



# **PARENT HANDBOOK**

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## **Purpose of the Anchorage Waldorf School**

To spark and nurture the highest potential in humanity

### **Our 20 Year Vision**

- ❖ A thriving, learning community changing the world through the depth and vision of our approach to education
- ❖ Our early childhood through 12th grade programs reflect and inspire creativity, artistry and social responsibility
- ❖ We are fully enrolled, financially strong and growing
- ❖ Our distinctive campus and architecturally inspiring facilities are well-crafted, well tended and reflect care for the earth
- ❖ Our agreements and processes are clear and trusted
- ❖ We are a diverse multi-generational community staying connected with those who have participated in our journey
- ❖ We host children and adults from around the world to share the magnificence of Alaska, through conferences, workshops, trainings and educational exchanges
- ❖ We are a respected leading voice in Alaska's educational community

### **Core Values**

Childhood: Childhood is the foundation of a healthy, productive life. We honor, protect and nurture the physical, emotional, intellectual and spiritual being of the developing child.

Existence of Spirit: We acknowledge the existence of spirit and respect all paths to understanding.

Imagination and Creativity: We believe that imagination and creativity are fundamental. Art, music and movement are integral to our curriculum.

Community and Social Responsibility: We value an atmosphere of social renewal and stewardship in which individuals flourish and can contribute to the greater good of all.

Independence: We value the freedom to educate according to the needs of each child, so they may become free, independent thinkers.

### **ABOUT 'AWEA' and 'Aurora'**

In July, 1998, we reached a major milestone on the path to become a full-fledged Waldorf school. We were given permission by the Association of Waldorf Schools of North America (AWSNA) to drop "-Inspired" from our name, leaving us with "Aurora Waldorf School ". This was a welcome development, as our new school name helps clarify for new parents the essence of what we are about.

AWSNA has four levels of school membership that distinguishes a school's strength and maturity. They are: new initiative, developing school membership, sponsored school membership and finally a full membership school. We have worked diligently as a developing school for many years and alas, in August 2006, we received the distinction of becoming a sponsored school. Our sponsor school is Sunrise Waldorf School in Duncan, British Columbia. They will work with us to become eligible for Full Membership in AWSNA.

The Anchorage Waldorf Education Association ('AWEA') remains the legal entity behind the Anchorage Waldorf School. For tax and legal purposes, AWEA is a nonprofit 501(c)(3) corporation, IRS #92-0132913. Our official name is:

**Anchorage Waldorf Education Association ('AWEA')  
doing business as (dba) Anchorage Waldorf School**

Please direct your payments and correspondence to:

**Anchorage Waldorf School.**

**The Organization's History**

The groundwork for our school was laid in about 1988 when a group of parents of very young children were inspired to pursue Waldorf education following a workshop with Joseph Chilton Pearce. Several initiatives grew from this beginning that established the conditions necessary to develop a Waldorf-inspired educational organization, i.e., AWEA. In this warm community of support for nurturing the young child grew a good understanding of making soft toys, storytelling, puppetry, and an annual cycle of festival celebrations that we still observe (Michaelmas, Martinmas and Advent Garden). In addition, we began a yearly rhythm of fall and spring workshops on Waldorf education with speakers invited from outside the state, as well as a midwinter workshop celebrating some aspect of the arts.

The Aurora Waldorf-Inspired School' formally began in 1992, growing out of the child care/preschool of one of our founding teachers, Carol Cloud. We have gone from being a group of devoted volunteers, most of whom had their own children as their focus, to a tiny faculty working at sacrifice salaries, to a school with reasonable faculty salaries, several subject teachers, and several other paid staff positions, including kindergarten assistants, a bookkeeper, administrator, enrollment director and childcare staff. As of 2004-05 we are a full-fledged K-8 Waldorf School. Although we have a faculty and Board of Trustees to govern the affairs of the school and ensure financial and pedagogical integrity, the need for 'devoted volunteers' to help with supplemental fundraising activities and seasonal festivals is as important now as it ever was.

We have reason to be proud of the physical setting of our school. We started out in 1992 in some attractive rooms tucked in the basement of Amazing Grace Lutheran. From there we moved to St. Mary's Episcopal Church for two years, then to our current location at the RLDS Church on Baxter Road. We built two new re-locatable 'cottages' in the summer of 1997, and in 2003 we moved our upper grades and office to E. 18th Ave., in the lower level of the Anchorage Friends Church, not far from the main school. In the summer of 2005 a third cottage was built on the Baxter campus. In January 2008 the school purchased the Baxter site. That summer we purchased and refurbished two relocatable buildings, and in the fall of 2008 we were able to bring all of our students onto one campus.

**ANTHROPOSOPHY AND WALDORF EDUCATION**

Anthroposophy is a world-wide spiritual movement and philosophy, based on the work of Dr. Rudolf Steiner (1861-1925), an Austrian philosopher, scientist, artist, educator and an extraordinary human being. It has a world headquarters in Dornach, near Basel in Switzerland, and national societies in many countries around the world. Work arising from Steiner's insights continues to this day in many practical fields, encompassing arts, science, education, farming, medicine and social matters.

The Waldorf educational curriculum was developed by Dr. Steiner as a practical application of many of the insights, ideals and worldview embodied in the philosophy of Anthroposophy. Waldorf teachers study Anthroposophy and the works of Dr. Steiner as part of their training to become Waldorf teachers, and the Waldorf curriculum continues to be informed by Anthroposophy today.

## THE PHILOSOPHY UNDERLYING WALDORF EDUCATION

[Thanks to "Waldorf Early Childhood Education" by Nancy Willson & Olga Wierbacki for some of this text]

The Waldorf educational philosophy and curriculum is based on the child development models outlined by Dr. Rudolf Steiner.

The Waldorf curriculum is distinguished by a conscious education of the whole person, in an age-appropriate manner. The curriculum and classroom experiences are in tune with the natural rhythms and patterns of human development, through which the physical, emotional, intellectual and spiritual dimensions of the child are developed. A Waldorf education is a complete education, in every sense of the word.

The most fundamental concept that Waldorf teachers work with is that the children have within themselves more than just the inherited characteristics of their families. Teachers work with the conviction that each child has unique talents and gifts which will be of value to the world and our future. The teachers strive to create the environment for those 'seed' talents to blossom.

Dr. Steiner emphasized over and over again the importance of young children experiencing wonder, awe, and the feeling of gratitude for life. He was not interested in religious dogma, instead feeling that religious belief is the prerogative of the individual families, but he did believe in creating a mood of respect and love. For the young child in particular, he stressed encouraging a sense for the beauty and wonder of nature. Thus, a morning verse opens each school day. For example, the following verse is often said in different languages in Waldorf preschools (kindergartens) throughout the world:

*Good morning, dear sun. Good morning, dear earth.  
Good morning dear stones, and flowers every one.  
Good morning dear animals and the birds in the trees.  
Good morning to you and good morning to me.*

Before saying the morning verse together, the teacher lights a candle -- an outward symbol of the human spirit that is so universal to all beliefs -- and thereby helps to create a mood of beauty and reverence. During snack, a verse of thanksgiving is said, universal in nature, which offers gratitude for the nourishment we are receiving.

Dr. Steiner explained how human beings develop in stages from early childhood up through adult life. Teaching that can release each individual's unique talents is most effective if the teacher works with these growth patterns. The whole being of the child must be taken into consideration: the thinking self, the feeling self, and the action or willing self. Dr. Steiner refers to these aspects as the threefold nature of man. These parts of ourselves grow and develop in cycles. Children are rhythmical beings who respond to teaching that is in harmony with their own inner nature.

Waldorf teachers are first introduced to the broader seven-year cycles. During each seven-year cycle, a specific aspect of humanity's three-foldness is developed. From birth to around the age of seven, the major task of the child is to build the physical body, our vehicle for action. The young child does this through activity based on imitation and the love of repetition. During this time period, the adults around the young child strive to act out of warm and loving impulses worthy of imitation.

From age seven to around the age of fourteen, the young person learns primarily through the feelings, identifying him- or herself through likes and dislikes. In Waldorf schools, the teachers provide role models within the curriculum, and teach the academics through the creative medium of the arts. For example, history is taught via biographies and expressed by the children through paintings, poetry, and drama.

From age fourteen on, the young adult takes up the challenge of clear thinking. Students during this period are challenged intellectually and are encouraged to view their teachers as

guides within a subject matter rather than an authority. Abstract concepts that weave through each body of knowledge are explored, and corollaries are drawn to the present age.

Within the Waldorf philosophy, the goal of education is to help each individual to develop and unfold in the most balanced way possible -- first through the cultivation of habits which build the foundation for disciplined work, then through the experience and validation of the feelings which provide the motivation to create, and thirdly through the rigorous exercise of thinking which identifies various solutions. According to Dr. Steiner, "our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives."

*"If you want your children to be brilliant, tell them fairy tales. And if you want them to be even more brilliant, tell them more fairy tales."*

*-Albert Einstein*

## **THE WALDORF EARLY CHILDHOOD AND GRADES CURRICULUM**

The following descriptions are abbreviated, and therefore incomplete. For a more thorough description of the curriculum and other facets of Waldorf education, please refer to the "Recommended Reading" list at the end of this parent handbook.

**Kindergarten:** The kindergarten child experiences the world through movement and activity. The mixed-age group (3 to 6) makes the Kindergarten more home-like, and the daily and weekly rhythms help the child feel safe and secure. The rhythms include creative free play; "circle" for song and movement, bread baking, watercolor painting, beeswax modeling, experiencing stories through dramatic play, puppets or story telling, and nature walks. A nutritious snack provides a time for thankfulness and reverence. This is the foundation for the awakening that begins as the children move on to first grade.

We currently offer the following kindergarten programs:

- 2-Day Mixed Age Program on Thursdays and Fridays from 8:45-11:45
- 3-Day Mixed Age Program offered Monday thru Wednesdays from 8:45-11:45
- 5-Day Mixed Age Program offered Monday thru Fridays from 8:45-11:45
- 5-Day Programs for children ages 5 & 6 years offered Monday thru Friday from 8:45 – 2:15

**First Grade:** Emphasis on the arts using natural materials (water colors, beeswax modeling, coloring); fairy tales and nature stories, singing, pictorial and phonetic introduction to letters, form drawing, reading approached through writing, qualities of numbers, and introduction to the four processes in arithmetic. Part of each week is devoted to learning two different languages, handwork, and playing the pentatonic recorder.

**Second Grade:** Second Grade is a time when the children live in a state of duality. The children can exhibit both the highest and lowest qualities in humans. These opposites are met through the curriculum in the telling of the stories of Saints and other human beings who have done extraordinary things as examples of the highest and most noble qualities of humans while the fables bring to the children the lower animal qualities. The children begin to learn reading skills and study the basic parts of speech, verbs, nouns and adjectives. They work to solidify their understanding of the four processes of mathematics while learning math facts by heart. Estimation, place value and carrying and borrowing are introduced in Second Grade.

**Third Grade:** Quickened physical growth takes place during this transition period in which the age of dream is passing and a new age is beginning to dawn. Now there is a shifting emphasis as the child's relation to the world around him changes: to the extent to which the child feels separate from the world, he seeks knowledge of it and his studies now have a more realistic, practical character. Children study and engage in gardening, building, cooking, and clothes making. The third grade curriculum also includes history, reading, spelling, original composition, grammar, punctuation and parts of speech, cursive writing, arithmetic, multiplication tables, weight, measure and money, languages, handwork, and music.

**Fourth Grade:** The fourth grade marks an important transition from the focus on foundation building in the lower grades to the expanding study of content in the upper grades. The nine/ten year old is meeting the world with a new self-consciousness and an enthusiasm for learning more of the intricacies of the world in which they live. Through the fourth grade curriculum they make a soul connection with the characters of Norse mythologies who struggled to create a new world out of chaos and they develop a respect and appreciation for the early settlers of Alaska through their study of local geography and history. Man and Animal is their first science block and marks a transition from the nature stories and fables of earlier years to the experimental science they will encounter later. The study of fractions at this time is ideal as well for it directly mirrors the separation of the world into its parts as the child now views the world. Complementing the study of history is the study of tenses in grammar for now the child can comprehend more clearly the differences between past, present, and future. Writing and composition and foreign language are expanded. The children continue their artistic development through handwork, music, drawing, painting, form drawing, and violin.

**Fifth Grade:** The fifth grader has grown more accustomed to seeing the world as a unique individual. The fifth grade curriculum works with this deepening awareness, and builds on the already established foundations as it introduces new elements to prepare the student for the next steps forward. History moves from its pictorial and personal nature, as presented in the earlier grades, to being a special main lesson subject along with geography. History, telling of mankind's deeds and strivings, stirs the child to a more intense experience of his/her own humanity. The children journey to ancient India where human beings were dreamers, through ancient Persia where the impulse was to transform the earth, till the soil and domesticate animals while helping the sun-god conquer the spirit of darkness. Going on through Mesopotamia and the Egyptian civilization, the fifth grader comes to the unique Greek culture where all matter was imbued with spirit. This is considered the end of ancient history.

History at this stage of the curriculum is an education of the children's feelings rather than of their memory for facts and figures. History brings the child to an awareness of those events in time up to and including his/her own time. In this way, it brings the child to himself. Geography, on the other hand, brings the child into the world. American geography emphasizes contrast. The earth's physical features are linked with a study of the way people lived in the regions, the uses made of natural resources, and the industry that arose.

As a continuation of their study of the living earth, fifth graders take up botany, the study of the plant world, first in their own environment, then attending to vegetation in other parts of the world. Form drawing expands into freehand geometry. Arithmetic expands from fractions to decimals. Singing in unison and harmony is practiced while continuing music study with the flute and the violin. Woodworking is a new experience for the fifth grader while handwork returns to knitting in a more complex way. Foreign languages, painting, eurythmy and movement classes continue.

Another special Waldorf experience for fifth graders is hosting or participating in a Greek Pentathlon where grace, beauty, form and sportsmanship are lauded along with individual achievements of speed or accuracy.

**Sixth Grade:** The sixth grade is a firm step into the outer world. As children approach eleven or twelve, changes begin in their physical bodies. One of the most subtle is a hardening of the bones. Boys and girls are more aware of gravity and weight. With an increasing awareness of their physical bodies, the time is right for the study of the physical body of the earth.

Mineralogy takes the children into a study of the rock formations of the earth, forces that change the shape of the earth's surface, and the examination and study of three types of rocks, minerals, and precious metals and gems. As the world continues to expand for sixth graders, the distribution of oceans, seas, continents, and mountain masses, along with climate studies come into their study of geography. The geography of Europe will be compared and contrasted with the geography of North America. An introductory acquaintance to astronomy takes the student into the relationship of the earth to other bodies of the solar system.

Sixth grade students are introduced to the basic concepts of physics. Coming through the arts, music takes them to acoustics and color takes them to optics. Heat, electricity, and magnetism are other topics of study in physics.

Sixth grade history follows the transition from ancient to modern history. Moving from the decline of Greece, through the rise and fall of Rome, and into life in the Middle Ages, the students begin to grasp history as a temporal sequence of cause and effect relationships. The Roman spirit matches the child's feeling of omnipotence, yet equally important for the children is the example of the effects of the excesses of the Roman period.

The disciplines of mathematics learned earlier are kept active in the children and they move on to study percentages, ratios, and business math. Geometry studied in the sixth grade brings all their previous free hand and body movements used for circle and form drawing into exact constructions, using compass, rulers, and right angles. Families of geometric figures are constructed and studied for the numerical laws they embody.

Shadows, landscapes, and color contrasts are taken up in painting. Handwork relates to form and structure as the children design and create a gusseted stuffed animal. They continue to develop their skills with tools in wood carving, creating objects that serve the human or animal world.

Singing focuses on two and three part choruses, songs of the minstrels and middle ages, and recorders in descant, alto and tenor voices. Eurythmy expands to include simple tone eurythmy whereby students learn gestures which correspond to musical forms. Geometric forms and transformations also bring challenge to the students in Eurythmy. English continues with more emphasis on reading, writing, grammar, and foreign language continues with reading of simple texts, humorous stories and free translation.

Sixth grade is the gateway to preadolescence and idealism. Sixth graders become more grounded as to who they are and begin to look out into the world to see what it asks of them.

**Seventh Grade:** As the seventh graders enter puberty, they are also crossing a threshold on their way to adulthood. This journey is inspired by a spirit of inquiry and creativity in a social context without which the young person becomes burdened by self-centeredness, criticism, and chaotic emotions.

The curriculum for the seventh grade takes the young people out to civilizations in times of history to people who shared their soul mood - into the Renaissance and the Reformation, into the Age of Exploration. Allegiance to traditional authority was thwarted, individualism blossomed and the only boundaries acknowledged were ones to be crossed. The class teacher's challenge is to inspire through thoughts and tasks that are worthy of an artist's efforts.

Seventh grade students are actively engaged in the sciences of Physics, Chemistry, and Physiology. Beginning with the lever principle, physics lessons present mechanical concepts to students. Inorganic chemistry lessons bring a study of the combustion process externally and in

the human organism as digestion, and physiology introduces the study of other life processes such as circulation and respiration.

Other areas of the curriculum also continue to expand and enrich the students' experiences. Mathematics lessons introduce Algebra which brings the child's imaginative powers strongly into use. Perspective Drawing brings geometry into complex forms. English blocks involve creative writing and literature and young authors learn that a variety of styles can be used to accurately specify feelings. Music, Eurythmy, Drama, Handwork, Woodwork, and Clay Modeling continue to be a regular part of the curriculum.

**Eighth Grade:** The task of elementary education is to give children an understanding of humanity and the world they live in, to offer them knowledge so rich and warm as to engage their hearts and will as well as their minds. Such an understanding is the basis of all real learning in later years. This last year of elementary school will bring all previous experiences to a new peak and enable the students to enter fully and potently into the life of their own time.

History is an intensive study of the American Revolution to the modern day. Geography focuses on the role played by every part of the earth in modern industrial civilization. A comprehensive picture is given of the relation of mineral resources and plant and animal life to the life of human beings in various regions of the world.

Physics lessons complement these historical and geographic surveys. The practical uses made of man's knowledge of the physical sciences are explored. In addition to further studies in acoustics, thermodynamics, mechanics, climate, electricity and magnetism, the students are now introduced to hydraulics, aerodynamics, meteorology and ecology. Chemistry is considered in relation to industry and concentrates its attention on organic chemistry, the study of fats, sugars, proteins, and starches.

Mathematics also emphasizes the practical applications of arithmetic, algebra, and geometry. Demonstrations in plane and solid geometry lead to problems in the measurement of surfaces and volume. Physiology of the human organism will be observed from the standpoint of form and movement. This will include the skeleton and muscular systems. In Anatomy we make an in-depth study of the human skeleton, the eye and ear.

Literature focuses on the theme of human freedom in the short story. Music takes up Elizabethan music, American music, symphonic form; Eurythmy complements other studies with exploration of poems and music. Our Foreign Language program continues with the study of Russian and Spanish.

Painting concerns itself with studies of highlights and shadows in portraits and landscapes. Crafts have been carried through all the years of the elementary school and culminate this year in clay sculpting of human figures in action, machine sewing one's own clothing, and carving of artistic objects out of wood.

At Anchorage Waldorf School, we strive to understand each student's strengths and challenges through a close, multi-year working relationship between the teacher and the student. Throughout the course of the several years they are together, the teacher develops a clear picture of the student's challenges and special gifts. Standardized testing was developed with other purposes in mind: Standardized testing arose as the United States entered WWI, and the nation had to rapidly and efficiently draft and organize the largest army in its history. And standardized testing itself arose out of the principle of „standardization“, which was a means to serve the industrial rather than educational ends.” (Millennial Child, by Eugene Schwartz, p. 215).

We recognize that students will likely encounter standardized testing in their schooling beyond Anchorage Waldorf School and wish to give them test-taking tips, strategies and a low-stress test-taking experience while they are in the spring of their 8<sup>th</sup> grade year at Anchorage Waldorf School. While these tests will be scored and the scores will be passed along to the individual 8<sup>th</sup> grade parents, their primary purpose is to provide the students with experience in taking standardized tests so that it is not unfamiliar should the students encounter them in their

future school careers. The purpose is not to assess skill level in any area. For this reason it is our policy to offer 8<sup>th</sup> grade students one experience of taking the CAT (California Achievement Tests) during school at Anchorage Waldorf. Further testing is deemed to be counter productive as it takes away time from the already full last year of middle school.

### **"GOLDEN COTTAGE" AFTER-SCHOOL CARE**

The Golden Cottage Childcare Program is an after-school child care program held at the Anchorage Waldorf School for children aged five and up who are enrolled in the Anchorage Waldorf School. Our goal is to provide your child with a peaceful, happy, temporary home during the afternoon. As with any Waldorf-related program, there is a natural rhythm to each day, including a nutritious snack, outdoor time, artistic activities, games and play. For hours, rates, and requirements, see page #18-19.

### **SCHOOL HOURS & HOLIDAYS**

See the school calendar in the back of this handbook, or the web site, for the start and ending dates for the school year as well as school holidays, parent conferences, annual auction date, etc.

School is in session from:

8:45am- 12:45pm for 5 ½ hr. 5-day kindergarten

8:45am- 11:45am for 2-day, 3-day, and 3 hr. - 5 day kindergarten

8:30am - 2:15pm for Grade 1

8:30am - 3:00pm for grades 2-8

**Snow days:** We will generally follow the lead of the Anchorage School District ([asdk12.org](http://asdk12.org)) concerning school cancellation because of snow.

### **FAIRS AND FESTIVALS**

The festivals are a joyous celebration of the cycles and transitions of life. They have the quality of lifting us out of the ordinary through the natural and seasonal rhythms of the year. Throughout humankind's past, the festivals have emerged from one's connection with the essential spiritual meaning of human life on earth. For example, we can experience the autumn in nature as we watch the colorful changing of the leaves, feel the crispness in the air, and taste the tartness of a newly picked apple. These may lead us to begin to feel the beauty around us, as in the awe of a particular sunset that may give rise to reverence and a feeling of inner peace. This same stirring to reverence and joy is what allows a festival at a particular time of year to unite a whole community. Singing, stories, food and dancing all grace the festivals of the year.

**Michaelmas**, our autumn festival, is a festival of courage. The legend of Michael and the dragon inspires courage within us. From the bounty of nature we gather the fruits of the harvest and store up the light to guide us through the darkness of winter. Into darkness and fear, Michael wields his sword of light that we might so be inspired to face the inner and outer darkness with renewed strength of will and purpose in our lives. A Michaelmas play, involving all grades students in the school, is presented at the Harvest Festival.

**Harvest Festival** in September or October celebrates the autumn season and the gathering of the harvest. The array of music, crafts and children's activities makes this an extraordinary event for our own families, as well as the community at large.

At **Martinmas** time in early November, we make and light lanterns and carry them into the wintry darkness. This festival of light leads into Advent, and on to Christmas.

**Advent** celebrates a turning point when darker and shorter days become even more illuminated by candlelight. We experience a mood of anticipation, preparation and waiting. In walking the spiral of the Advent garden, the children give and receive in reverence the light for

their own candles. All of their candles together light up the darkness as we sing with full hearts.

**May Faire** - The days are lengthening after the long winter, and the sun not only brightens the outer world, but lightens our inner selves as well. New life appears, buds burst into blossom, the rebirth of life is upon us. The children wear floral wreaths and celebrate the arrival of spring with dancing around the maypole. A family festival adds to the gaiety of the day.

As always, September returns and the cycle begins anew with Michael's message: *"Awaken to the coming of winter, and in harvest time rejoice."* Year after year, both children and adults gain strength by reconnecting to these cycles of nature. The community gains strength, finding in the festivals new ways of meeting, of celebrating, and of sharing.

*"As the sun shines on the whole earth, so the future calls for a sun to shine from human hearts which can warm and illumine the whole world."*

-John Davy

### **FUND-RAISING/ANNUAL GIVING CAMPAIGN**

Gifts from the heart in the form of time given towards fundraising events and in the form of monetary donations are essential to support the operating budget of the Anchorage Waldorf School. We have annual fund-raisers such as the Calendar Sales, our Annual Auction and May Faire. However, tuition and fund-raisers alone are not enough to meet our needs. We strive to keep our tuition as moderate as we responsibly can.

To this end, we have an Annual Giving campaign in the late Fall that is a key part of our yearly fundraising strategy. We want to encourage those parents, friends, and relatives who can afford to do so, to make a contribution over and above tuition. As we are a nonprofit 501(c) (3) corporation, donations are tax deductible.

Grant opportunities dramatically increase when 100% of families donate, regardless of the size of the donation.

### **WALDORF EDUCATION IS NON-SECTARIAN**

You may have noted that many of the festivals are described in Western European, Christian terms. Our school is not a religious school, and no particular religion or philosophy is taught. Nevertheless, as we develop all the grades, the children will learn about some of the world's great spiritual movements.

A fundamental tenet underlying the Waldorf school and community experience is recognition of the human spiritual dimension, and an appreciation for the earth and all living things. It is this sensibility that guides our education. The reason we celebrate the particular festivals described earlier is because they are those closest to most of our experiences, and they mark the seasonal rhythms with reverence and coherence.

In our classes we welcome parents of any and all religions and cultural heritage, and encourage you to share your personal experiences. A key point to remember for you as parents is that Waldorf education is based on the spiritual nature of the child, and that your family's particular beliefs will be respected.

### **STUDY GROUPS**

Interested parents and staff come together on occasion to study Waldorf education and/or Anthroposophy. These groups usually meet weekly or biweekly or as the participants wish. If you would like to connect with others to join or form a study group, contact a faculty member.

### **NEW STUDENT OBSERVATION PERIOD**

There is an observation period of 4 weeks for new students in pre-K through 3rd grade, and 8 weeks for new students in 4th grade through 8th grade. If needed, the school may extend

the observation period 4 more weeks after the first observation period ends. During this time the child's teacher, in conjunction with the faculty, will assess whether the child is appropriately matched to the class and/or the school. The school or the parent may cancel the enrollment contact within this observational period. If either party cancels the enrollment contract within this observational period, the school will refund tuition and any nonrefundable fees stipulated in the published "Tuition and Fees" sheet.

## **COMMUNITY, CHILDREN, FACULTY, STAFF, PARENTS, FRIENDS**

The successful functioning of our school depends on the cooperative efforts of three vital elements that make up the living body of the school: the Faculty, the Parents, and the Board of Trustees.

### **Board of Trustees**

The Board of Trustees of the Anchorage Waldorf Education Association (AWEA) brought the Anchorage Waldorf School into being and is responsible for fostering its development as a genuine Waldorf school, as indicated in the articles of incorporation.

The board's responsibility is cultural in nature, and so the Board of Trustees follows a model for its selection that is not democratic in the usual sense of the word. The Board of Trustees hold its task in trust; others are invited to join the Board from those individuals who have expressed interest, who can support the purpose, who have skills and characteristics needed by the Board, and who can work well with those currently on the Board.

The particular work of the Board is in the areas of fiscal and legal responsibility, as well as the physical situation of the school. The faculty and parents are also deeply involved in these areas. It is critical that the Board of Trustees work for the school's current and future health and stability to ensure that the full range of viewpoints are heard and considered as the school develops. The Board supports the development of a strong Waldorf faculty that can carry the school pedagogically. The Board has responsibility for the budget, tuition, compliance with regulations and concerns relating to the school site and buildings. All board meetings are open, and parents and other interested observers are welcome, with the occasional exception when some portion of the meeting is designated as a closed 'executive session' (for confidentiality reasons). The Board is composed of faculty, administration, and parent representatives who are willing to carry the spiritual and practical responsibility on a long-term basis for the school.

### Board selection and recruitment process

The following process is to be conducted when a seat on the Board of Trustees is open:

1. Complete a Trustee Needs Assessment
  - an inventory of the skills and abilities that are needed on the Board of Trustees to best serve the school
2. Identify prospective trustees
  - look out into our community to find individuals who best fill the needs as defined in the needs assessment
3. Select the individual who best fits the needs
  - existing trustees come to consensus on who of the individuals identified will best serve the school
  - Recruit the new trustee
  - ask the individual, who best fits the defined need and is willing to serve, to become a trustee

4. Orient the new trustee
  - go through a comprehensive orientation with the new trustee to assure they understand the relevant history, trustee responsibilities & business processes, and sign the Trustee Statement of Agreement (new step which shall be used henceforth on all new and existing board members)
5. Inform community of newly appointed trustee
  - post in newspaper, parent flyer and AWEA news letter

### **Faculty**

The faculty is responsible for bringing to our children a living experience of Waldorf education through the specific curriculum of each class. The faculty meets weekly to form school and class policies and procedures, and to further the professional development of individual teachers. All our teachers are required to possess Waldorf teacher certification, have prior extensive Waldorf teaching experience, or be in training to become a certified Waldorf teacher. The school subsidizes the training costs to support and enable this teacher training to occur.

### **Parents**

Parents are the support group of a Waldorf school and faculty, and ours is no exception. Parents' willingness to serve and fund-raise is critical to our survival, and that of all Waldorf schools. Responsibilities as a member of the parent community involve participating in and helping with school-wide social and fundraising activities. The activities are usually in keeping with the festivals celebrated throughout the school year. Each class has one or more volunteer "parent coordinators", and will often rely on phone trees to keep parents informed of certain events and needs. Parents are encouraged to attend and participate in the "parent nights" and other key events and functions scheduled throughout the year. Feel free to step forward and identify any time, talents, and or energy you can donate to help the school do what needs to be done.

#### *Notes on Parent Support*

(adapted from a newsletter article from the Mountain Meadow Waldorf School in Caipella, CA)

A great deal of support for the children and for the teachers is shown by parents who attend the classroom parent evenings and the informational and artistic workshops and lectures that are occasionally sponsored by the school. These events are all presented to help deepen the understanding of each parent towards their child's development and education. Other important parent support could include:

- Keep the teachers and children in your consciousness. In meditation or before sleep, picture their relationships and growth. Progress does not happen quickly in the education of a child or in the evolution of a school. But, when we look back over six months, a year, or five years, we can see that much has developed in the life of that child, the teacher, the school.
- Attend school functions. This teaches our children that we value their education. Parental involvement shows the child it is "our Waldorf School" not simply "his/her Waldorf school." Waldorf education involves the parents, not solely our children.
- Volunteer at the school. In addition to this activity being a positive influence upon our children, volunteer work brings us into close communication with other parents, and the faculty, board and staff. The level of fellowship is high and works to bring us all together as a community. This volunteer work saves the school money, keeping the cost of tuition and

fees lower, thus benefiting everyone.

- Be enthusiastic, speaking well of the school. Positive attitudes affect our children's feelings toward their education and will also be a strong factor in the enrollment of new families. Parents today are concerned about the education of their children and your endorsement is powerful in assisting those who are looking for the answers which a Waldorf school can provide.
- Contribute financial help beyond tuition. Very few Waldorf schools operate on tuition alone, which would price many families out of the school. Yet few schools receive large gifts of money for the operating budget. The key is many parents and other supporters giving, regularly and liberally, as they are able. We are also asking grandparents and other relatives to be willing and generous benefactors of an education which they know to be meaningful to your family.
- Nurture gratitude and love for the faculty in the hearts of your children. A Waldorf school thrives when parents and students are positive toward those who serve the school. In this spirit, channels of constructive communication and creative problem-solving can be strengthened.
- Grow in your understanding of the philosophy of Waldorf education. This knowledge will build a strong bridge between home and school. Attending lectures and workshops, reading or joining a study group are ways to nourish a deepening experience with the education. From this will naturally spring greater unity in the life and educational experience of our children.
- Developing a Habit Life at Home

One of the important ways is to establish a rhythmic daily life. Rising, eating breakfast, leaving the house, each at the same time everyday.

Human beings are part of nature. Much of nature functions by rhythms. Most babies develop in the womb along a specific sequence. Of course there is a dramatic brief time when they come from the inner world to the outer world, and they must adjust to being separate beings. Babies sense security and love when they are nurtured in an environment that has a predictable rhythmic cycle. This is true for children and students alike.

Parents have the responsibility of developing a healthy habit life for their children. This also entails eating dinner, doing homework and keeping bedtime, all at the same time every day, including a special time for each child every day. Repetition provides the natural ingraining of habits. Healthy consistent habits create security in the child and develops punctuality, dependability and self confidence.

The school does its part to support a healthy habit life. We start on time, our classes are at the same time every day, and so is lunch, snack, and recess. We dismiss at the same time.

These habits are also a foundation for follow through and a sound work ethic. A healthy habit life is a huge gift to the child.

## **COMMUNICATION GUIDELINES**

We are all on the same team when it comes to the goal of providing an excellent Waldorf education for the children. Growing a school community that is strong and flexible is needed to accomplish this task. Nevertheless, tension and miscommunication can arise in a community of hardworking parents, teachers, staff and volunteers. Please use the following guidelines in your conversations and meetings to help insure respectful and conscious communication:

- Bring a complaint or suggestion to the person who is nearest to a possible solution. For example, if you have a concern about something that happened in class, speak directly with the teacher.
- Ask for time when the listener can focus on your concern or suggestion. This will involve setting up a time and place to meet privately. Teachers, in particular, are focused on their day with students just before and after school.
- Remember that your choice of body language, tone of voice and facial expressions can reflect respectful listening.
- Provide "reflective listening" back to the speaker (i.e. "what I heard you say is.....");
- It is healthy and necessary to acknowledge a communication breakdown.

### **To Whom Should I Speak?**

Please follow these guidelines for communication within the school:

**General questions**, including those about enrollment procedures, the school calendar, etc. can be directed to the office/administrative staff.

**Questions about Waldorf Education** in general can be asked of any teacher. The parent education evenings and class meetings are particularly helpful.

**Questions about school policy or procedures** in general can be directed to the Faculty Chairperson or to the administrative staff.

**Financial questions** can be directed to the Business Manager, Administrator, Treasurer or to the Board President.

**Questions or concerns about your child** should be taken to the teacher or teachers directly involved, i.e. the class teacher and/or subject teacher. In any case, it would be good to let the class teacher know if you have any concerns with your child's work in class. If after discussing a situation with teacher(s) involved, you feel that a problem still remains, you should speak to the Faculty Chairperson, who will respond as appropriate to the particular situation.

### **TIMING AND PARTICIPATION IN DECISION-MAKING**

"Unto each thing there is a season", so too with planning and decisions. There are moments when we can genuinely be open to the widest array of possibilities, and other times when it's too late; the opportunity is past. In order to develop and mature as a school, we must be willing to take advantage of new ideas and previously unexplored possibilities. This is an area where we welcome, indeed require, the input of our parents.

Thus, at the start of each school year, we can really discuss almost anything for the following school year. By early January, we must have reached a practical "short list" of what can be done, whether the issue is hiring, tuition, or salaries. At that time, we must define our course of action and be working to determine if it is really possible. By the end of February, big decisions should be behind us.

By mid-March, we must be committed to a final budget, and be able to lock into contracts with parents and teachers. Parents will want to know then what teachers, what terms and tuition/salary are involved. They want confidence and stability. None of us can know all things for sure, but parents and teachers need us to try.

So, bearing these thoughts in mind, fall is the time to broach initiatives and even longer-term plans. Ideas and plans for the future that seem wonderful this year may seem cramping and unwanted in a different year. We need to learn how to mediate these problems/opportunities.

We encourage all parents to participate in festivals, events and school projects. Through

this cooperative effort we learn what we are capable of and can more realistically assess our ability to reach our vision.

## GENERAL OPERATING POLICIES

1. **Age of admission** - The following ages are intended as a general guideline, and will be followed unless an exception is indicated by a teacher:
  - a. Preschool/Kindergarten: must be at least 3 1/2 years old by September
  - b. Grade 1: must be at least 6 years old by May 31st
  - c. Grade 2 and up: subsequent grade placement will be determined through an interview/assessment process.
2. **Pre admission application and conference** - A Student Application must be completed for every student that wishes to attend. There is a \$60.00 application fee for new students. After receiving an application, the teacher will call to review the information and set up a conference with the parent(s) and prospective student. This application-conference process is necessary to:
  - a. be sure that the parent's expectations are congruent with what we offer as a school, and
  - b. assess the student's 'readiness' for the class being applied for.
3. **Requests for placement** - We will try to honor all requests for placement, but final placement decisions are made by the teachers.
4. **Sibling discounts** - A 20-50% tuition discount is available for siblings concurrently attending the school, subject to the following limitations:
  - a. The amount of the sibling discount varies according to the number of siblings attending, as follows:
    1. 2 siblings attending: 1 child full price, 1 child at 20% discount
    2. 3 or more siblings attending: 1 child full price, 2nd child 20% discount and other siblings 50% discount.
  - b. The sibling discount will be taken from the lesser of the applicable sibling tuition fees. The highest sibling tuition fee is not eligible for a sibling discount. For example, if there is a sibling in 2nd Grade and two siblings in Kindergarten, the 20-50% sibling discount applies to the Kindergarten tuitions only;
  - c. The applicable sibling discount applies only as long as there are two or more siblings actively attending the school;
  - d. Discounts apply to tuition only, not to fees.
  - e. Sibling discount is only available to families who are not receiving Tuition Assistance.
5. **Enrollment prerequisites:** A child is not considered enrolled in the school until the following conditions are met:
  - a. a signed application has been submitted with payment (if new student);
  - b. the school has approved the enrollment (or re-enrollment);
  - c. a signed enrollment contract has been submitted;
  - d. all necessary payments have been made by the appropriate due dates;
  - e. all other paperwork (immunization records, annual physical, emergency contact card) has been submitted.

*--Gathering, organizing and tracking all these documents is a monumental task. Please help us by submitting forms and paperwork on or before the appropriate due dates. It not only helps us to know what enrollment levels to expect for*

*planning purposes, it also saves our teachers the trouble and embarrassment of enforcing the requirement at the classroom door.*

6. **Payment of Tuition:** Parents may pay tuition in the following way:
  - a. In one payment by cash, check or credit card directly to the school; or
  - b. By monthly payments which are paid to the school by the 10<sup>th</sup> of each month. Payment plans are from July to April.
7. **Tuition assistance:**
  - a. The total pool of available assistance funds varies from year to year, and is directly affected by the school's fundraising abilities but is typically at least 7% of the budgeted gross tuition for the school year;
  - b. Assistance is awarded based on need, service, longevity, and availability of assistance funds, and is evaluated by an executive committee designated by the Board of Trustees. Applications for tuition assistance are available upon request;
  - c. Assistance funds are not strictly allocated by class. For example, it may be appropriate to allocate more than the budgeted amount for one class, and less than the budgeted amount for another class;
  - d. Tuition assistance grants, while made according to need and other criteria, do not exceed 50% of the tuition amount. No assistance is available for non-tuition fees (such as registration & materials fees.)
  - e. Tuition Assistance is only for families who are not receiving sibling discounts.
8. **Mid-year enrollments:** All admissions (at any time of the year) are subject to the pre admission application and interview process (see 'Pre admission application and interview'). We will try to honor requests for midyear placement, but final placement decisions are made by the teachers.
9. **Withdrawal & Contract Cancellation:**
  - a. New student evaluation period: There is an evaluation period of a minimum of four weeks for grades K-3 and eight weeks for grades 4-8, under special circumstances this period may be extended another four weeks. This applies to all new students. The school or the parent may cancel the enrollment contract within this evaluation period. If either party cancels the enrollment contract within this evaluation period, the school will refund tuition monies paid to the school beyond the deposit and the date of withdrawal.
  - b. Parent initiated withdrawal obligation: After the initial evaluation period, parents agree to provide one month's written notice to the class teacher prior to withdrawal of their child for personal reasons, and will remain responsible for payment of the semester's tuition (Aug-Dec or Jan-May) from the date their child leaves the school.
  - c. School initiated contract cancellation: The school reserves the right, to be exercised at its sole discretion, to require the withdrawal of a child from the school, should the faculty decide it is best for the class, the child, and/or the school as a whole. The specific reason(s) for canceling a contract may vary, ranging from a mismatch between the child's needs with what we can offer as a school, to a mismatch between the parents' expectations and/or behavior with the schools pedagogical, social and/or professional obligations. If the school exercises this right to cancel a contract, the school will refund any payments made to the school for nonrefundable fees (as stipulated in the published "Tuition & Fees" sheet), and any tuition paid beyond the date of withdrawal.

10. **'Golden Cottage' Childcare Program:** The Golden Cottage Childcare Program is an after-school childcare program held at the Anchorage Waldorf School for children aged five to 6th grade who are enrolled in the Anchorage Waldorf School. Our goal is to provide your child with a peaceful, happy, temporary home during the afternoon. As with any Waldorf-related program, there is a natural rhythm, including rest time, a nutritious snack, outdoor time, artistic activities, games, and play.
- a. Hours of operation: 'Golden Cottage' childcare services are available on normal school days from 2:15 pm to 6:00 p.m., and on certain non-school days from 8:30am to 6:00pm. Golden Cottage is also open from 12:30 p.m. to 6:00 p.m. on assembly days that end at 12:30 p.m.
  - b. Requirements for participation: If you wish to ensure a place for your child for either school days or non-school days, it is best to complete an aftercare contact for the scheduled days your child will attend. "Drop-in" children will be accepted on a first-come, first-served basis. An 'Emergency Child Record' card must also be on file with Aftercare before the child will be accepted for childcare. This Emergency Card is in addition to the one held by the classroom teacher. If you are a first time "drop in", you will be asked to fill out an emergency card.
  - c. Rates: \$5.00 per hour is the fee for scheduled contracted times. If you contact the school for childcare with 24 hours notice, the fee is \$5.00 per hour. \$7.50 per hour is the drop in rate for non-contracted and unscheduled childcare.
  - d. Late pick-up: If the child is in attendance after the 6:00 p.m. pick-up time, a \$15.00 charge will be added for each 15 minutes that the parent is late.
  - e. Parent-teacher conferences: Complementary childcare will be available for the parent's one hour conference during Fall and Spring parent-teacher conferences, provided that the conferences occur between 8:30 a.m. - 6:00pm on conference days. Please sign up in advance with the Golden Cottage provider if you require childcare.
  - f. Late pick-up from school: Grades children who are not picked up by a parent or other authorized person within 15 minutes of the end of their school day will be signed into the Golden Cottage after school childcare program. For grade one this will occur at 2:30. For grades two through eight this will occur at 3:15 pm. Childcare will be billed at the "drop-in" rate of \$7.50 per hour.
  - g. End-of-care release: Children will be released only to the parent(s) with custody rights, or guardian(s) with custody rights, names listed on the emergency cards or to other individuals who have been specified ahead of time by these same parent(s) or guardian(s). Parents are required to sign their child out of aftercare.
  - h. Use of the Common room at Baxter site: Golden Cottage childcare uses the Hall space Mon-Fri. from 3:00 p.m. to 6:00 p.m. If a group or committee would like to request using the Hall space during aftercare they must receive approval from administration.
  - i. Children not enrolled in Golden Cottage childcare: At times, it may be necessary to bring a child not enrolled in the Golden Cottage childcare program to the school for a brief period. This is a common and understandable occurrence. However, the number of children in the Golden Cottage childcare program is often at the maximum number, and staffing, resources & a rhythm to the day are planned out accordingly ahead of time.
  - j. It is therefore essential that either you
    1. Arrange well in advance to schedule your child in aftercare on the day needed as a "scheduled drop-in", or

2. take your chances that space is available and sign your child in as an "unscheduled drop-in", or
3. simply keep your un-enrolled child with you while you are at the school. Please don't assume that you can leave an unscheduled drop-in child with the childcare provider without knowledge that space is available.

Aftercare cell phone: 350-1055.

#### 11. The School Day:

- a. Preparation for the school day: A great start to the school day is a good night's sleep and a warm breakfast. This allows the children to feel physically ready to settle in the classroom and do their work.
- b. Arrival: It is our intention to foster a healthy rhythm to the school day, which begins **promptly** at 8:30am for the grades, and 8:45am for kindergarten. Since the children need a few minutes to settle into the classroom, we ask that the grades children arrive at school **no later than 8:20am**. This will facilitate a smooth transition from home to school for the children. The provision of morning care before 8:20 is dependent upon the level of need and ability to hire a provider. If there is no morning care program, parents will need to make their own arrangements. Kindergarten and grades teachers meet for morning meditation from 8:00-8:15 am. Students are not allowed in the classroom before 8:15 a.m.
- c. Late arrival and absence: Please call the school **before 8:00am** if you know your child will be late or absent from school on any given day. Please leave the reason for the absence and this information will be relayed to the class teacher.
- d. Dismissal: At the end of the day, children are doing their clean up chores and closing. The teachers will have the children ready to be picked up at 11:45 or 2:15 for kindergarten, at 2:15 for the first grade, at 3:00 for grades second through eight. Children will be held in their rooms or with their teacher outside until a parent, or other authorized adult has come to receive them. **Students not pickup by 3:15 will be signed in to aftercare.** Once the teacher has released the child to the parents, or other authorized adults, parents are responsible for their supervision.
- e. Illness: We support and encourage appropriate convalescence, as well as early wellness intervention. If your child is showing early signs of illness or excess fatigue, please consider keeping him or her home. If, in the case of illness, medication has been administered, or if the child is under continuing medication, please inform the teacher. The school has procedures if medication dispensing is needed during the school day. **Do not send your child to school if they have had a fever or untreated infection within the last 24 hours.**
- f. Punctuality and Attendance: We begin the day together with a greeting and a verse. The classroom rhythm is a very important part of your child's experience at the school. Chronic lateness in the morning affects your child, the other students and the mood of the class. It also disrupts the flow of what is already happening in the lesson. Chronic lateness will be addressed in this manner;
  1. The teacher will notify the parents after the student is late three times in one block;
  2. If the student continues to arrive late for class, a parent/teacher/Admin conference will be arranged, and an agreement, in writing, will be made regarding continued support for punctuality.

The curriculum is designed to build upon itself in a beautiful way, and every day of the class life provides an enriching experience. Waldorf education occurs in the classroom. A student who misses classroom time will be asked to make up work upon their return. Too many school days missed may require your child to receive tutoring or attend summer school. **Please check the school calendar for travel dates that coincide with school breaks.**

Parents will be notified by the teacher if their child has missed more than 10 days of school. If a child misses 20 days or more of school, the school may require your child to receive tutoring or attend summer school in order to remain in class or return in the fall.

If we as teachers and parents have a good relationship with punctuality and attendance, our children will learn reliability and respect for others and experience a strengthening of will which comes with being consistently punctual.

- g. Pickup: Please call the office at least **fifteen minutes prior** to your child's release, if changes need to be made in pickup or car pool arrangements. Please do not make last minute arrangements for your child to be picked up by a person unknown to the teacher without also informing the teacher of the change. Children must be picked up no later than **fifteen minutes after** your child is dismissed.
- h. Late pickup from school: Grades children who are not claimed by a parent or other authorized person within 15 minutes of the end of their school day will be taken to the Golden Cottage after school childcare program. Childcare will be charged at the drop in rate of \$7.50 per hour.
- i. Avoiding distractions: Gum, radios, tape players, electronic games, cell phones, Ipods, cameras, Blackberrys, electronic notepads, laptops, DVD players, (or any electronic devices) **are not allowed on the school premises by the students.** Please do not let children bring toys and other playthings from home. All such items may be held by the teacher until the close of the school day to be returned to the student. If an item is brought repeatedly, the item may be held until claimed by the parent.
- j. Dress Code
  - 1. Clothing Size and Modesty: At the Anchorage Waldorf school we want our students to express their individuality by who they are and in their work and play. Therefore, we ask that children wear clothing that is clean, fits well, and protects their modesty. Clothing that is too tight restricts a child's movement and encourages an unhealthy self-consciousness. Oversized and sagging clothing inhibits movement and promotes an inappropriately relaxed attitude. Dangling accessories can also be a safety hazard during certain school activities. Spaghetti straps, miniskirts, exposed midriffs, and torn and ragged clothing are not appropriate. Skirts and dresses should be no shorter than just above the knee.
  - 2. Graphics: In Waldorf schools we work to create simple, beautiful environments. A visually restful environment leaves students free to concentrate on the task of learning. Please carefully consider the patterns, colors, and graphics on clothing with this in mind. A beautiful batik flower on a T-shirt is appropriate; large, distracting graphics are not. Graphics depicting drugs, alcohol, violence, the media, advertising, cartoons, caricatures or logos are not suitable for school attire. We also prefer that camouflage clothing be saved for afterschool wear. Please

make every effort to minimize or eliminate product identification on the clothing your child wears to school. **Class teachers may provide appropriate alternatives when students arrive at school with unacceptable clothing or the parents will be notified to bring different clothing.**

3. Shoes: Shoes are worn to protect the feet. Healthy feet develop best through their own activity. This means that students need shoes with strong, flat heels and soles, and the soles should prevent sliding. Likewise, shoes need backs to keep the foot snugly in place. Platforms, high heels, and overly cushioned shoes put a distance between the foot and the earth, hindering the foot's ability to develop optimally and often the student's ability to move freely. Therefore, flat shoes are required. Shoes that tie are preferred. Winter boots should also come to school. Children need **flat, soled** indoor shoes that can be brought back and forth or left in their cubbies for use inside the classroom. For movement classes children need lace-up tennis shoes or athletic shoes.
4. Identification: Please label your child's clothing to prevent losses, and leave an extra set of clothes at school in case clothing gets wet, accidents or other needs to change clothes.
5. Make-up and Jewelry: Dangling jewelry is not allowed for safety reasons. However, in the third grade when children are introduced to telling time, a watch with a numbered faceplate and hands (i.e. non-digital) becomes a useful accessory. Any time earrings are worn to school they should be **flat to the ear**. We ask that your children not wear rings, necklaces, and bracelets to school. Jewelry worn by middle school students must be modest in appearance.

Accessories in the hair can provide a nice artistic touch to one's dress ensemble. Please help your children look at hair adornment in that way and avoid excess or gaudiness which can create a distraction to the children.

**Children may be asked to remove jewelry and other accessories if the teacher deems it unsafe or distracting.**

We recognize that as children enter middle school they will want to experiment with nail polish, make-up, and hair color. Again we request moderation and discretion. A small amount of tastefully applied eye makeup, pastel lip color or nail polish, and natural hair colors and highlights are fine in seventh or eighth grade. However, if the amount or colors become distracting, we will ask that this not be used at school. Tattooing and body piercing are not appropriate; multiple ear piercing is also not appropriate.

**The faculty reserves the right to make decisions as to the appropriateness of clothing, shoes, jewelry, make-up or general appearance of a student which are thought to be interfering or distracting to the educational process at Anchorage Waldorf School.**

- k. Meals/snacks: There will be a nutritious snack provided for the kindergarten classes. 1<sup>st</sup> through 8<sup>th</sup> grades are required to bring their own healthy snack and lunch, preferably protein and vitamin-rich. **Candy, carbonated or caffeinated drinks are not acceptable.** Please make sure your child is ready for school with a hearty breakfast; we encourage the use of thermoses and prepared warm

meals. **The school no longer provides a microwave cooker. The kitchen is not available for student snacks or lunch.**

- i. Classroom visits: Our expectation is that parents attend parent evenings provided by the class teacher. Classroom structure, rhythm, curriculum and social issues are discussed at these meeting. The forming of the class happens during the school day. The forming of a parent body happens at the parent evenings. We also encourage you to attend the periodic adult/public workshops, seminars and lectures that are given for adult Waldorf education.
  1. Kindergarten: A very important aspect of a Waldorf kindergarten is the mood set by the teacher for the children. We therefore try to keep the disruptions to a minimum. There are many places parents can be involved. Please ask the kindergarten teacher for more information;
  2. Grades: The mood set by the teacher is also important in the grades; however, visitors are more easily accommodated into the flow of the day. If you wish to visit a class, please contact the teacher to arrange date and time.
- m. Sleep: Waldorf education seeks to nourish the soul of the child. Yet, only a part of soul-feeding happens during waking hours. A rich sleep experience is essential. What a child is given at school then needs the sleeping hours to connect to his/her inner being. Most children need at least 9-10 hours of sleep per night. Children under 5 benefit from 10 -12 hours of sleep per night. What they take with them into their sleep is of great importance - a rich story, a soothing song. Remember a child's sleep is sacred, as is his/her awakening to a new day of life and learning. Please observe that Sunday is a school night and that children require adequate sleep in preparation for school on Monday.
- n. Tutoring of new and returning students: Tutoring for students may be recommended in order to develop certain skills or comfort with a specific subject. Such tutoring could be in any subject including main lesson. The number of sessions will be determined on a case by case basis. The cost of tutoring is the responsibility of the parents. If one of the Anchorage Waldorf School teachers is providing the tutoring before or after school, the rate will be \$30 per hour payable to the individual conducting the tutoring.

## **12. Fire and Earthquake Emergency Plans:**

- a. Fire: In the event of a fire, all children will exit the buildings. The exit plan is as follows: Those children located closest to the west end of the main building will exit through the west door, go down the ramp and hill, and gather with their teachers at the far side of the parking lot. Those children located closest to the east end of the main building will exit through the south door, walk through the west gate of the playground, go down the hill, and gather at the far side of the parking lot. If downstairs, people will exit through the closest door on the north side of the building;
  1. Fire drills will occur at a minimum of once a month. In the winter months, if the weather is determined to be so extreme as to endanger the children, drills will be held, but children will only go as far as the door through which they would otherwise exit;
- b. Earthquake: In the event of an earthquake, all children will take cover under a table, a desk, or other piece of heavy furniture, or curl against an inside wall covering their head and neck with their hands and arms. Any classes that may be outside when shaking starts will sit down in an open area away from the building

and power lines and stay there until directed to do otherwise. Earthquake drills for the children will occur once every two months;

- c. Volcano eruption: Each classroom is stocked with masks in case of volcanic ash.

In the event of ash fall, parents will be notified to pick up their child from school.

- d. Parent notification: In either event, information on 'Emergency Child Record' cards will be used to contact parents or guardians with information about when and how to pick up children.

13. **School Holidays and Snow Days:** The scheduled school holidays are listed in the calendar at the back of the directory. Unscheduled closings due to severe snow, flooding, ice, extremely cold temperatures or other unusual circumstances will generally follow the lead of the Anchorage Public School district. When possible, the decision to close will be made by 8:00 p.m. the night before. If an emergency situation develops after that hour, then the faculty/administrator will make a final decision for a change in normal operating times no later than 5:00 a.m. of the day affected. Teachers and parent coordinators will contact parents. ASD closure would be broadcast over local radio stations. Check KFQD 750 AM or KSKA 91.1 FM for frequent announcements.

14. **Cold Days and Wind Chill:** Children will be kept indoors on days that have a "wind chill" temperature of less than -20° F. For example, with an actual temperature of -10° and a wind speed of 10 miles per hour, the resulting wind chill of -33° would call for indoor play. If the wind were to drop to 5 miles per hour, the resulting wind chill of -15° would be acceptable for outdoor play (see wind chill chart in the Appendix). Again, please provide sufficient clothing to keep your child warm during such periods. Class teachers will use their best judgment for time spent outside in colder temperatures.

15. **Health Issues:** If you find your child has contracted lice, scabies, pink eye, impetigo, chicken pox, hand, foot, and mouth disease, etc. do not send your child to school. Please notify the school immediately, and take appropriate measures. These are extremely communicable, and it is essential for parents to keep their children home in these situations. Children with a fever, runny noses, coughs or other signs of contagious disease should not come to school. If your child exhibits any of these symptoms, we will call you to take them home. In addition, a child who is not well enough for outside play in the conditions of the day should stay at home. We encourage adequate convalescence.

16. **Child/Medical records:** The following information and medical records are required to be on file effective on the first day of attendance:

- a. Copy of birth certificate
- b. Proof of recent physical exam on admission (current within one year);
- c. Proof of negative TB test (current within one year), is mandatory for students 5 years of age and older, 7th Graders, & new students
- d. Immunization records, or an immunization exemption form (current within one year);
- e. Completed/updated 'Emergency Child Record' forms for each child enrolled in the school, which will be kept on file at school;
- f. You have already provided an 'Authorization to Administer Medicine', which covers the contents of our first aid kits, when you signed the Enrollment Contract. These kits include some homeopathic remedies that are taken orally (e.g., when a child falls or gets bumped hard, they are given Arnica).

17. **Electronic Media** - Radios, tape players, electronic games, cell phones, Ipods, cameras, Blackberrys, electronic notepads, laptops. DVD players, (or any electronic devices) **are not allowed on the school premises by the students.**

- a. Television, Movies, Videos and Electronic Games: Waldorf education seeks to nourish, develop and enlarge each child's innate creative, emotional, intellectual and physical capacities. The full development of these capacities is of profound importance to each human being's ability to resolve life's riddles, to take up the task of destiny, and to grow and live in a spirit of fulfillment and positive contribution. They influence the young child's ability to work with others, to problem-solve, to picture, to envision, to see inwardly, and respond creatively and positively to life's challenges. These capacities are, in short, crucial elements of a child's development.

Such capacities are established and enlarged in the early years through a combination of creative, unfettered 'free imaginative play' coupled with age-appropriate classroom work of a rhythmic nature. Such activities can imbue young children with energy that will later become intellectual energy, tempered with a strong sense of beauty and goodness.

The central focus of the Waldorf teacher's task is to work with the children to build up a concrete experience of imaginative pictures during the day, both from words and pictures drawn on the blackboard and in the children's lesson books. They take these pictures home with them in their minds, and then they go to sleep. In sleep they work them through and come the next day and get them again, a little differently this time. After three or four days the pictures may be dropped and new ones taken up, always with the important interval of sleep in between.

When a Waldorf child comes home full of these beautiful and imaginative pictures and turns on the TV, regardless of programming, the vivid, rapidly changing images (and sounds) overwhelm the child's more subtle inner images, and effectively undo the work that the teacher has done. The result is that the work of the teacher during the day is undermined at night.

In addition, the critical but delicate impulse for free play is deadened by the constant bombardment of media images from television, movies and video games. This is primarily due to the powerful rapid-fire image-forming nature of electronic media, which places the viewer in a semi-hypnotic state. The "TV child" also adopts a more passive relationship to the world - outer stimulation and inner emptiness - which makes them at risk for drug and alcohol addiction later in life. These powerful media reduce attention spans and expose the children to much that is not appropriate to their age. Recent studies also show the debilitating and distorting effects of television watching (regardless of content) on the nervous systems and perceptions of growing children and its contribution to learning disabilities. The drug like and damaging effects of electronic media are systemic, and cannot be remedied or mitigated by "children's programming". Indeed, the vivid and powerful images in much of today's "children's" television programming and computer video games overrides and severely limits the child's naturally occurring imagination and higher-order neural development.

In these ways, television, movies, videos and electronic games work directly counter to the aims of Waldorf education. The ultimate decision is, of course, every parent's. We urge you to consider eliminating television and movies, as well as electronic games, from the lives of your young children, and significantly limiting older children's access to them.

- b. **Computers:** Computers are carefully introduced into the Waldorf curriculum at the high school level (grade 9 and above). They are not introduced sooner because the type of thinking required to operate a computer is highly abstract, and physically, socially & emotionally disconnecting. Computers impose on the user what Valdemar Setzer refers to in his paper on the subject as a "shrunk thinking environment", making them an impediment in the actively developing feeling and soul life of younger children.

The age at which a child is physically, socially, emotionally and intellectually ready to work with a tool that imposes such limitations is approximately fourteen or fifteen years of age (grade 9). By then, the proper foundation has been laid in thinking, feeling & willing (especially the latter) and abstract thinking & critical judgment has begun to mature, making the introduction to computer technology in high school less damaging and more fruitful. Delaying exposure to the computer until adolescence not only mitigates the potential dangers, it allows the child to come to the computer from a position of emotional and intellectual strength.

Since basic computer skills are vocational in nature, delaying their use until the child is developmentally ready to handle it poses no disadvantage to the child, and is in fact an advantage. Effective use of the computer as a tool is completely dependent upon the imagination and thinking skills of the user. The intellect is born with adolescence - this is the time to introduce computers.

The aim of a Waldorf education is to nurture and enlarge the child's multiple capacities (see section on television above). Computers, by imposing restrictions and distortions on the still developing emotions, minds, bodies, and egos of preadolescent children, work directly counter to the aims of Waldorf education for this age group. We urge you to consider eliminating computers from the lives of your young children, and significantly limiting older children's access to them.

- 18. **Parent Nights:** It is hoped that all parents will attend the parent nights held during the year. The parent nights provide the opportunity for the class teacher to meet with the parents as a group, and to explore with the parents their child's school life. The curriculum of the class will also be explained at the parent nights during the year. The life of the school is enriched by parent participation.
- 19. **Social Events/Fund-raisers:**
  - a. **Parental Supervision:** Parents are responsible for their children at all school and class events outside of the school day. Children require supervision at all times. Effective parental supervision of children after school and at school events plays a large role in the overall feeling of safety all the children will experience at our school.
  - b. **Alcohol:** We have a no alcohol policy for school events and fundraisers when children are present.
- 20. **Financial issues:** It is expected that tuition will be paid as agreed to in the contract. Contracts, tuition payments, application forms and any other records required by the school should be sent to: Anchorage Waldorf School, 3250 Baxter Road, Anchorage, AK 99504.
- 21. **Complaints/Suggestions/Grievance Procedures:**

We welcome constructive conversation regarding your child's education, programs and policies at the Anchorage Waldorf School. Admin Council is made up of the Administrator, Faculty Chair and Board President. You may seek any member of Admin

council to speak to regarding your questions. The following procedure is in place to facilitate effective communication and resolution:

- a. First attempt to speak directly with the person closest to the problem or solution. Set up a time when you both can focus on the issue exclusively.
  - b. If you need more communication after speaking with the person closest to the issue, put your concerns or questions in writing, on paper and deliver it to the person and a member of Admin Council. Taking the time to write out your concern will help clarify your thinking and bring all parties closer to resolution. Email is not acceptable for this step.
  - c. A member of Admin Council will ask to set another time for more communication depending on the needs in your written letter.
  - d. If you need additional assistance, a grievance process will begin. A committee of up to three faculty members and a member of Admin Council will be formed to address the complaint. This will not include the person closest to the complaint. The committee and the parents will meet for further communication and commit to a clear process and agreement toward resolution. This written agreement will become part of confidential school records.
22. **Use of School Mailing List:** The school mailing list consists of current parents, past parents, other Waldorf schools and friends of Waldorf education and/or the Anchorage Waldorf School. The mailing list is for the exclusive use of the Anchorage Waldorf School, and is not available to be sold, rented or given out to any person or business for any non-school-related use. The school will use the list to mail out or distribute newsletters, announcements, flyers, annual reports, memos and other such school-related correspondence. An annual parent phone directory is also published and distributed to the current year's parents, including mom & tot groups and approved pre-kindergarten nests that are not otherwise associated with the Anchorage Waldorf School. **If you wish to keep your phone number and/or e-mail unpublished in the parent directory, please let the office know by August 25<sup>th</sup>.**
23. **Photography:** Photos are often taken by families and school staff of children during the school day and special events. **You must request in writing to the office if you do not want photos taken of you or your child** otherwise pictures of community members and children may appear in school events, newsletter, etc.
24. **Nondiscrimination:** The Anchorage Waldorf School does not discriminate on the basis of race, color, gender, religious background, national or ethnic origin in its educational policies, admission policies or any school-administered programs.
25. **Student Evaluation:**
- a. Main lesson teachers will provide at least one face-to-face conference with each child's parent(s) during each of the fall and spring semesters. In addition, these teachers shall provide narrative end-of-year student evaluations to parents. These written documents include a curriculum overview and a progress report on each student.
  - b. During the school year, subject teachers are expected to provide, for each required parent conference, a brief written summary of goals met to date. More detailed information may speak to areas of praise or concern for specific students. Subject teachers shall provide written curriculum overviews and individual student evaluations for the families at the end of the year. These overviews speak to the grade's curriculum for the year, while the student evaluations speak to the progress made by the students toward the goals for each class.

## **26. Professional Development and Evaluation of Teachers:**

Our school has in place annual self-evaluation, a buddy system for teacher support, in-house mentoring for teachers taking a class or a grade for the first time, biennial (every other year) outside evaluation, and intervention evaluation. This program supports kindergarten, grades, and subject teachers. The objectives of this program are to foster: improvement in teaching, conscious and meaningful conversation between colleagues, interest in the work of others, gratitude for the work of others, conscious awareness of teacher performance, and conscious working with teacher performance for the well-being of the school. In addition, the budget provides for teachers to visit each other's classrooms, supports teachers in training, and each year teachers are encouraged to participate in a week of in-service training by attending a teachers conference in or out of the state or doing something personal to enhance their teaching. For this purpose, a week in February has been set aside for professional development. There will be no classes this week. For more details on this component of our teacher's professional life, ask to see documents in the Employment Policy or Employee Handbook.

## **GUIDANCE AND DISCIPLINE IN THE KINDERGARTEN**

The Anchorage Waldorf School seeks to provide a warm and welcoming atmosphere for each and every child that comes to our school. This consists of an environment of positive reinforcement for appropriate behavior, well-established rhythms and routines, firmly established expectations and acknowledgment of the uniqueness of each child's temperament, family, and cultural background, which are all elements that are woven into our program. Success in achieving this standard is possible only with well-informed, supported and rested teachers, who model good problem-solving behavior and interpersonal relations, and are present and aware with the children. Teachers are able to apply this knowledge, as is called for, in the many unique situations that occur each day.

1. We strive to create an environment that is safe and appealing to the young child.
2. Rhythms and routines are consistent and take into account the energy levels and attention spans of the children and allow for the children's physical needs to be met, i.e., bathroom time.
3. Basically stated, the children are not allowed to harm themselves, others, or things in their environment. Our goal in establishing these rules is to assist children in developing self control, self confidence, and sensitivity to others, through positive reinforcement and a non-punitive approach. If harm is being done, "time out" may be called for, or a distraction and moving on to a more constructive activity, or more attention given by the teacher. Rather than a "lecturing" method, we use storytelling as a way to convey to the children our expectations of appropriate behavior. This is a gentler, more subtle experience, in which the child may take in the expectations in a non-threatening atmosphere.
4. The teachers have interviews with the parents and visit the child in the home in order to familiarize themselves with each child's unique background. Parent education is offered in the school to support parents in establishing healthy boundaries in the home. Teachers monitor difficult behavior and are in touch with the parents, as needed. Strategies are worked out with them, and progress is reviewed.
5. In extreme cases the teacher or the assistant will remove the child from the immediate situation while one remains with the other children. When some calm is established, a consultation about the appropriate action may take place between teacher and student.
6. Sometimes, young children "forget" to go to the bathroom, and accidents will happen. When this occurs, we quickly, quietly, and privately help the child into clean clothes with

the quiet reassurance that this sometimes happens to everyone and that there is nothing to be embarrassed about. Children are never shamed or punished when bathroom accidents occur.

7. At rest time, the children are encouraged to completely relax.
8. We do not leave the children alone, unattended, or otherwise without supervision.
9. If a child continually shows distress through aggressive behavior, we will meet with the parents to gain an understanding of the child and of what may be causing the problems. Changes in the child's routine or diet or consultation with experts in child development may be recommended. If the distress continues, the child will be given a six-week probation period. This is often long enough to show improvement, or it may be decided that another setting would be more helpful for both the child and the school. Therefore, a recommendation for withdrawal will be made. We expect parents to understand this procedure and to be willing to cooperate so that we can provide the best solution for the child and for the class as a whole.

## **GUIDANCE AND DISCIPLINE IN THE GRADES**

At the Anchorage Waldorf School, the development of feelings and behaviors of reverence, respect, and responsibility are of equal importance to the development of academics, and all are intimately connected. In addition, we wish to foster an atmosphere of peaceful cooperation that promotes learning. It is to these ends that the following expectations have been defined. All policies apply whenever students are on school grounds during the school day. At any school-sponsored function or outing outside the hours of the regular school day, parents are responsible for their children and are asked to support the same behavior guidelines. In some instances a supervisor may be designated (i.e. Work Days) for a specific number of children in a defined area. Parents are required to sign children in and out of the supervisor's care. Children outside this area are considered to be under their parent's supervision.

### **Part I - Expected Student Behaviors**

#### **1. SAFETY**

- a. Underlying the broad educational goals of the school is the assumption that all children will be in an environment that is physically safe. The children's safety is paramount. The following rules address this area:
  - i. Fighting, bullying, and aggressive behaviors, including pushing, kicking, hitting, biting, tripping and play fighting will not be tolerated under any circumstances.
  - ii. Aggravating a situation or deliberately agitating a person to the point of anger or tears is unacceptable behavior at any time.
  - iii. Students will refrain from throwing things, running, roughhousing, or engaging in other rowdy behavior in the classrooms or in the school building.
  - iv. Students must always obtain permission from the teacher in charge to leave his or her sight.
  - v. Students must remain in approved areas of the school property at all times.
  - vi. Students must comply with playground rules (see Section D).

- vii. Students will not hang on, crawl on, or otherwise occupy the banisters or areas around the stairwells. They are also not permitted to throw objects into or from the stairwell.
- viii. Children will not operate heaters, lights, or fans, nor open and close windows without permission from the teacher.

## 2. RESPECT FOR PEOPLE AND PROPERTY

It is recognized that in order to meet our academic, social, and even our spiritual goals, children need a well-ordered environment where respectful consideration of other people and their property prevails. We expect to see a growing ability in our students to function maturely in a classroom setting. We expect them to demonstrate an increasing respect for our language in its most noble form. We encourage an atmosphere where words are used with integrity and honesty. The following guidelines are meant to support these concerns:

- a. Students will demonstrate courtesy toward their teachers, all staff, parents, volunteers, and will comply with requests and directions given to them and to classroom rules and limits, whether established by their main lesson teacher, a subject teacher, or by a substitute teacher.
- b. Students will refrain from using swear words or profanities, as well as language that is rude, hurtful, or demeaning. Racial, ethnic, gender, or religious slurs will not be tolerated. This includes teasing.
- c. Students may not take the possessions of others, either temporarily or permanently, without express permission. The deliberate destruction of others' possessions will not be tolerated.
- d. Students will use school equipment properly and will treat all areas of the school property with respect. Graffiti, vandalism, and other abuse of property will not be tolerated.
- e. In respect for personal privacy, only one child may enter a stall of the bathroom at a time.

## 3. RESPONSIBILITY TO THE LEARNING ENVIRONMENT

At the Anchorage Waldorf School we strive to create a learning environment where the highest standards of quality and beauty prevail. The personal appearance of each student and the quality of each student's work contribute to this overall environment. Also, students are continually encouraged to make a genuine effort in all learning activities, and are taught that punctuality is part of their training toward self discipline and independence. The following expectations address these concerns:

- a. The use of cigarettes, alcohol, or drugs is strictly forbidden.
- b. Students will adhere to the guidelines of the dress code (See Clothing Section in the Parent Handbook).
- c. Students will attend all classes punctually, unless special arrangements have been made.
- d. Students will come to class with assignments completed and with the appropriate supplies, if asked to bring something from home.
- e. Students will refrain from chewing gum in class or on the school grounds.
- f. Students will leave at home items disruptive to or not necessary for the learning experience, e.g., toys, knives, magazines, matches, money beyond what is needed for school activities, Walkmans, tape players, electronic games, etc..

## 4. PLAYGROUND RULES

- a. All children must go out for recess, dressed appropriately, unless they have a note from a parent or permission from a teacher.
- b. Students must obey the playground supervisor at all times.
- c. Students must play within the boundaries of the supervised playground area. If inside the building before or after school, children must only be in supervised areas.
- d. Children may not leave the supervised area without the express permission of the playground supervisor.
- e. Sliding/sledding is allowed in designated areas, and only when the faculty has approved the snow conditions for sliding/sledding.
- f. Playground equipment will be used only in the way it is designed to be used. Children will take turns when necessary and will watch out for others around them as best they can.
- g. When playing in the back fenced-in area, no one will be allowed to walk or sit on the top of the fence.
- h. Climbing trees will only be permitted when the child wishing to climb has asked one of the adult supervisors to be a spotter. That will only be possible when another supervisor is available to continue supervision of the larger play area.
- i. Gun play is prohibited at the school.

## **Part II - Consequences of Student Misbehavior**

The following are steps to be followed by the teacher when he or she determines that a child is in violation of the school's behavior expectations. Please note that the distinction between a major and a minor infraction must necessarily remain a subjective one. It is suggested, however, that a major infraction be defined as one in which the offending behavior,

- 1. seriously jeopardizes the safety or well-being of another or of oneself, or
- 2. is seriously harmful to property.

- 1. In the case of a minor infraction, it is left entirely to the discretion of the teacher to stop the infraction in whatever manner is deemed appropriate, and to administer an appropriate reprimand and/or consequence.
- 2. For severe or repeated infractions:
  - a. The teacher(s) present must stop the infraction.
  - b. The class teacher should be notified immediately.
  - c. The child's parents will be notified as soon as possible by the class teacher. If the class teacher is unavailable, the notification will be done by the supervisor who witnessed the infraction.
  - d. An appropriate reprimand or consequence will be administered according to school guidelines, as outlined below.
  - e. Faculty will be notified at the next faculty meeting of the problem.

## **SPECIFIC DISCIPLINARY GUIDELINES**

Although methods such as suspension and expulsion are not considered to be a solution or correction to behavior infractions, they are often an expedient deterrent, and therefore of occasional value. It is assumed, however, that in cases of repeated or serious misconduct, teachers and parents will work together to discover possible underlying causes. The goal, of course, is for everyone to work in cooperation toward a positive, long-term solution.

1. A child in Grade 4 or older, who intentionally hits or otherwise intentionally injures or attacks another child will be sent home immediately and is subject to a minimum of one-day suspension. A meeting between the teachers involved and the child's parents is required before the child can return to school. Additional incidents or an extreme first incident that seriously jeopardizes the safety of others will result in expulsion from the school. Parents must identify a discipline emergency contact person, who could pick up a child if the parents are not available; if none has been specified, the person specified for emergency health care pickup will be called.
2. Younger children, in grades 1-3, may also be subject to the above guideline, but more discretion is left to the class teacher and other faculty members involved, allowing for responses that are developmentally appropriate.
3. In cases of mischief to property, vandalism, or theft, the child(ren) will be required to replace or repair the damage where possible and reasonable. Repeated or extreme cases of vandalism are subject to suspension or expulsion. In any case, the child's parents are expected to take ultimate responsibility for any and all replacement or repair costs.
4. The use of cigarettes, alcohol, or drugs will also result in suspension for 1-3 days. Repeated offenses will result in expulsion.
5. Other violations of expected student behaviors and repeated violations are subject to one or more of the following actions:
  - a. verbal reminder of the appropriate behavior
  - b. redirection to a different situation
  - c. a story told to the class for the purpose of communicating to children more subtly what the expectations are for appropriate behavior.
  - d. a private conversation between the teacher and the student
  - e. removal from an activity for some portion of or the duration of the activity
  - f. imposition of a natural consequence, such as, doing something kindly for a person the child was unkind to, community service, a letter or statement of apology with acceptance of responsibility for actions, etc..
  - g. notification to parents of a particular incident and applied action
  - h. a faculty-conducted child study where all faculty members focus and reflect on a child and try to help expand or clarify perceptions and understandings of the child in order to find potential solutions.
  - i. a parent conference to develop a plan for improvement and correction
  - j. a meeting with members of the faculty
  - k. one- to three-day suspension

#### PROGRESSIVE DISCIPLINE POLICY

Parents will regularly be apprised of their child(ren)'s conduct and progress in school. However, if a child's behavior causes disruptions to the class on a continual basis, thereby becoming a detriment to the class and him or herself, even after specific guidelines have been applied, the class teacher must inform the parents in writing of the behavior that is occurring. At this point the parents will be invited to a meeting with the teacher to discuss and clarify the problems.

During this meeting, steps which the student must take in order to stay with the class will be outlined in writing. The child must be informed of the behavior that is not acceptable and goals expected. A date for an assessment meeting will be set at that time and agreed upon by parents and teacher. Parents will be requested to submit to the teacher a written account of the

parent/teacher conference. Teachers will submit a written account of the meeting for the parents.

At the assessment meeting it will be discussed whether or not positive steps have been taken by the student, as set out in the letter. If yes, the goals will be reassessed and a schedule set up whereby behavior can be monitored. The second evaluation meeting will take place in 2-4 weeks.

If the teacher feels there has not been positive improvement, this must be communicated in writing to the parents. If the inappropriate behavior continues, the child will be suspended for a period of one week. At the end of that time, the child must be accompanied by a parent to be readmitted to the school. If the child's inappropriate behavior continues after the period of suspension, and the child is asked to leave the school again, this will result in permanent expulsion from school.

This progressive discipline policy must be handed to all parents at the beginning of the discipline time period.

### **Part III - Response to Discipline Problems**

#### RESPONSE OF TEACHERS

In Waldorf schools discipline finds its place first and foremost with the teachers who foster a respect for the essential dignity and individuality of each child. The Waldorf teacher builds a bond of trust with the child and out of this trust grows the authority of the teacher. In addition, the teacher must take practical steps to assure the smooth flow of learning within the lesson, the school day, and the year, allowing for periods of expansion and contraction, for balance between concentrated quiet work and movement activities, and for a blending of the artistic and the intellectual. Each teacher must also communicate to the students what is expected behavior for a class or a particular lesson.

While it is recognized that discipline problems often arise suddenly and require spontaneous reactions, it is expected that teachers will behave in a calm and collected manner. Teachers should adhere to the following guidelines:

1. The spoken word should be used when possible. This implies the use of nonjudgmental, non-demeaning language that clearly communicates the teacher's expectations.
2. A teacher may not use force as a punishment or as an emotional reaction to a child's behavior.
3. The use of physical (but non-punitive) intervention is to be avoided, in general, except when deemed necessary:
  - a. to quell a disturbance threatening physical injury to others.
  - b. to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil,
  - c. for the purpose of self defense,
  - d. for the protection of persons or property.

#### RESPONSE OF PARENTS

While it is recognized that there are diverse approaches to discipline within the homes of our families, it is expected that parents will work with teachers constructively and collaboratively on discipline problems that may arise with their child at school.

1. We expect parents to encourage those behaviors described in Part I - Expected Student Behaviors
2. We expect parents to respect the consequences of student misbehavior as described in Part II - Consequences of Student Misbehavior.

3. At all school functions outside the regular school day, we expect parents to accept responsibility for their child(ren)'s behavior. We ask that while at school events, parents support the code of behavior that is held during school hours. Children should never be dropped off at a school event. If no parent can accompany a child, some other adult must be identified by the parents, who will accept responsibility for the child while attending the event.
4. We expect parents who have a grievance, or suspect they may have grounds for a grievance, to follow the procedures in the section of the handbook labeled "Grievance Procedures."

### POLICY CHANGES

The policies, rules and benefits set forth in this guide are subject to modification. The Anchorage Waldorf School (AWEA) reserves the right to revise, supplement, or rescind any of the provisions, as well as any of our other admission and attendance policies, from time to time, as we deem appropriate, at any time and without advance notice, at our sole discretion.

This guide supersedes all previous AWEA policy statements, including any previous guides, memoranda, and oral or written statements pertaining to the AWEA admission and attendance policies. The policies and procedures set forth in this handbook are guidelines only. AWEA reserves the right to make the final decision regarding interpretation and application of all policies, benefits and rules of conduct contained in this handbook, at its sole discretion.

### APPENDIX

#### WIND CHILL CHART

Wind Speed MPH	Air Temperature (Degrees Fahrenheit)																
	35	30	25	20	15	10	5	0	-5	-10	-15	-20	-25	-30	-35	-40	-45
5	33	27	21	16	12	7	1	-6	-11	-15	-20	-26	-31	-35	-41	-47	-54
10	21	16	9	2	-2	-9	-15	-22	-27	-31	-38	-45	-52	-58	-64	-70	-77
15	16	11	1	-6	-11	-18	-25	-33	-40	-45	-51	-60	-65	-70	-78	-85	-90
20	12	3	-4	-9	-17	-24	-32	-40	-46	-52	-60	-68	-76	-81	-88	-96	-103
25	7	0	-7	-15	-22	-29	-37	-45	-52	-58	-67	-75	-83	-89	-96	-104	-112
30	5	-2	-11	-18	-26	-33	-41	-49	-56	-63	-70	-78	-87	-94	-101	-109	-117
35	3	-4	-13	-20	-27	-35	-43	-52	-60	-67	-72	-83	-90	-98	-105	-113	-123
40	1	-4	-15	-22	-29	-36	-45	-54	-62	-69	-76	-87	-94	-101	-107	-116	-128
LITTLE DANGER							INCREASING DANGER					GREAT DANGER					

## **Recommended Reading**

### **- Education and Culture -**

#### **Education - Waldorf**

You Are Your Child's First Teacher *by Rahima Baldwin*

Beyond the Rainbow Bridge: Nurturing our children from birth to seven *by Barbara J. Patterson and Pamela Bradley*

Waldorf Education - A Family Guide edited *by Pamela Johnson Fenner and Karen Rivers*

Waldorf Early Childhood Education - Emerson Waldorf School publication *by Nancy Willson & Olga Wierbacki*

The Uses of Enchantment: The Meaning & Importance of Fairy Tales *by Bruno Bettelheim*

Teaching as a Lively Art *by Marjorie Spock*

Confessions of a Waldorf Parent *by M. Gorman*

Learning to Learn: Interviews with Graduates of Waldorf Schools *by AWSNA*

School As a Journey: The Eight-Year Odyssey of a Waldorf Teacher and His Class *by Torin Finser*

The Education of the Child *by Rudolf Steiner*

#### **Education - General**

Endangered Minds: Why Children Don't Think and What we Can Do About It *by Jane Healy*

The End of Education *by Neil Postman*

Miseducation: Preschoolers at Risk *by David Elkind*

Killing the Spirit: Higher Education in America *by Page Smith*

#### **Culture**

The Hurried Child: Growing Up Too Fast Too Soon *by David Elkind*

All Grown Up & No Place To Go: Teenagers in Crisis *by David Elkind*

The Disappearance of Childhood *by Neil Postman*

Amusing Ourselves to Death: Public Discourse in the Age of Show Business *by Neil Postman*

Reviving Ophelia: Saving the Selves of Adolescent Girls *by Mary Pipher, Ph.D.*

Evolution's End: Claiming the Potential of Our Intelligence *by J.C. Pearce*

The Biology of Transcendence: A Blueprint of the Human Spirit *by J.C. Pearce*

A is for Ox : The Collapse of Literacy and the Rise of Violence in an Electronic Age *by Barry Sanders*

## **Recommended Reading**

### **- Electronic Media -**

#### **Electronic Media - television in particular**

Endangered Minds: Why Children Don't Think and What we Can Do About It *by Jane Healy*

Evolution's End: Claiming the Potential of Our Intelligence *by J.C. Pearce*

The Disappearance of Childhood *by Neil Postman*

A is for Ox : The Collapse of Literacy and the Rise of Violence in an Electronic Age *by Barry Sanders*

The Plug-In Drug *by Marie Winn*

Amusing Ourselves to Death *by Neil Postman*

Four Arguments for the Elimination of Television *by Jerry Mander*

The Children of Cyclops: The influence of television viewing on the developing human brain *by Keith Buzzell*

How Television Poisons Children's Minds *by Everett Miles, Ph.D.*

Strangers in Our Homes: TV and Our Children's Minds *by Susan R. Johnson, M.D.*

**Computers in Education**

Computers in Education *by Sloan, Fink & Mitchell*

The End of Education *by Neal Postman*

Technopoly *by Neal Postman*

Silicon Snake Oil: Second Thoughts on the Information Highway *by Clifford Stoll*

The Future Does Not Compute: Transcending the Machines in Our Midst *by Stephen Talbott*

Failure to Connect *by Jane Healy*

[The Computer Delusion](#) (Atlantic Monthly July 1997) *by Todd Oppenheimer*

The Child and the Machine *by Armstrong, Alison and Charles Casement*

The Flickering Mind: The False Promise of Technology in the Classroom and How Learning Can Be Saved *by Todd Oppenheimer*

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