person involved can take some responsibility.
2. Empathy is key to success in life. Our interventions seek to build empathy in the children so that they can learn to stand in one another's shoes.
3. A child who misbehaves is a disoriented child. If we realize that a child who is pushing the behavioral boundaries is disoriented, we approach the child differently - less punitively - than we do when we see their behaviors as intentionally naughty or disruptive.
4. Conflict is a necessary part of being human. If we expect that we can remove all conflict from our children's lives, we set ourselves up for frustration. Conflict is a given, and most of us have learned our greatest lessons from the conflicts we've experienced. Our task is to let children know that we are there, guiding them through their conflicts so that they may learn constructive lessons from them.
5. Our task is to remove hindrances to learning. Children who experience learning challenges present us with a riddle: What is the key that unlocks their capacities? As educators and parents, our work is to seek these keys and support the child to find areas of success.
6. We begin with implicit approaches before moving to explicit approaches. Implicit means "not directly expressed." In other words, it's a process that is there, but the children are not necessarily aware of it. The Waldorf curriculum is rich in implicit approaches to social and emotional challenges. In fact, much of the Three Care Streams work is not apparent to the parent body or the students because it is implicit - embedded in the stories, pictures, artwork, speech, music, theatre, and rhythms of the lessons. When the teacher tells the class a story about a character who could never forgive, and describes the hardships this caused him in his working life, this is an example of using a story to address the difficulties that one or more of her students is experiencing.

On the other hand, an explicit approach directly addresses a situation in the class or with an individual child. Explicit approaches range from "light touch" ("Children, is this a raising our hands and taking turns time, or is it a speaking out time?") to "heavy touch" (possibly a behavior change plan for an individual child). When we support a child, we begin with the lightest touch possible. If that doesn't work, we move on to more explicit, heavier-touch approaches.



Multi-tiered System of Supports

TIER 1 - In the Flow or Light Touch

Our curriculum begins with meeting children at their developmental stage. Classrooms are designed to keep social and sensory complexity low, with high form and predictability. These implicit strategies are intended to diminish the need for explicit disciplinary actions. Students in Tier 1 are generally In the Flow of the regular classroom rhythm. They are being held in the core through rigorous instruction, relevant developmental content, and positive relationships to the teachers as authorities and to their peers. These students are mostly addressed through the implicit practices which are part of the MSA culture and norms.

TIER 2 - Medium Touch

Students may at times be disoriented for a variety of reasons and lengths of time. During these times when life or learning may be a little more rocky, some additional support may help. This can include use of the Cottage, an individualized plan, or a classroom-based intervention. At this stage, a Support Circle or No Blame Meeting might also be held.

TIER 3 - Firm Holding

If classroom strategies are not orienting a student to productive learning and relationships, the teacher will make a referral and work with the Student Support Executive Group, and the family, to implement individual support plans. At this stage, more explicit and individualized strategies may be put in place to help the teacher and staff to hold the child more firmly and provide the needed support to reorient the child within the school environment.

Three Streams Organization

The student support work is organized into three “streams” or committees, which address the three categories of challenges students experience. In addition there is an executive committee that provides oversight.
The Three Streams of Intervention Group:
1. Review referrals and coordinate interventions
2. Collaborate around student and teacher needs
3. Provide follow-up plans and support for teachers, students and parents

The student support process aims to move the student’s experience from challenge to resolution. It is a transparent process. Though we cannot resolve all difficulties to the satisfaction of all parties, we strive to address them promptly as they arise and to keep parents informed of our progress through the process.

Behavior

When teachers are unable to remedy behavior problems, teachers will work closely with parents, school administration and our Integrative Student Support Team. Teachers and administrators work to develop open communication with the student. They spend time seeking to identify the roots of behaviors and encourage students to make amends to the school community for any misdeeds or violations of the school agreements.

POLICIES

Mountain Sunrise Academy does not advocate, permit, or practice discrimination on the basis of race, creed, color, national origin, religion, age, sex, sexual orientation, gender identity, pregnancy, or disability. MSA seeks to create a safe and nurturing environment for diverse staff and faculty, students and families. All members of the MSA community are to be treated with an equal degree of respect and dignity.

Cell Phones and Electronic Devices

We make every effort to minimize electronic devices on our campus and request that parents be mindful of that when here.

It is requested that all students avoid bringing cellphones to school. If there is a pressing need for your child to have a cell phone, the phone must be turned off completely and be kept in their bag, out of sight. Cell phone or other electronic device use (including text messaging, listening to music, playing any type of video games, taking pictures without direct permission from the supervising adult, etc.) on campus is not allowed. The entire campus, including outdoors and in the garden, are included in this restriction. Once a student has been dismissed from class and is out on the front sidewalk, calls only

regarding pick-up may be made, but other uses of electronic devices are not permitted. Urgent calls during the school day may be made from the office phones during the hours of 8:30 am-3:30pm. We request that adults, as well, turn cell phones off when visiting the campus. Being totally present on campus and relating to the children in a human way is the challenge to which we all need to attend. Employees, parents and volunteers at Mountain Sunrise Academy are not to use personal electronic devices during the school day when in contact with children, unless there is an emergency situation. Devices should be placed in a silent mode and stored out of sight during times when supervising and interacting with students. Cell phones and other electronic devices may be used on breaks, in meetings (as appropriate), and in emergency situations.

Students at Mountain Sunrise Academy may possess electronic devices at school subject to the following:

- Students may carry and utilize electronic devices to and from school.
- All electronic devices must be turned off and kept in backpacks during school hours with the exception of Smart Watches, which may be worn but must be put in “School” mode during the entire school day. If students do not do so, they are also subject to confiscation.

Prohibitions

Electronic devices may not be used in a way that threatens, humiliates, harasses, intimidates, or violates local, state or federal law of school-related individuals, including students, employees, and visitors. Electronic devices may not be used during Utah Performance Assessment System for Student assessments unless specifically allowed by law, student Individual Education Plan, or assessment directions.

Confiscations

If a student violates this policy, his/her electronic device may be confiscated. When an employee confiscates an electronic device under this policy, s/he shall take reasonable measures to label and secure the device and turn the device over to a school administrator as soon as the employee’s duties permit. The electronic device will be released/returned to the parent on the first confiscation. On subsequent confiscations, the electronic devices will be released/returned to the student’s parent or guardian after the student has complied with any other disciplinary consequence that is imposed.

Security of Device

Students shall be personally and solely responsible for the security of electronic devices brought to school. The school shall not assume responsibility for theft, loss, damage, or unauthorized calls made with an electronic device. If devices are loaned to or borrowed
and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s). All electronic devices are subject to search by the school administration with reasonable suspicion of a violation of any school policy.

Exceptions

With prior approval of the Director, the above prohibitions may be relaxed under the following circumstances:

- the use is specifically required to implement a student's current and valid IEP;
- the use is at the direction of a teacher for educational purposes;
- the use is determined by the Director to be necessary for other special circumstances, health-related reasons, or emergency.

FERPA

FERPA is a federal law that protects the privacy interests of students. It affords parents the right to access and request that their children's education records be amended, and gives them some control over the disclosure of the information in these records. FERPA generally prevents schools from sharing student records, or personally identifiable information in these records, without the written consent of a parent, except as provided by law.

At MSA we respect student and family privacy, which means that we limit discussion about an individual student with a member of the staff, another teacher, or a parent if that individual has a legitimate need to know. This is particularly true of any situation involving grades, evaluations, or assessments; student discipline; student health; or aspects of a student's home or family situation.

Education Records

Under FERPA, the term "education records" includes all records containing information directly related to a student and are maintained by MSA, or by a person acting for MSA. This includes all records regardless of medium, including, but not limited to, files, documents, handwriting, email, videotape or audiotape, electronic or computer files, film, print, microfilm, and microfiche. Examples of "education records" include grades, class lists, course schedules, transcripts, health records, and discipline files. Personal notes made by teachers or other staff are not considered education records if they are:

- kept in the sole possession of the maker;
- not accessible or revealed to any other person except a temporary substitute, and
- used only as a memory aid.

Records created and maintained by a law enforcement unit for law enforcement purposes are also excluded.

Directory Information

The term "directory information" is used for the portion of the education record that, if disclosed, would not generally be considered harmful or an invasion of privacy. MSA has designated the following as directory information:

- name, address and, telephone number
- day and month of birth
- parent's email address

- participation in officially recognized activities and sports
- dates of attendance
- awards received
- most recent previous education agency or institution attended
- photographs

Directory information may be released at the discretion of school administration, without consent, for appropriate reasons. Under the provisions of FERPA, parents must be notified annually of their right to withhold the release of any or all directory information. MSA will honor a parent's request that their student's directory information not be released. At the beginning of each school year during registration, if parents wish, they may sign the form to withhold the release of their children's directory information.

Disclosure of Student Information

Generally, schools must have written parent permission to release any information from a student's education records. However, in addition to properly designated "directory information," FERPA allows disclosure, without consent, to the following parties or under the following conditions:

A Legitimate Educational Interest

School officials with a "legitimate educational interest" may access student records under FERPA. Generally, this refers to individuals in the school who need to know information in the student's education record in order to perform their professional responsibility.
Other Schools into which a Student is Transferring or Enrolling
Schools that submit a records request or in which a student has enrolled are eligible to receive information from that student's education records, so long as the disclosure is for purposes related to the student's enrollment, or transfer. This includes post-secondary institutions to which the student is applying.

Judicial Orders or Lawfully Issued Subpoenas

Schools must release information requested by judicial order or legal subpoena. However, the school must make a reasonable effort to notify the parent in advance of compliance, unless the court or other issuing agency has ordered that the contents of the subpoena not be disclosed, or that the protected education records not be included.

Health and Safety Emergencies

Disclosure to appropriate officials is valid if the information contained in the education record is necessary to protect the health or safety of the student or other individuals. This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's education records. When making a disclosure under the health or safety emergency provision in FERPA, schools are specifically required to record the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and the parties to whom the school disclosed the information.

The Juvenile Judicial System

Schools may release information to state and local juvenile justice authorities after receiving written certification that the information will not be disclosed to any other agency, organization, or third party without the parent's permission, except as allowed by state law.

Specified Officials for Audit or Evaluation Purposes

This exception refers to federal, state, and local education agencies that must collect data or student information to audit, evaluate, or enforce educational programs. The Immigration and Naturalization Service (INS) for Foreign Students Attending School Under a Visa

Individuals with Disabilities Education Act (IDEA)

In addition to the requirements of FERPA, the IDEA provides additional privacy protections for students who are receiving special education and related services tailored to protect special confidentiality concerns for children with disabilities and their families. MSA must inform parents of children with disabilities when information is no longer needed and will be destroyed. MSA must have one official who is responsible for ensuring the confidentiality of any personally identifiable information and must train all persons who are collecting or using personally identifiable information about confidentiality and FERPA.

Health Insurance Portability and Accountability Act (HIPAA)

HIPAA's Privacy Rules exclude health information contained in an education record. Health records maintained by an education agency or institution are, however, subject to FERPA. For example, immunization records and school nurse records would be considered "education records" subject to FERPA.

Protection of Pupil Rights Amendment (PPRA) and Utah Family Educational Rights and Privacy Act Utah statute affords parents and students additional protections that do not exist under current federal law.Under the Utah Family Educational Rights and Privacy Act, MSA must obtain prior written consent from a student's parent or legal guardian if the school plans to administer any psychological or psychiatric examination, test, treatment, or any survey, analysis or evaluation that has the purpose or evident intended effect of causing the student to reveal information, whether the information is personally identifiable or not, concerning the student's or any family member's:

- political affiliations or, except as provided under UCA §53A-13-101.1 or rules of the Utah State Board of Education, political philosophies;
- mental or psychological problems;
- sexual behavior, orientation, or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of individuals with whom the student or family member has close family relationships;
- religious affiliations or beliefs;

- legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; and
- income, except as required by law.

The prohibitions above also apply within the curriculum and other school activities unless prior written consent is obtained. Thus, parents or legal guardians must provide written consent before a student can participate in curriculum discussion “in which the purpose or evident intended effect is to cause the student to reveal” the prohibited information listed above, subject to certain exceptions discussed below. Students are free, however to exercise “free speech” and related rights allowed by other state legislation. The Utah Family Educational Rights and Privacy Act does not prohibit students from spontaneously expressing sentiments or opinions that might otherwise be protected against disclosure under the Act.

Generally, for consent to be valid, the parent or legal guardian will be provided with notice that a copy of the survey questions to be asked of the student is available at the school and a reasonable opportunity to obtain written information regarding the following, at least two weeks before the test/treatment/survey/analysis/evaluation is administered or information listed above is sought:

- the information and relationships that will be examined or requested;
- how the records or information will be examined or reviewed;
- the means by which the information will be obtained;
- the purposes for which the records or information are needed;
- the entities or persons (public or private) who will have access to the personally identifiable information; and
- how a parent can give permission to access or examine the personally identifiable information.

Following disclosure of the above-listed information, a parent or guardian may waive the two-week notification period.

Two-weeks advanced notice of the above-listed information will not be provided in response to a situation that a MSA employee reasonably believes to be an emergency, or as authorized under applicable Child Abuse or Neglect Reporting Requirements, or by order of a court of law.

Parental authorization is valid only for the activity for which it was granted. A parent may withdraw consent by submitting a written withdrawal of authorization to the school executive director prior to or during the course of the activity.

Notwithstanding anything in this policy, when a school employee believes that a situation exists which presents a serious threat to the well being of the student, the employee must notify the student’s parent or guardian without delay, unless the matter has already been reported to DCFS, in which case it is the responsibility of DCFS to notify the student’s parent or guardian of any possible investigation or take other appropriate action.

Notwithstanding anything in this policy, when a school employee believes that a student is at-risk of attempting suicide, physical self-harm, or harming others, the employee may intervene and ask the student questions regarding the student's suicidal thoughts, physical self-harming behavior, or thoughts of harming others for the purposes of (1) referring the student to appropriate prevention services, and (2) informing the parent or legal guardian.

Testing Accommodations

Mountain Sunrise Academy shall, upon the request of a student's parent or guardian, excuse a student from taking an assessment that is federally mandated, is mandated by the state under Utah Code Title 53A, or requires the use of a state assessment system or software that is provided or paid for by the state. The school shall follow the procedures outlined by the state in R277-404-6 in excusing a student from testing under this policy. Parents or guardians must complete and return the Parental Exclusion from State Assessment Form on the USBE website to the Director prior to the assessment. The form must be re-submitted on an annual basis to exempt the student from assessments in future years. School grading, teacher evaluations, and student progress reports or grades will not be negatively impacted by students excused from taking a required assessment. MSA will not reward any students for taking federally or state mandated assessments.

Building Use

Mountain Sunrise Academy's Building is to be used only for activities that are incidental to running a Charter school, including but not limited to, school performances, school-wide fundraisers, extra-curricular activities, or other such school sponsored activities, and only by Mountain Sunrise Academy or organizations affiliated with it, such as parent organizations, school committees, etc. Space in the building may be sub-leased to another, non-profit educational organization that aligns with the mission and vision of Mountain Sunrise Academy only with the approval of the Director or to expand educational offerings available to the Mountain Sunrise Academy community.
Other entities, such as charitable, non-profit, or governmental entities may use the Building if done so in coordination or in conjunction with an affiliated entity and for such incidental activities.
The Executive Director, or a person designated by the Executive Director for this purpose ("Designee"), must approve all activities, will determine if a particular activity is appropriate, and determine the appropriate fee, if applicable. The Director or Governing Board reserves the right to refuse the use of the Building if the activity is determined to be inappropriate. The decision of the Executive Director and/or Designee is final.

Civil Rights

Compliance with the Office for Civil Rights when Civil Rights Violations are reported:
Once MSA knows or reasonably should know of possible student-on-student bullying, cyber-bullying, harassment or hazing, the school must take immediate and appropriate action to investigate or otherwise determine the violation. If it is determined that the bullying, cyber-bullying, harassment or hazing did occur as a result of the student victim's membership in a protected class, the school shall take prompt and effective steps reasonably calculated to:

1. end the bullying, cyber-bullying, harassment, or hazing
2. eliminate any hostile environment, and
3. prevent its recurrence.

Required Parental Notification

1. The school will notify a parent in a timely manner if the parent's student threatens to commit suicide, or if the student is involved in an incident of bullying, cyberbullying, harassment, hazing, or retaliation.
2. The Director.Assistant Director, or School Social Worker shall provide parental notification to the student's parent in writing, via email, via telephone call, or at an in-person meeting.
3. A record of this notification, verifying the parent was notified of the incident or threat, will be maintained in the student's educational file, subject to the privacy protections under the Family Educational Rights and Privacy Act (FERPA) and the Family and Student Records Privacy Policy. This record will be retained for only so long as the student is enrolled at the school.

Actions may also include, as Appropriate:
1. Procedures for protecting the victim and other involved individuals from being subjected to: further bullying or hazing, and retaliation for reporting the bullying or hazing.
2. Prompt reporting to law enforcement of all acts of bullying, hazing, or retaliation that constitute suspected criminal activity.
3. Prompt reporting to the Office for Civil Rights (OCR) of all acts of bullying, hazing, retaliation which may be violations of student(s)' or employee(s)' civil rights.
4. Provide procedures for a fair and timely opportunity for the accused to explain the accusations and defend their actions prior to any student or employee discipline.
5. Procedures for providing due process rights under Section 53A-8-102 (licensed staff), local employee discipline policies or Section 53A-11-903 and local policies (students) prior to long term (more than 10 day) student discipline or employee discipline.
Student Assessment
A student assessment of the prevalence of bullying, cyber-bullying, hazing and harassment at MSA and specific locations where students feel unsafe and additional adult supervision are conducted every two years.

School Fees

No Fees will be charged to students in grades K-6. Rather we ask for a materials supply donation of $95 and field trip donation of $20.

School funds are limited. As a result, Mountain Sunrise Academy on occasion may ask for tax-deductible donations of school supplies, equipment, or money, but these donations are not mandatory. All names of those who have or have not made donations will be kept confidential. No student will be penalized for not making a donation.

School pictures, yearbooks, or similar items are not fees and will not be waived.

Students who carelessly or irresponsibly lose, waste, or damage school property will be responsible for the costs to repair or replace the property. These costs are not fees and will not be waived.

APPENDIX

Electronic Use Policy
Bullying, Cyberbullying, Harassment, Hazing, and Retaliation Policy Discrimination and Harassment Policy
Title IX Policy
Student Discipline Policy

MSA Electronic Device Policy

Policy Type: Required
Policy Title: Electronic Device Model Policy
Date Approved: July 30, 2020
Amended: July 30, 2020
References
1. Utah Code R277-495
Purpose
Electronic devices have become a common means of communication and information access in today's society. However, these devices have the potential of disrupting the orderly operation of the school. Mountain Sunrise Academy has therefore created this policy to govern the possession and use of electronic devices on school premises, during school hours.
Definitions
Electronic devices means privately owned wireless and/or portable electronic handheld equipment that include, but are not limited to, cell phones, walkie-talkies, handheld entertainment systems, CD players, compact DVD players, MP3 players, iPods ©, and any other communication technologies that do any number of the previously mentioned functions. Electronic devices also include any current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting, receiving, or storing.
School or school events are hours that make up the school day, e.g. from 8:30 a.m. until 3:00 p.m., during students' individual courses or during the entire period of the elementary/intermediate school day. Including school-provided transportation to and from curricular activities and extracurricular activities, including athletic events, field trips, extended school-sponsored trips or activities.
Policy
Students at Mountain Sunrise Academy may possess electronic devices at school subject to the following: Students may carry and possess electronic devices to and from school. Electronic devices must be turned off and kept in backpacks during school hours except under the supervision of the teacher in the classroom.
Use of Electronic Devices on School Premises

Electronic devices are allowed on school premises but the devices must be turned OFF completely for the duration of the school day. All electronic devices used on school premises are subject to the same standards and procedures described in the MSA Internet Usage and Online Access Policy.

Prohibitions

Electronic devices may not be used in a way that threatens, humiliates, harasses, intimidates, or violates local, state or federal law of school-related individuals, including students, employees, and visitors. Electronic devices may not be used during Utah Performance Assessment System for Student assessments unless specifically allowed by law, student Individual Education Plan, or assessment directions.

Confiscations

If a student violates this policy, his/her electronic device may be confiscated. When an employee confiscates an electronic device under this policy, he/she shall take reasonable measures to label and secure the device and turn the device over to a school administrator as soon as the employee's duties permit. The electronic device will be released/returned to the student on the first confiscation. On subsequent confiscations, the electronic devices will be released/returned to the student's parent or guardian after the student has complied with any other disciplinary consequence that is imposed.

Security of Device

Students shall be personally and solely responsible for the security of electronic devices brought to school. The school shall not assume responsibility for theft, loss, damage, or unauthorized calls made with an electronic device. If devices are loaned to or borrowed and misused by non-owners, device owners are jointly responsible for the misuse or policy violations.

Exceptions

With prior approval of the director, the above prohibitions may be relaxed under the following circumstances: the use is specifically required to implement a student's current and valid IEP; the use is at the direction of a teacher for educational purposes; the use is determined by the director to be necessary for other special circumstances, health-related reasons, or emergency.

Emergency

Students may use electronic devices in situations that threaten the health, safety or well–being of students (including themselves), school employees or others.

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MSA Bullying, Cyberbullying, Harassment, Hazing, and Retaliation Policy

Policy Type: Required

Policy Title: Bullying, Cyberbullying, Harassment, Hazing and Retaliation

Date Approved: February 13, 2020

Updated:

References

1.Utah Rule R277-613

2.Utah Code 52G-0-605

Mountain Sunrise Academy is committed to creating a school environment in which peace, harmony, social justice and acceptance are key ingredients. Bullying is counter to this commitment and disruptive to all aspects of academic, social and emotional development. School faculty and

administration will regard any incident of bullying with seriousness by investigating and responding with utmost concern and seriousness and by providing immediate protection and support for any victim of bullying.

Bullying, cyberbullying, harassment, and hazing of students and employees are against federal, state and local policy, and are not tolerated by Mountain Sunrise Academy. MSA is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, MSA has in place policies, procedures, and practices that are designed to reduce and eliminate bullying, cyberbullying, harassment and hazing—including but not limited to civil rights violations—as well as processes and procedures to deal with such incidents. Bullying, cyberbullying, harassment, and hazing of students and/or employees by students and/or employees will not be tolerated in MSA.

School officials have the authority to discipline students for off-campus speech that causes or threatens a substantial disruption on campus or school activities, including violent altercations, or a significant interference with a student's educational performance and involvement in school activities. If after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code Ann. 53A-11-904 and in accordance with the U.S. Department of Education Office for Civil Rights, loss of participation in extracurricular activities, and/or probation. If after an investigation, a school employee is found to have violated this policy, the employee shall be disciplined by appropriate measures up to, and including, termination.

Definitions:

"Bullying" means intentionally or knowingly committing an act that:

1. Endangers the physical health or safety of a school employee or student. This may include overt aggression such as physical fighting or assault including
punching, shoving, kicking, or biting. Verbal or social behavior such as name
calling, rumor spreading, intimidation, encouraging assault or intimidation.
Sexual Aggression or acts of sexual nature or with sexual overtones.

2. Involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shock, placing of a harmful substance on the body or exposure to the elements.

3. Involves threats of or forced consumption of any food, liquor, drug or other substance. 4. Involves other physical activity that endangers the physical health and safety of a school employee or student, or involves physically obstructing a school employee's or student's freedom to move. 5. Harm to the school employee's or student's physical or emotional well-being; or a) damage to the school employee's or student's property; b) creating a hostile, threatening, humiliating, or abusive educational environment due to:

(i) the pervasiveness, persistence, or severity of the actions; or
(ii) a power differential between the bully and the target; or
c) substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

6. The conduct described above constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

7. In addition to the above, MSA considers bullying to be aggressive behavior that: a. is intended to cause distress and harm;

b. exists in a relationship in which there is an imbalance of power and strength; and c. is repeated over time. A single act does not constitute abusive conduct, unless it is an especially severe and egregious act.

“Abusive Conduct” means verbal, nonverbal or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine: a. Is intended to cause intimidation, humiliation or unwarranted distress; b. Results in substantial physical or psychological harm as a result of intimidation humiliation or unwarranted distress; c. exploits a known physical or psychological disability.

“Civil rights violation” means bullying (including cyber bullying), harassing, or hazing that is targeted at a federally protected class.

"Cyberbullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

“Federally protected class” means any group protected from discrimination under federal law. 1. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin. 2. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex. 3. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability.

4. Other areas included under these acts include religion, gender identity, and sexual orientation. 81

“Harassment” means repeatedly communicating to another individual, in an objectively demeaning or disparaging manner, statements that contribute to a hostile learning or work environment for the individual. This includes rumor spreading and social aggression intended to demean and disparage another individual and that contributes to a hostile environment for that individual.

“Hazing” means intentionally or knowingly committing an act that:

1. endangers the mental or physical health or safety of a school employee or student; a. involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements; b. Involves threats of or forced consumption of any food, liquor, drug, or other substance; c. involves other physical activity that endangers the physical health and safety of a school employee or student; or

d. involves physically obstructing a school employee's or student's freedom to move; and 2. is done for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or

3. if the person committing the act against a school employee or student knew that the school employee or student is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in. 4. The conduct described in above constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

“Retaliation” means an act of communication intended:

1. as retribution against a person for reporting bullying, cyberbullying, harassment, or hazing; or 2. to improperly influence the investigation of, or the response to, a report of bullying or hazing.

"School" refers to Mountain Sunrise Academy Charter School.

“School Board” means the Mountain Sunrise Academy charter council.
"School employee" means school teachers, school staff, school administrators, and all others employed, directly or indirectly, by the school.
“Volunteer” means a person on the approved Volunteer List who is working at the school under the supervision of school staff.

Policy

Prevention: Mountain Sunrise Academy is committed to providing a place for learning and working that allows for each person to be part of a caring, responsive, and safe environment free from discrimination, violence and bullying. Our school works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with others in our school community. Specifically, the student, teacher, parent compact signed by each student applies to all, sets standards for behavior, and covers a focused set of expected positive behaviors that stipulate minimally the following:
Each student at Mountain Sunrise Academy has a right to:
1. Learn in a safe and friendly place.
2. Be treated with respect.
3. Receive the help and support of caring adults.
To assure, to the greatest extent possible, an ongoing community free from acts of bullying, cyberbullying, hazing, harassment, or harm of any sort to any member of the school community, the school will develop and update school rules and policies to keep them relevant and meaningful for students and school staff, assuring that:
1. School rules and policies are consistent with one another along with state and federal laws. 2. School staff, parents, and students are included when developing rules and policies. Students will be surveyed and given a role including them in setting their own climate or respect and responsibility. Parents will be involved so they can reinforce these concepts at home.
3. School staff will be provided ongoing training on enforcing school rules and policies.Thus giving them tools to respond to bullying consistently and appropriately.
4. Rules and policies are incorporated in day-to-day interactions.Teachers and students can discuss the concepts and applications in class.Students can hold each other accountable. The principal and other staff will communicate regularly with students and families regarding the “state of school” as it aligns with the school’s mission.
5. The school will document rule violations as required by law. Documentation will be made confidentially in the student management system so that reasonable consequences can be given to students when rules are broken. Reporting systems help track individual incidents and responses as well as trends over time. Systems will be designed to:
a. Make it easy. People are more likely to report when it’s easy to do.
b. Maintain reports in the student management system to document emerging problems and patterns over time.
c. Keep reports confidential and private. School staff and students should be encouraged to report violations without fear or retaliation.

Prohibitions

No school employee or student may engage in bullying or harassing a school employee or student: 1. on school property
2. at a school related or sponsored event
3. on a school bus
4. at a school bus stop
5. while the school employee or student is traveling to or from a location or event involved with the school.
No school employee or student may engage in hazing or cyberbullying a school employee or student at any time or in any location.
No school employee or student may engage in retaliation against:
1. a school employee
2. a student
3. a friend or family member of a student; or
4. an investigator for, or witness of, an alleged incident of bullying, harassing, cyberbullying, hazing, or retaliation
No school employee or student may make a false allegation of bullying, harassing, cyberbullying, hazing, or retaliation against a school employee or student.
Any bullying, harassing, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

Actions Required if Prohibited Acts are Reported
Each reported complaint will include:
1. name of complaining party
2. name of offender (if known)
3. date and location of incident(s)
4. a statement describing the incident(s), including names of witnesses (if known).
Each reported violation of the prohibitions noted previously will be promptly investigated by a school administrator or an individual designated by a school administrator. Formal disciplinary action is prohibited based solely on an anonymous report of bullying, hazing, or retaliation.
Verified violations of the prohibitions noted previously shall result in consequences or penalties.
Consequences or penalties may include but are not limited to:
1. student suspension or removal from a school-sponsored team or activity including school sponsored transportation
2. student suspension or expulsion from school or lesser disciplinary action 3. employee suspension or termination for cause or lesser disciplinary action 4. employee reassignment
5. other actions against students or employees as appropriate.
Compliance with the Office for Civil Rights when civil rights violations are reported:
1. Once MSA knows or reasonably should know of possible student-on-student bullying, cyber-bullying, harassment or hazing, the school must take immediate and appropriate action to investigate or otherwise determine what occurred.

2. If it is determined that the bullying, cyber-bullying, harassment or hazing occurred as a result of the student-victim's membership in a protected class, MSA shall take prompt and effective steps reasonably calculated to:
a. end the bullying, cyber-bullying, harassment, or hazing
b .eliminate any hostile environment, and
c. prevent its recurrence.
These duties are the responsibility of Mountain Sunrise Academy even if the misconduct also is covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the school to take action, or identifies the bullying, cyberbullying, harassment or hazing as a form of discrimination.
Actions must also include, as appropriate:
1. procedures for protecting the victim and other involved individuals from being subjected to further bullying, cyberbullying, harassment, or hazing, and retaliation for reporting the bullying, cyberbullying, harassment, or hazing.
2. Prompt reporting to parents or guardians or students involved except when counter indicated by policy.
a. MSA will produce and maintain a record that verifies that the parent was notified of the incident or threat.
b. MSA will not disclose the record to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.
3. Prompt reporting to law enforcement of all acts of bullying, cyberbullying, harassment, hazing, or retaliation that constitute suspected criminal activity.
4. Prompt reporting to the Office for Civil Rights (OCR) of all acts of bullying, cyberbullying, harassment, hazing, retaliation that may be violations of student(s)' or employee(s)' civil rights. 5. Procedures for a fair and timely opportunity for the accused to explain the accusations and defend his actions prior to student or employee discipline.
6. Procedures for providing due process rights under Section 53A-8-102 (licensed staff) and local employee discipline policies prior to employee discipline or Section 53A-11-903 and local policies (students) prior to long term (more than 10 day) student discipline.
7. Procedures for developing discipline or behavioral plans that are clearly written and consistently enforced and that include input from administration, staff, and appropriate students and parents. 8. Procedures for addressing false accusations. The school will consider the totality of the circumstances surrounding individuals who falsely accuse others. Decisions about consequences and appropriate remedial actions should be consistent with existing local, state, and federal statute and policy. 9. Notice to employees that policy violation(s) may result in employment discipline or action. 10. Documentation that incidents of bullying, cyberbullying, hazing and retaliation are reported in the student information system.
11. Grievance process for school employees as required under Subsection 53G-9-605(3)(f).

Investigations
MSA will promptly and reasonably investigate allegations of bullying, cyberbullying, harassment and/or hazing. MSA Investigators, including the school Executive Director and/or designee, along with at least one male and female employee, will be responsible for handling all complaints by students and

employees alleging bullying, cyberbullying, harassment, or hazing per state and federal law and according to this policy.

It is MSA's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the school's Internet system, and routine monitoring or maintenance may lead to discovery that a user has violated district policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of the above policy will be confiscated for investigation and may be turned over to law enforcement.
Mountain Sunrise Academy faculty and administration will work in concert with each other, with parents, and with the peers of the involved students to maintain and to restore the environment to a safe and supportive learning and social setting for all.

All attempts will be made to resolve any behavioral concern that involves bullying with respect for all parties involved. If the attempts of the school faculty and administration are unsuccessful in resolving a problem, the charter school council, local law enforcement, or other external mediators may be called on to support the school's efforts.

A person who faces consequences or penalties shall have the right to defend or appeal the decision of the Mountain Sunrise Academy Charter Council, but may be removed from all school academic and non-academic activity for up to 10 days while the appeal is pending.

Training
The training of school employees and volunteers shall include training regarding bullying, cyberbullying, harassment, hazing, and retaliation, as well as civil rights violations and compliance when civil rights violations are reported.

To the extent possible, programs or initiatives designed to provide training and education regarding the prevention of bullying, hazing, and retaliation will be implemented. Such programs will provide for student assessment of the prevalence of bullying, cyberbullying, hazing, harassment, and prevention of self-harm. Programs will include the building of positive social skills training for students and staff, including aides, custodians, kitchen and lunchroom workers, office personnel, paraprofessionals, and club advisors.

In addition to training for all students and school employees and volunteers, those involved in extracurricular activities shall:
1. participate in bullying and hazing prevention training prior to participation
2. repeat bullying and hazing prevention training at least every three years
3. be informed annually of the prohibited activities list provided previously in this policy and the potential consequences for violation of this policy.

Mountain Sunrise Academy shall distribute this policy annually to employees, parents, and students. Each employee, parent, and student is required to sign a statement annually acknowledging receipt of the policy to be kept on record.

Volunteers will be under direct supervision of a licensed educator who is responsible for ensuring the volunteer is trained in the above areas. Volunteers are required to report to their supervising staff member if they are notified of a bullying, cyberbullying, hazing, harassment, or retaliation incident among students or if they have reason to suspect such an incident. Volunteers are prohibited from engaging in bullying activities themselves and will be asked to leave MSA if in violation of this policy
Pursuant to 53A-15-1301, MSA will implement a youth suicide prevention program for students. Pursuant to 53A-1-603, all licensed educators must complete 2 hours of professional development of youth suicide prevention training once every license renewal cycle. To the extent possible, other programs or initiatives designed to provide training and education regarding the prevention of bullying, cyber-bullying, harassment, hazing, and retaliation will be implemented.
All school employees, students, and volunteer coaches involved in any extra-curricular activity shall:
1. participate in bullying and hazing prevention training prior to participation in the extra-curricular activity
2. repeat this training at least every three years
3. be informed annually of the prohibited activities list provided previously in this policy and the potential consequences for violation of this policy.

Notifications
The school principal and directors are ultimately responsible for receiving notifications of bullying, and to respond in a timely manner to such notices. However, all school employees are responsible for identifying and reporting any observations of bullying (and related actions) and receiving any information from students and/or family members, or any other individuals.

The school will notify the parents of any student involved in an incident of bullying, cyber-bullying, harassment, hazing, or retaliation, of the incident involving a student as soon as possible. Parents will be notified when the student is a victim and/or when the student is alleged to have engaged in prohibited conduct. The notification will happen as soon as possible even if not all details are known. The notification will happen through means designed to reach parents rapidly, including in person, by phone, through email, and, if other options, fail, by certified postal mail. The notification will be made by the school principal or the principal's designee. The school will also notify a parent of any student who threatens to commit suicide.

If the school notifies a parent of an incident or threat described above, the school will create and maintain a record that verifies that the parent was notified of the incident or threat. The record will be maintained in accordance with requirements of state student data protection regulations Federal Family Educational Rights and Privacy Act and 34 C.F.R Part 99.

At the request of a parent, the school may provide information and make recommendations related to an incident or threat described above. The school shall provide the student a copy of the record

maintained in accordance with the section above that relates to the student if the student requests a copy of the record.
MSA will expunge a record maintained in accordance with this section that relates to the student if the student has graduated from high school and requests that the record be expunged.