



Parent Handbook 2010-2011

**30W160 Calument Avenue W
Warrenville, Illinois 60555
(630) 836-9400
www.fourwindswaldorf.org**

Mission Statement

Four Winds Waldorf School is committed to awakening the intellect, imagination and determination of every child, leading to a life-long love of learning. Within a protective and nurturing environment, teachers and parents work together to build a community where each student's confidence, sense of responsibility and self-reliance unfolds.

Four Winds Waldorf School Code of Conduct

Some simple guidelines for all teachers, parents, and students to help us in our daily life together.

Self- Respect:

- Do everything you do to the best of your ability
- See all assignments through to completion
- Take good care of your belongings
- Be on time to school and to class
- Eat nutritious foods
- Get plenty of sleep
- Always dress appropriately for the weather

Respect for others:

- Acknowledge one-another with a friendly greeting
- Remember to offer thanks to others
- Always look for opportunities to be helpful
- Use positive, encouraging language
- Use "kind hands" in work, play and social interactions
- Treat the belongings of others with care and consideration
- Comply with teacher and staff requests: Right away, all the way, and respectfully
- Remember that the hallways are "quiet zones:" walking feet and quiet voices

Respect for our environment:

- Help maintain a clean and orderly classroom, building and grounds
- Assist with recycling and garbage pick-up
- Use school materials and equipment with care and consideration
- Inform teacher or staff of any damaged or broken equipment, fixtures, etc.

TABLE OF CONTENTS

How Our School Is Organized

Introduction to Waldorf Education and Four Winds.....	4
Organization of the School	5
Committees and Their Work.....	8

School Life and Policies

General Information	12
If You Have a Question	13
Guidelines for Communication.....	14
School Life	15
Your Child's Health	17
School Communications	20
Transportation and Carpooling	21
Arriving and Departing from School	21
Late Arrival, Early Departure & Late Pick-Up.....	23
Dress Policy & General Appearance.....	25
Mealtimes and Food Allergy Policy.....	28
Media Policy.....	30
Electronic Device Policy.....	32
Conduct & Discipline	33
Admissions Procedures	43
Early Childhood Extended Care Program.....	44
Financial Information	45
Social Inclusion Policy.....	46
Anti-Harassment Policy.....	50
Guidelines for Gift Giving to Faculty.....	52
Student Extended Leave of Absence Policy.....	53

Welcome to Four Winds Waldorf School

We hope this parent handbook will help answer any questions you may have about the school community, school policies and your child's day-to-day experiences. If you have any questions, please contact the administrative staff or your classroom teacher. Thank you for being a part of our school.

Introduction to Waldorf Education

“Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education.”

-Rudolf Steiner

Four Winds Waldorf School is part of a worldwide movement of more than 1000 schools whose approach to education is grounded in the work of Rudolf Steiner (1861-1925). In April of 1919, Steiner visited the Waldorf Astoria cigarette factory in Stuttgart, Germany. The German nation, defeated in war, was teetering on the brink of economic, social, and political chaos. Steiner spoke to the workers about the need for social renewal, for a new way of organizing society and its political and cultural life. Emil Molt, the owner of the factory, asked Steiner if he would undertake to establish and lead a school for the children of the employees of the company. Steiner agreed but set four conditions, each of which went against common practices of the day: 1) that the school be open to all children; 2) that it be co-educational; 3) that it be a unified twelve-year school; 4) that the teachers, those individuals actually in contact with the children, have primary control of the school, with minimum interference from the state or from economic sources. Steiner's conditions were radical for the day, but Molt gladly agreed to them. On September 7, 1919, the independent Waldorf School (Die Freie Waldorfschule) opened its doors.

The innovative school attracted immediate interest among people seeking a new way of educating children, and other Waldorf schools were founded. By 1928, the growing movement had spread to North America with the founding of the Rudolf Steiner School in New York City. A few more schools were established in the 1940's and 1950's but it was in the 1970's that Waldorf schools began to spring up all over the US and Canada.

While each Waldorf school is independently administered, all subscribe to a common vision of the art of education and the understanding of the developing human being that stands behind it. In addition to the over 250 affiliated Waldorf schools and initiatives in North America, there are many early childhood programs working independently in private homes.

Four Winds Waldorf School

Four Winds Waldorf School was founded in 1994, when a group of parents interested in Waldorf education formed a working group to start a Waldorf school. The school began with the opening of a preschool-kindergarten program in September, 1994; since then Four Winds has grown into a full school offering parent-child, preschool-kindergarten, elementary and middle school programs through Grade 8.

Organizing and providing for our growing school community requires continuous effort by the joined efforts of parents, faculty and staff. Through the financial donations of many, as well as the vitally important “labors of love” contributed by parents and friends of our school, we have accomplished a great deal.

Our school seeks to serve children and parents coming from a rich variety of spiritual, cultural, social and economic backgrounds. Indeed, this is an essential component of Waldorf education, where variety strengthens and enriches the spirit of community. Four Winds Waldorf School does not discriminate on the basis of race, religion, color, national or ethnic origin in its educational, administrative, admissions, and scholarship programs.

The Association of Waldorf Schools of North America (AWSNA) recognizes Four Winds Waldorf School as a “developing” school. As an organization, AWSNA offers support to Waldorf schools through resources, pedagogical and organizational advising, accreditation, professional and community development, advocacy, teacher preparation, and research. Four Winds Waldorf School pays yearly dues to AWSNA, and each family pays AWSNA dues, which are included in tuition calculations.

The Organization of the School

One of the unique features of Waldorf schools is that they are ‘self-administered’, where faculty, staff, board members and parents work together ‘in the spirit of community’ guided by the faculty and their understanding of Waldorf pedagogy. Such an administration allows those most intimately connected with the day-to-day life at school to make decisions regarding school policy.

Faculty and Staff

The Faculty is composed of individuals with varied backgrounds, united by their commonly held beliefs and ideals in relation to the education of the child. Full-time teachers have studied or are currently studying Anthroposophy and Waldorf education at a Waldorf teacher-training center. Beginning teachers receive valuable support and guidance from mentors, as well as help from visiting master teachers. Teachers take part in a peer-mentoring program, and an evaluation process through our Professional Development Committee. Together with parents, the faculty works on festivals, programs and committees that nurture and fulfill the highest ideals of our community.

Weekly faculty meetings consist of child and pedagogical studies, artistic activities and school-related business which serve to prepare the individual teacher and the faculty as a whole. These meetings enrich the faculty in such a way that they become more aware of the tasks needed to educate the children. Part-time subject teachers and administrative staff join with the faculty in meetings designed to balance the three-fold impulse: intellectual, artistic and practical endeavors. It is the goal of the faculty to make decisions that seek to continually improve the quality of the education.

The Administrator, as part of the Faculty, handles the ongoing daily business of the school and supervises and coordinates office and committee work. The Administrator through the appropriate channels in the school implements and communicates policy decisions made by the Leadership Council, Faculty or the Board of Trustees. It is essential that all school groups communicate their intentions with the administration.

The Leadership Council, a group of four to five people consisting of faculty and the administrator, carries a deep commitment to working with the ideas of Anthroposophy and are committed to taking a leadership role in the overall administration of the school. The Leadership Council is responsible for pedagogical concerns, for personnel issues, and for guiding the long-range development of the school. The Leadership Council meets twice weekly.

The purpose of the Leadership Council is to keep an overview of the school as a whole and act on behalf of the Faculty, making decisions in a timely manner, being proactive in anticipating needs, and ensuring healthy communication and collaboration between Faculty, Board and Parents.

The Office Staff, which consists of the Administrator, Enrollment Coordinator, and Office Coordinator, serves to meet the business and communication needs of our growing school.

Board of Trustees

The Board of Trustees is composed of parents, faculty and outside community members who are appointed by the board for a term of three years. They are responsible for the fiscal, legal and expansion decisions made on behalf of the school. The Board undertakes to carry out most of its work through the following committees: Finance, Tuition Assistance, Enrollment, Strategic Planning, Building and Grounds, and Development. The Board, as required by the school's bylaws, holds an annual meeting. This meeting is open to all members of the school community.

Monthly board meetings, held the third Thursday of each month, are open for observation to members of our community. If you would like to address the Board, please contact the Board Secretary in advance of the meeting. In certain instances, the Board may deem items confidential in nature and will move to closed session.

Since the term of office for one-third of the members expires each year, the Board accepts nominations in the spring. Board members may serve consecutive terms through a process of mutual agreement between the member and the Board. Parents or friends who wish to offer their service as a board or committee member are encouraged to give their names to the Board President or Secretary.

Executive Steering Committee

Each week, the Faculty Chair, the Administrator and the Board President meet to discuss issues of the school, processes grievances and requests, and to communicate pertinent information so each group is well-informed of the work of the others.

Parent Council

The Parent Council serves to invigorate the life of the school community through social events, festivals, a teacher appreciation dinner and parent education opportunities. The Parent Council also serves as an advisory group on behalf of the parent body and seeks parent input via communication with class representatives and parent satisfaction surveys.

The Parent Council is made up of parent volunteers representing each class from preschool through 8th grade. The Council consists of a chair and a representative member from each class who also take on the following roles: secretary/communications coordinator, parent education chair, festival chair, development liaison, marketing liaison, buildings and grounds liaison, and mentor if necessary. Monthly meetings are open to the entire school community. Closed sessions are called as needed or a portion of the regular meeting may be closed as needed.

Parent Council members represent each class from early childhood through 8th grade and are nominated by the parents of each class in September of each year. Combined grades classes nominate one person to represent the combined class. When a new chair's term is up, a new chair is chosen at the end of the school year from among the current Parent Council members.

Parent Council meetings are held the 1st Thursday of each month (with some exceptions for school closures and events) at 7:00 p.m. in the school's Community Room from October through June. Dates are listed on the school calendar. The agenda is set in advance of the meeting. Contact the Chair to be placed on the agenda. An open forum period of ten minutes is reserved at the end of each meeting as necessary.

Parent Council members act as class representatives and hold the trust of the class parents, acting as advocates and as a communication network between the Parent Council and the parents of the class. Parent Council members are called upon to organize volunteers to help school-wide festivals and events. Parent Council members attend Parent Council meetings as representatives of their class. The Chair of the Parent Council holds a seat on the Board of Trustees as advocate on behalf of the parent body.

Room Parents

The Room Parent (aka "Class Angel") *does not* report to the council or sit on the council. Room Parents are selected by the classroom teacher. The role of the Room Parent is to support the teacher, report to the teacher and perform the following functions as needed:

- Establish a relationship with the teacher and anticipate needs.
- Help coordinate class events e.g. class meetings, field trips, birthday celebrations, etc.
- Welcome new families with activities such as inviting new families for play dates, occasional check-ins to see if there are any questions about the school, and social events.
- Meet with Parent Council class representative periodically to share news and needs of the classroom.
- May put forth initiatives as needed to support the teacher with volunteer help in the classroom or special fundraising for supplies.
- Collaborate with the Parent Council class representative on a year-end gift to be presented at the annual teacher appreciation dinner in the spring.

Volunteer Support

Parent involvement is vital to the success of Four Winds Waldorf School. So many critical areas are staffed with volunteer support: our Board of Trustees; School Store; Building and Grounds Committee; Social Inclusion Coordinating Group; Development and Scrip Program chairs; Traffic Volunteers; Dismissal Volunteers; Office Volunteers; Parent Council Representatives; and Room Parents. Watch the school newsletter and bulletin board for opportunities to volunteer.

Committees and Their Work

The Waldorf School is born out of a free social and cultural deed; it relies solely on the gifts of those individuals who support it, both morally and economically. The financial support of parents and friends is essential to the life of the school, but active involvement is equally indispensable.

As our community has grown, we have found that with many hands, our work is made lighter. The good feeling that comes from contributing is directly linked to the enrichment of our community. Through the strengthening of our school community our school prospers.

Our various committees greatly enhance the life of the school and carry on much of the work. They require the enthusiastic participation of many willing hands in order to function. All parents and friends of the school are warmly encouraged to volunteer to join the committee(s), which best suits your interest and expertise. Talk to the committee chair if you would like to find out more about the committee's work. The following is a list of most of the school's committees:

Board Committees

Finance Committee

The Finance Committee consists of the Treasurer, Administrator, and two additional members. The committee oversees and directs the flow of funds through the school. It is a vital link in the direct communication with the Board of Trustees, providing concise professional reports and accurate accounting of monthly income, cash flow, expenses broken down by category, and delinquencies. The committee is also responsible for recommendations for the school's operating budget. It formulates and develops financial plans for one and two years, reviewing and adjusting them annually.

Building and Grounds Committee

The Building and Grounds Committee oversees all of the ongoing maintenance, capital improvements and plans for future expansion of the building and or grounds. This committee is responsible for recommendations for the school's capital budget and for all operating expenses related to maintenance of the school's building and grounds. The committee works closely with the Faculty, Administration and Board to coordinate all of the building and grounds needs.

Marketing and Enrollment Committee

The purpose of this committee is to create and implement the marketing and enrollment strategies that will help grow the school. This committee is responsible for recommendations for the school's web site, publications, and data base. The committee is also responsible for developing and overseeing the Enrollment/Marketing Strategic Plan, which includes enrollment goals and objectives. The committee works closely with the Administrator, Marketing, and Enrollment Coordinators to fulfill all of the marketing and enrollment needs.

Development Committee

Development is the work of making many friends in many places. Its goal is to bring people and resources to the school. Our Annual Fund Drive in the autumn is a vital part of our school's existence. Tuition does not fully cover the operations of our school. Additional funds are needed to be able to offer the benefits that a Waldorf school provides, while keeping tuition costs down. It is crucial that every parent in the school participate in our Annual Fund Drive. To be successful, our Annual Fund Drive requires dedication, commitment and involvement by the entire community. The Development Committee needs energetic new members. If you have skills and enthusiasm for this work please contact the Development Chairperson or Administrator.

Administrative Committees

Outreach Committee

This committee consists of the Enrollment Coordinator and parents. Their focus is reaching out to the broader community through developing a resource directory, forming a speaker's bureau, having exhibit tables at fairs and festivals, building relationships and sharing the philosophy of Waldorf education.

Tuition Assistance Committee

The Tuition Assistance Committee meets from mid April to early June. Its task is to review tuition aid applications in confidence and allocate fairly the funds budgeted for tuition assistance by the Board of Trustees. The committee is comprised of a board member, finance committee member, Administrator, and a faculty member.

Parent Education

Parent education is a vital link in the success of a Waldorf school. Lectures, workshops and study groups give parents an opportunity to enrich their knowledge and interest in Waldorf education and related topics. Faculty, Parent Council representatives and administration comprise this committee and plan the year's educational offerings.

Student Services Committee

SSC is a synthesis of three groups to offer therapeutic, social and discipline support to the students in our community and the teachers guiding their development. In past years the Care Group, Social Inclusion Coordinating Group and the Discipline Committee were separate groups each with a specific intention. This group will oversee all three service areas for our students.

The SSC will

- ◆ address referrals by teachers, parents or staff based on observations or interactions which alert them to specific situation needing attention
- ◆ meet weekly with the core group and call in designated faculty for consultation based on the situation at hand after a process of inquiry is conducted to gather facts and details of a particular situation
- ◆ develop and communicate tools for therapeutic referrals, social inclusion processes and disciplinary protocols and response measures
- ◆ support the class teacher in communicating with parents a recommended course of action when it is deemed necessary
- ◆ track the process and follow-up on the agreed upon course of action
- ◆ take steps to educate the community about the committee and available resources

Social Inclusion Coordinating Group (SICG)

The purpose of SICG is to support students, faculty and parents. Our primary focus is to help students resolve conflict, reduce incidents of exclusion, and be watchful of bullying behavior. When a child is referred for SICG services, we work with them from a model developed by Kim John Payne (which has been renamed the "Seeing Both Sides Approach"). In addition, SICG meets weekly to discuss current student-to-student issues, the social atmosphere of the school, ways to deepen faculty's conflict resolution skills, parent education, etc. SICG is comprised of Marianne Fieber (Administrator), Bruce Cooper (faculty member), John Keeney (consultant and faculty member), Dr. Martin Lemon (parent), Dr. Shellie Kruchko (parent), and Parvaneh Shidnia-Smith (Collaborative Counselor). For more information, please see the Social Inclusion Policy later in this handbook.

Faculty Committees

Care Group

Care Group's purpose is to support the community by familiarizing themselves about different therapies, maintaining a parent-referred practitioner's book, acting as a clearinghouse of information regarding remedial topics, inviting lecturers, and suggesting practitioners when requested by faculty members for those students who they suspect might benefit. Care Group's purpose does not include diagnosing behavior, or in any way assuming the role of expert. Current members include Marianne Fieber (Administrator), Maryla Sikora (Consultant and faculty) and Parvaneh Shidnia-Smith (Collaborative Counselor).

Discipline Committee

The Discipline Committee meets when the discipline policy is updated or when a student's behavior warrants immediate attention, a formulated plan and/or decision about future attendance. This committee is comprised of Marianne Fieber (Administrator), Parvaneh Shidnia-Smith (Collaborative Counselor) and Brenna Hardin (Consultant and Faculty). Otherwise, Marianne Fieber and Parvaneh Shidnia-Smith act as Discipline Coordinators whenever a student acts inappropriately and is sent to the office. Along with following the prescribed consequences as set in the discipline policy, we help the student examine their behavior, explore alternative behavior in the future, and discuss how to amend the situation. For more information, please see the discipline policy section later in this handbook.

Professional Development

This committee is responsible for supporting the work of the teachers in the classroom through an evaluation process. Both external and internal professionals are used as part of the teacher evaluation process.

Recruitment/Hiring Committee

This ad-hoc Faculty committee is responsible for advertising teaching positions, screening applicants, scheduling visits with teaching candidates, interviewing and recommending candidates for consideration by the faculty.

In-School Festivals

This Faculty committee will plan and organize the in-school festivals such as Michaelmas, Lantern Walk, St. Nicholas Day, Candlemas, Valentine's Day and others.

General Information

Office hours: Monday through Friday 8:00 a.m. to 3:00 p.m.

Office Telephone: 630-836-9400 Fax Number: 630-836-1732

For absences, please leave a message on the school voice mail by 7:45 a.m.

The School Office

Parents who need to reach a student or teacher during school hours should direct messages through the school office. If you are unable to reach someone by phone, please leave a message on our voice mail and we will get back to you as soon as possible. Also, you are welcome to leave a message anytime outside of office hours.

School Hours

Early Childhood Program hours: Rainbow Garden and Oak Tree Garden classes begin at 8:15 a.m. and end at 12:15 p.m. Preschool-kindergarten children should arrive between 8:00 - 8:15 a.m. Pre-K students who are dropped off with a sibling in the grades may arrive as early as 7:50 a.m. Early Childhood Extended Care is available from 12:15 – 2:45 p.m., Monday – Friday.

Grade school hours are 8:00 a.m. - 2:45 p.m., Monday - Friday. Children are asked to arrive by 7:55 a.m. First and second grades have early release at 12:15 p.m. on Fridays. Extended care is available for 1st and 2nd graders during early release time on Fridays at no charge. Please notify the office if you will be using this service.

Drop-off for the grades is from 7:45 – 7:55 a.m. There is no supervision for students before 7:45 a.m. Afternoon pick-up time should be no later than 3:00 p.m.

Emergency Preparedness

Our school conducts an annual fire drill. Our building has a fire alarm and sprinkler system that is connected directly to the Warrenville fire department. Our staff is kept up-to-date on proper procedures for emergency situations.

School Visits

Adult visitors are welcome when advance arrangements are coordinated with the Enrollment Coordinator. Parents may participate in their child's birthday celebration at school, if arranged through the teacher. For security purposes, outside visitors are expected to sign in and out.

School Store

The school operates a store that carries books on Waldorf education, child development, festivals and many other Waldorf-related topics. These books, as well as gifts, toys, art and handwork supplies are available for purchase at the bookstore using the self-serve check out. Thank you for supporting the school financially with your purchases at our school store!

If You Have A Question

The most important means by which we build the foundation for a healthy community is through communication that fosters open and trusting dialogue. We all must be committed to communicating responsibly and directly with one another with openness, respect and integrity. If you have a question or concern, please make every effort to address the issue first with the individual with whom you have the concern or with the individual responsible for the particular area about which you have the question. By doing so, we greatly increase the likelihood of an accurate, timely and constructive response or resolution, and minimize the many pitfalls that arise from miscommunication.

Should you find yourself uncertain about where to take a question, the Administrator will be able to direct you to the appropriate party.

About Your Child ...

...please talk with **the class teacher or subject teacher(s) involved**. It is recommended that you speak with the class teacher if you have any concerns with regard to your child's work in any class. If, after discussing and trying to mutually resolve a situation with the teacher(s) involved, you feel that a problem remains, you may speak to the Faculty Chairperson or Administrator. The issue will be brought to the Leadership Council. The Leadership Council shall work to address the situation in a timely and responsive manner and will follow a course suited to the particular situation. If, after the issue has been addressed by Leadership Council and you still feel it is unresolved, you may speak to the Board President or another Board Officer (Vice President, Treasurer or Secretary.)

About School Policy ...

...or procedures in general, please ask **the Administrator** who will assist you or direct you to the proper Faculty or Board representative. Most school policies are outlined in this handbook.

About a Faculty Member...

...please communicate directly with **the teacher**. If your concerns continue, you should seek assistance from the Faculty Chairperson or Administrator. If the concern involves the Faculty Chairperson or the Administrator, you should seek assistance from the Board President or another officer of the Board (Vice President, Treasurer, or Secretary.)

Of a General Nature...

...about school events, committees, volunteer opportunities, etc. can be answered by the **office staff**, your class teacher, Room Parent or Parent Council chairperson. Please remember to check our weekly school newsletter for current calendar updates.

Concerning Waldorf Education...

...in general, can be asked of **your child's teacher**. We expect all parents to attend three class meetings, all school parent education evenings and community meetings to deepen your understanding of our unique curriculum. New families are asked to attend a "Waldorf School Journey" lecture within their first year of enrollment.

About the Board...

...such as the organization of the Board, the selection of Board members, Board responsibilities, or in the event you desire to discuss a matter with the Board, please contact **the Board President** or other Board officer, as listed in the school roster. All Board meetings are generally open to members of Four Winds community who wish to observe non-confidential board discussions.

About Finances...

...or about enrollment contracts, tuition, tuition assistance and related financial matters, it will be handled at the office by **the Administrator or the Enrollment Coordinator**. If the question will be more appropriately answered and addressed by the Finance Committee, you will be referred to the Chairperson of the Finance Committee.

About Fundraising...

...for the Annual Giving and Capital Campaign or for any of our other fundraisers, please contact a member of **the Administrator**.

About Volunteering...

...in any capacity at the school, please contact **the Administrator or your child's teacher**.

Guidelines for Communication

When discussing feedback or concerns, staff and parents are asked to use the following principles of communication:

- If possible, bring issues in a timely way **directly to the persons involved**. Ask for help if you have difficulty approaching a person directly. **Parvaneh Shidnia-Smith**, our school's Collaborative Counselor, will gladly assist you.
- Be considerate of when, where, and how you raise issues that need discussion. Before class, the teacher is busy setting the tone for him or herself and for the class; during class, the teacher is engaged with the children. Please leave a message in the office for the teacher to contact you later. Be thoughtful of who may witness your tone of voice and gestures; others, especially children, learn first and foremost by example.
- **Never address a controversial or potentially contentious issue via e-mail. There is too much room for misinterpretation and no room for proper dialogue.** E-mails should be used to disseminate information only (i.e. field trips, meeting times).
- Avoid gossip or speaking negatively about another person to others. This will not help in finding an effective solution and, if observed by children, may leave them disturbed and undermine their respect for their teacher or other adult.
- Enter the conversation in good faith and good will. Act with openness and honesty.
- Focus on finding a solution that works for **both** parties.
- Keep in mind the good of the whole.

School Life

Timeliness

It is a parent's responsibility to insure that a child arrives at school on time. The curriculum is created to promote an unfolding of the day, the week and the year in a rhythmical fashion that allows learning to take place in a deeper way. Let your child experience what has been designed for him or her by facilitating **punctual, regular attendance**. It is very important that morning Main Lesson is shared by the whole class and not interrupted by late arrivals. It is equally important that children are picked up promptly at the end of the day.

Absences

Children lose a great deal of continuity when they are absent. In a Waldorf school, all of the blocks taught are important; trying to make-up the work is difficult. As the school years pass, these blocks build upon one another. It is detrimental when children have to miss school due to tardiness, family vacations or other reasons. Please plan trips, dental and medical appointments outside the regular school schedule. If you are planning any absences, please discuss it with the class and subject teachers beforehand to arrange for makeup work. For a **Student Extended Leave of Absence** of more than one week, please see the policy on page 53 of this handbook.

- **If your child is absent, please leave a message on the school voice mail by 7:45 a.m., 630-836-9400. Please state the reason for absence so that we are aware of any increase in illnesses at the school. Please call every day that your child is absent.**
- Please notify the teacher and the front office at least one day in advance for any scheduled appointments or absences.
- For any student who is absent for whom we have not received notification, the school will contact parents to ascertain the reason for absence.

Class Parent Meetings

Each class holds at least three Class Parent Meetings during the course of the year. These gatherings are very important and provide you with an opportunity to deepen your understanding of the Waldorf curriculum and child development. They also create a social connection with the other parents in your child's class. It is expected that one or both parents make an effort to attend every class parent meeting.

Parent-Teacher Communication

One of the many benefits for families in a Waldorf School is the close association with the child's teacher. A regular dialogue between teacher and parents is desired and essential to come to a fuller picture and deeper understanding of the child.

Teachers often meet after school with parents. If this is not possible, another mutually convenient time can be arranged. It is helpful to the teachers if parents keep in close contact with their child's teachers and share information that might help them understand the child better. Occasionally communication difficulties may arise. If the parents are carrying questions or concerns regarding the teachers or the curriculum, the children can

feel it (even if these issues are not spoken). If activities are going on at home which are contrary to or undermining of the work at school, the child can suffer. Open and direct communication and a willingness to work towards a solution benefit the child's educational experience.

Conferences, Progress Reports and Testing

Parents are invited to communicate frequently with any of their child's teachers. There are two days set aside for formal conferences scheduled in fall and spring. At the end of the year a written report is sent home which describes your child's academic and artistic progress and his/her social role in the class. Some teachers will also give the children a "report" in the form of a letter addressed to the student. Written reports are given in the grades only. The Waldorf philosophy does not support testing as it is done in public schools in all grades. We do have clear goals for each grade and we expect effort, progress, and a cooperative attitude from every student. Standardized tests are introduced to students in Grade 6 and also administered once a year in Grades 7 and 8.

Assemblies

School assemblies are scheduled monthly during the year. It is a time when the children in Grades 1 -8 sing together, celebrate birthdays for the week, and present verses and songs from class. These assemblies are an opportunity to foster community spirit with the children, and to teach them the proper decorum, respect and concentration that are required of an audience.

Field Trips

Permission forms will be distributed to parents and must be completed, signed and returned to school before a child will be allowed to accompany his/her class on a field trip. Field trips that take place within Warrentonville and the immediate surrounding areas are covered on our Warrentonville Area Permission Slip that you sign when your child is enrolled. Parents who drive on trips are required to fill out the Parent/Driver Field Trip Registration form, must provide current driver's insurance information and are asked to adhere to school media policy while on the trip.

School Pictures

Pictures are taken once a year in the fall. Individual and class pictures will be available for those who wish to purchase them.

Your Child's Health

Emergency Medical Release

It is imperative that the school's Emergency Medical Release for your child is on file in the school office. Please complete and return it to the office before the first day of school. It is important that you tell your emergency contacts that you have listed them on the emergency form. Parents should select someone who is easily reached by phone and who in their judgment could stand in for the parents in an emergency. Please be certain that this information is kept up to date.

Physical Examination Form, Immunizations and Exemptions

Each child must have on file with the school office before the first day of enrollment a completed State of Illinois Health Examination form, which documents student physicals and immunizations. The State of Illinois requires children entering kindergarten (the year before first grade) and sixth grade in all public and private schools to receive a new health examination. Illinois law provides for a medical or religious exemption from immunization. Medical waivers from immunization must be accompanied by a signed physician's statement detailing the specific exempt immunizations and reasons for exemption. Religious exemptions require a letter from the family stating the religious reasons for exemption.

Dental Examination Forms

The State of Illinois requires that children entering kindergarten (the year before 1st grade,) 2nd grade and 6th grade students in all public, private and parochial schools have a dental health examination. Examinations must be performed by a licensed dentist and he/she must sign the Proof of School Dental Examination form. This must be returned to school by May 15th of the school year, and the examination must have been completed within the 18 months prior to the May 15th deadline.

Eye Examination Forms

The State of Illinois requires that children entering kindergarten (the year before 1st grade,) or upon first entry into an Illinois school beyond kindergarten are required to have an eye examination. Each child is required to present the Proof of Eye Examination form signed by an optometrist or medical doctor who performs eye examinations, prior to October 15 of the school year. School eye examinations must have been completed within the 12 months prior to the October 15th deadline.

Life-Threatening Food Allergies

In classrooms where a child has a documented, life-threatening food allergy, reasonable accommodations will be made in order to minimize the child's exposure to the relevant food allergen/s. Such accommodations will be worked out by the class teacher and child's parents, in consultation with the child's physician or allergist. All students, parents, and visitors are expected to honor any accommodations established on behalf of a child with a life-threatening food allergy. For more information on Four Winds' Life Threatening Food Allergy Program, see the Food Allergy Policy later in this handbook.

Allergy and Asthma Action Plans

If a child has a known **life threatening allergy to food or insect stings**, the school requires that an Emergency Allergic Action Plan be completed and on file in the school office. Also, an EPI pen should be brought by the parent for both the child's classroom and the school office.

If a child has a known **asthmatic condition**, the school requires that an Emergency Asthma Action Plan be completed and on file in the school office. Also, an inhaler should be brought by the parent for both the child's classroom and the school office. If the parent wishes for the child to carry the inhaler, a physician's signature is required on the Action Plan along with the parent's signature.

Medication

Written authorization from the parent is necessary if your child is to be given medication during school hours by his or her teacher, or the office staff.

Illness at Home

Parents sometimes have difficulty judging whether a child should come to school. An ill or overly tired child may not be able to participate fully in all the day's activities. We suggest that if you are unsure, it probably means he or she isn't well enough and needs to rest at home. Obviously, children with a contagious or infectious illness should not come to school unless given a doctor's permission. Children with the following symptoms should be kept at home:

1. Acute cold with sneezing, coughing and runny nose.
2. Sore throat and/or swollen glands.
3. Nausea and vomiting or diarrhea. A child should be free of these conditions for 24 hours before returning to school.
4. Listlessness, weakness, chills and headache.
5. Fever of 100 degrees or higher. **A child should be fever free 24 hours before returning to school.**
6. Eyes that show redness, puffiness, discharge, aversion to light.
7. Persistent cough.
8. Earache.
9. Chicken pox, measles, mumps, or any other contagious conditions. After chicken pox, all marks must be closed and dry before a child can return to school.
10. Head lice, scabies, contagious rashes, or other infestations. A child who has been found to have any of these conditions is required to have a doctor's note or be checked by a school faculty or staff member **and must be completely free** of the condition before being allowed back in school.

Flu Considerations

With the national increase in cases of the H1N1 Flu, our faculty and staff have been provided information from the Center for Disease Control (CDC) detailing the methods we can use to help prevent the spread of the flu. We educate our students on basic good hygiene practices to build healthy habits to keep everyone in school as healthy as possible.

In the event that a significant number of our students become unable to attend classes because of the flu, we will then make a decision as to whether it warrants the closing of school as a preventive measure. This would be a last resort and clear notification to all families would be made. We are relying on parents to make the determination about their student's health on a day-to-day basis. The faculty and staff will be on the alert for an increase in sick children as well as reinforcing the preventive measures to be taken in the classrooms. The following are some quick guidelines on how to stay healthy.

What You Can Do to Stay Healthy (from the CDC)

Influenza is thought to spread mainly person-to-person through coughing or sneezing of infected people. Take everyday actions to stay healthy.

- Wash your hands often with soap and running water, especially after you cough or sneeze.
- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it.
- Avoid touching your eyes, nose or mouth. Germs spread that way.
- Stay home if you get sick. CDC recommends that you stay home from work or school and limit contact with others to keep from infecting them.

Illness at School

If your child becomes ill or is injured during school, the teachers or staff assesses the injury or illness. If it can be dealt with then the child is ministered to and/or allowed to lie down in a quiet place. If it appears that the child should not continue the day at school, parents or the emergency contact person are called. Severe injuries will require a 911 call to emergency paramedics.

School Communications

School Mail

Every Wednesday, mail from the school is distributed either via email or via mail envelopes to the oldest child in the family. We encourage parents to use email for school mail, as it reduces paper use and speeds up communication. Mail envelopes should be returned to the front office the following day.

Newsletter

The school newsletter, *Four Tellings*, is distributed every Wednesday during the school year. Items for the newsletter must be submitted, via e-mail, by **Friday afternoon at 2:30 p.m.** Please include your name and telephone number with your submission. Submissions may be dropped off at the office, or e-mailed to the school at bdurocher@fourwindswaldorf.org. All submissions are subject to editing. Classified ads may be placed in the newsletter at a rate of \$5 for two-weeks, 75 word maximum. Additional class communication will be handled through the class teacher, Room Parent or a class newsletter.

School Closings

In case of severe ice or snow conditions in the winter, or other emergencies, school closings will be announced via email and a telephone call to your home phone. Closings will also be recorded on the school's voice mail system by 6:30 a.m. You may call the school after 6:30 a.m. to hear if school has been closed. Also we will have our closing posted on www.emergencyclosings.com. The emergency closing website will send our information to WGN Radio 720, WBBM Radio 780AM CBS Ch. 2, NBC Ch. 5, ABC Ch. 7, Fox 32 and CLTV cable. You may also register with this website for closing notification by e-mail. In general, we follow the lead of the public schools (District 200 in Wheaton/Warrenville) in deciding to close or delay school due to snow or ice.

Late Start Schedule

In the event that the school opens one hour late due to weather considerations, you will be notified by telephone. Here is the amended schedule for the day:

9:00-10:30a	Morning Lesson
10:30 – 10:50a	Snack/Recess
10:55 – 11:20a	Period 1
11:25 – 11:55a	Period 2
12:00 – 12:30p	Period 3

Lunch and Periods 4 and 5 as scheduled.

Transportation and Carpooling

Carpooling is necessary for children attending our school. Our agreement with the City of Warrenville has outlined carpooling as the means by which our school community will reduce traffic on local streets. If you need assistance with carpooling arrangements, please call the school office.

As we all know, it is a state law that children are in seatbelts, and children in Grade 1 and younger must have booster seat during travel. It is hoped that carpool drivers will maintain a sense of order and harmony, so that the children's carpool experience will be a positive one. Singing, quiet chatting and sharing stories or experiences actively engage the child's imagination, allowing the children to arrive at school with receptivity and clarity.

Arriving and Departing from School

Arrival In the Morning

- Parents may choose either to park and walk their child into the building, or drop their child off along the sidewalk area.
- If dropping off, parents should drive to the sidewalk area and let children exit directly to the sidewalk. Children should exit on the sidewalk side of the car.
- If you are the first car, with cars behind you please pull all the way forward.
- Please pull away from the sidewalk as soon as vehicles in front of you have left so others may pull forward.
- DO NOT DROP OFF YOUR CHILD OR LEAVE YOUR CAR PARKED AT THE SHED OR ALONG THE TURNAROUND. IT IS A VIOLATION OF THE FIRE CODE.
- There is no parking along the building from 7:30 to 8:00 a.m. and from 2:45 to 3:00 p.m. If you need to come in the building, please drop your child off, and find a space either in the lot or on the street.
- 15-minute only parking after 8:00 a.m. and before 2:30 p.m. is allowed along the building. If you will be in the building longer, please find a parking space in the lot or on the street.
- For safety reasons, children are not allowed to be dropped-off near any of the parking spaces. Children may not cross or walk in the parking lot from 7:40 a.m. - 8:30 a.m., 12:00 p.m. - 12:35 p.m. and from 2:45 p.m. - 3:15 p.m., unless accompanied by an adult.

Grade School Day

Our grade school day is scheduled to begin with a two hour main lesson at 8:00 a.m. Doors will open at school at 7:45 a.m. and will be locked at 8:00 a.m. Please be sure your child arrives by 7:55 a.m. Students are expected to be at their desks ready to begin at 8:00 a.m. A child is considered late when the classroom door closes at 8:00 a.m. Arrival time for grade school students is from 7:45 to 7:55 a.m. Once inside the building, children will hang up their belongings and then be greeted at the door by their teacher. Consult the policy for late arrival in the next section of this handbook for the late arrival procedure.

The class teacher will close the day in his or her class at 2:45 p.m. Grades children will then gather their belongings and exit the building with their teacher to the sidewalk. The children will be ready for pick-up at 2:50 p.m.

Preschool-Kindergarten Day

Early childhood classes are scheduled to begin at 8:15 a.m. Generally, the students will begin outside (except when noted by a sign in the parking lot). Students will be guided to begin inside if there is hard rain, or if temperatures dip below 10°. Outdoor supervision for P/K begins at 7:50 a.m. The teacher or assistant will come outside to meet the children and bring them to class. Children in P/K classes will be considered late at 8:16 a.m.

Early Childhood Dismissal

You must call the school to notify your child's teacher whenever someone will pick up your child other than yourself or your child's usual carpool driver. Your child's teacher will not allow your child to ride with someone else without this communication.

The EC teachers close the morning outside at 12:15 p.m. Please park in a space or on the street and walk to the sandbox area so you may stand behind your child for a smooth transition. Your teacher will dismiss your child directly to you. Children who are not staying for EC Extended Care will be ready for pick-up at 12:15 p.m. **DO NOT PARK IN THE TURN-AROUND AREA OR NEXT TO THE SHEDS. IT IS A FIRE CODE VIOLATION.**

At 12:20 p.m., teachers take the children staying for EC Extended Care into the building to prepare for lunch, which begins at 12:30 p.m. Any children whose parents have not yet arrived may pick up their child in their classrooms until 12:30 p.m.

Grade School Afternoon Pick-Up Procedure

Dismissal/Pick-up Time: 2:50 p.m.

(Exception: Friday pick-up time for 1st & 2nd grade is 12:20 p.m.)

Students not picked up by 3:05 will be brought to the office and fees will be assessed at the driver's expense. See late pick-up policy and fees, next page.

Option A – Picking up on foot:

1. Park on the street or in the parking lot.
2. Walk to the dismissal zone located outside on the front sidewalk to pick up your student from their teacher. Please be sure the dismissing adult knows you are taking your child.

Option B – Picking up by car:

1. Enter the parking lot, drive around the circle at the far end of the lot and pull forward to the loading zone next to the building. *(Note: Drivers must stay with their vehicle.)*
2. Students are allowed to load into cars within the designated loading zone only.
3. Beginning at 2:50 p.m., four cars can be loaded at a time. Each class will stand together in their designated area. Each teacher (or the class dismissal volunteer) dismisses their students to the appropriate car.
4. After four cars have been loaded, they will leave and the next cars will pull forward. No passing is allowed for safety reasons. Please pull forward as soon as possible.
5. If you need to wait on a student, you will be asked to pull up to the spot in front of the main door and wait in order to keep the line of traffic flowing.
6. If you must leave your vehicle, please park in the lot or on the street. Unattended vehicles are not allowed in the pick-up lane.

Please drive carefully.

Policy for Late Arrival, Early Departure & Late Pick-Up

Late Arrival

In a Waldorf school, the beginning of the day for both grade school and early childhood students is extremely important. When a grade school student misses the beginning of main lesson, they are missing the harmonizing activity that prepares them for the rest of the lesson, both individually and socially. This beginning activity serves as a daily foundation for academic and social development throughout the year. When children arrive late in class, it is not only disruptive to the class, but a disservice to the student who is late. We want our students to learn good habits of timeliness.

Timely arrival is important in the early childhood classes as well. Early childhood students who arrive late also miss crucial play activity and socialization whether students are indoors or outside. When they arrive late, it is more difficult for the children to get into the rhythm of the day.

Grade School Late Arrival Procedure

Objective: To begin the grade school day promptly at 8:00 a.m.

Our grade school day is scheduled to begin with a two hour main lesson at 8:00 a.m. Doors will open at school at 7:45 a.m. and will be locked at 8:00 a.m. **PLEASE BE SURE YOUR CHILD ARRIVES BY 7:55 A.M.** Students are expected to be at their desks ready to begin at 8:00 a.m. A child is considered late when the classroom door closes at 8:00 a.m.

- **WHEN A GRADE SCHOOL STUDENT ARRIVES LATE**, the student should come to the office for a late pass. **A Grade School child must take a pass to the teacher to be admitted to class.**
- **The 1st time** in a month a grade school child is late, the teacher will call the parent (and affected carpool parents) that day explaining how disruptive late arrivals are to the class and what the child misses by not arriving to class on time.
- **The 2nd time** in a month a grade school child is late, the parent will be levied a \$25 late fee and will be contacted by the administrator reiterating it is the parent's responsibility to get the child seated and ready to begin by 8 a.m. All other families within the affected carpool will also be contacted by administration.
- **The 3rd time** in a month a grade school child is late, an additional \$25 fine is levied and a meeting with the parents, the teacher, and the administrator is convened to remedy the problem. All other families within the affected carpool will also be contacted to set up a meeting with the teacher and administration.
- Families continue to be charged the \$25 late fee for each tardy within a month following the meeting with teacher and administration.
- Families are allowed one late/month and fined \$25 for each late in the month thereafter.
- To notify a teacher of established appointments which would cause a child to be late, the office must be given notice by 2:45 pm preceding the day of an appointment.
- Each month the process begins anew.

- A child is considered late if they are not at their desk when the classroom door closes at 8:00 a.m., even if they arrived to school before 8:00 a.m. The protocol above will be followed (i.e., late pass required, call to parents, fees assessed, if applicable.)
- Late arrivals due to weather or traffic accidents will be excused at the discretion of the school.
- All teachers will be in their classrooms by 7:45 a.m. to receive their students. Parents are responsible for their children and carpool children until the doors open at 7:45 a.m. to receive the children.

Excused Late Arrivals

Late arrival by a grade school child will be excused if a parent sends a note to the teacher at least one day in advance noting the date of the child's planned late arrival and explaining why the child will be late. Each child is allowed up to three excused late arrivals per school year.

Please Note: At the discretion of the administration, days with occasional traffic tie-ups on local roads that affect many cars arriving on time will not be counted against individual students as tardy. We are aware also that there are sometimes extenuating circumstances with transportation. If anyone has any special circumstances that regularly result in a child's tardiness, please contact the administrator in advance to discuss the situation.

Early Childhood Late Arrival Procedure

Early childhood classes are scheduled to begin at 8:15 a.m. Generally, the students will begin outside (except when noted by a sign in the parking lot). Outdoor supervision for P/K begins at 7:50 a.m. Children in P/K classes will be considered late at 8:16 a.m. Please check in at the front office if your child arrives after 8:15 a.m. **For Rainbow Garden or Oak Tree Garden**, unless it is previously arranged, **the latest a student may arrive is 9 a.m.** Teachers will contact parents after a second late arrival in a month to discuss how the child's lateness affects the class and what the child is missing.

Early Departure For Any Student

If a child must leave school early for any reason, the parent or guardian must inform the teacher and must come into the office to sign the child out. This will help to ensure your child's safety, and that the class teacher, subject teachers and front office will know of your child's departure.

Early Childhood Late Pick-Up Procedure

The early childhood day officially ends at 12:15 p.m. At 12:20 p.m., teachers take the children staying for Extended Care into the building along with any others still present. Any children whose parents have not yet arrived may pick up their child in their classrooms until 12:30 p.m. At 12:30 p.m., a parent is considered late, and will need to sign their child out (in the after care room), and will be levied a late fee (see chart below.) Requests to have your child attend the Extended Care program must be made at least 24 hours in advance.

Grades School Late Pick-Up Procedure

The school day officially ends at 2:45 p.m. All classes are required to be at their designated pick-up areas by 2:50 p.m. **After school pick-up is from 2:50 – 3:00 p.m.** For children who have not been picked up by 3:00 p.m., there is one faculty member designated to supervise these children until their rides arrive. At 3:00 p.m., children who have not been picked up will be escorted to the foyer across from the front office.

A late pick-up fee will be charged to parents who have not picked up their children by 3:05 p.m. (see below). Parents arriving late will need to come into the building to get their child(ren) from the office. At that time, parents will be asked to sign a form to acknowledge the late pick-up and corresponding fee. Charges incurred for late pick-up will appear on the monthly tuition statement.

Pick-up Time	Fee
12:30-12:40 or 3:05-3:15	\$10
12:41- 12:50 or 3:16-3:30	\$20
12:51-1:00 or 3:31-3:45	\$40
After 1:00 or After 3:46	\$60

It is your responsibility to pick up your child(ren) by 3:00 p.m. If you are unable to do so, please make other arrangements.

Dress Policy and General Appearance

Each day, the teachers work to create lessons that include artistic and physical activities that serve the physical, emotional and spiritual development of the students. The teachers do this in the following ways:

- They create active, hands-on, learning opportunities.
- They use movement to complement and enhance lessons in all subjects and at all levels.
- They work to keep the classroom free of unnecessary noise, toxins, media imagery and corporate logos.
- They foster a healthy group consciousness.
- They consider safety when designing lessons.
- They build healthy images of masculinity and femininity through stories, biographies and healthy body image.
- They protect the growing systems of the human being with warmth.
- They place the work, the development of each child and the progress of the class at the center, with all decisions stemming from these priorities.

Health and wellness are a major concern for teachers, thus students should be appropriately dressed. Clothing is inappropriate if it hinders or interferes with daily school activities, health or safety issues, or becomes a distraction in the classroom.

Consequences to students who come to school dressed inappropriately may range from reminders to turning the item inside-out to school-provided clothing, at the discretion of the teacher. Two appointed teachers will serve as the final word on all dress code issues.

Dress Code Guidelines

Please adhere to these guidelines when dressing your child or examining your student's school wardrobe. If there is a question whether a garment fits this code, please do not allow your child wear it to school.

1. **Students must come each day covered from shoulder to mid-thigh.** Skirts must be worn with shorts, leggings or tights underneath. Skirts must be as long as the student's fingertips when extended. Students must be able to raise their hands in the air without exposing their midriff. For students in Grade 4-8, any sleeveless shirt needs a shoulder strap of *at least* one inch and must cover any bra straps.
2. **Plain clothing should be worn at school**, including sweatshirts and other outdoor wear. **No images (see item # 6), logos, letters, numbers, media, or sports representation, are permitted** with these exceptions: Four Winds wear; or an image/logo that measures one inch or less. The following are permissible: solid colors, stripes, plaids, tie-dye, media-free and non-violent repeating patterns. Some theme days will be designated throughout the year for students to wear special clothing.
3. **Footwear:** Gym shoes are the best choice for footwear. Students should have at least one pair of indoor shoes and one pair of outdoor shoes or boots at school. Athletic shoes must be worn for Movement classes.
4. **Functional Clothing:** Clothing of breathable natural fiber is best for free movement. Each student whose wardrobe chooses fashion over function in his or her dress detracts from the lesson. Such clothing affects individual participation and group progress. Anything worn that detracts or distracts from any lesson will be dealt with at each teacher's individual discretion in an age-appropriate manner.
5. **Inappropriate wardrobe choices** include, but are not limited to the following:
 - Ripped and/or torn clothing.
 - Excessively baggy clothing; trousers that slip need a belt.
 - Exposed underwear.
 - Excessively tight clothing.
 - Midriff-baring shirts.
 - Clothing (including outdoor wear) that has images, logos, letters, numbers, media, or sports representation (see exceptions in item #2.)
 - Short skirts & shorts. Skirts must be as long as the student's fingertips when extended. Students must be able to raise their hands in the air without exposing their midriff
 - For students in Grades 4-8 any tops with spaghetti straps, exposed bra straps or those that expose cleavage.
 - Excessively large, overly ornate, or excessive amount of jewelry.
 - Flip-flops, roller shoes, or LCD shoes.
 - Any inappropriate or distracting clothing, footwear or make-up **as determined by a child's teacher.**
6. **Images:** while some images may seem harmless, especially images of nature, students are asked not to wear them on their clothing. The teachers do not want to spend their days policing what is an ok image and what is not. It brings the student's consciousness back to the policy, instead of to the curriculum, which is what the teachers want to focus on. This policy makes it very simple. Images are not allowed for grade school students. These strict guidelines also apply to early childhood students. However, we do not want these young children to be overly aware of their clothing. Teachers will pro-

vide education for parents regarding appropriate dress for your child at the first parent meeting.

7. In addition, **students may not:**

- Wear hats inside the building.
- Have extreme hairdos, including Mohawks.
- Dye their hair any unnatural color.
- Use excessive makeup (**as determined by the teacher.**)
- Wear pierced jewelry in any part of their body except the lobes of their ears.
- Write or draw on any person's (including their own) skin or clothing.

All-Weather Clothing

All students should come prepared for rain or shine. Outdoor activities are a major part of the daily schedule. Rain gear and cold weather gear (boots, gloves, hats and, for younger children, snow pants) are essential. Children in P/K and Grades 1-3 must keep an extra set of clothes at school for emergencies.

Movement Classes

For safety, hygiene and freedom of movement, it is mandatory in all grades that students be appropriately dressed for movement classes. They must come with athletic shoes (sneakers, no platforms), shorts or pants, and t-shirt, sweatshirt or coat. Most movement classes will be held outside, so layered clothing is best. Students who are not dressed appropriately will not be able to participate.

Clothing and Equipment - Kindergarten & First Grade

Because warmth is such an important part of the young child's healthy development, our teachers recommend undershirts or long johns made of wool layered under clothing during the cooler months. Following is a list of items your child should have available and **labeled** with their name at school.

- Complete change of clothing including extra undershirts, underpants and socks in a labeled cloth bag.
- Raincoat with hood or hat for rainy days, snow pants and snow gear for snowy days
- Painting apron
- Mud/rain boots available at all times.
- Backpack or bag for child's lunch, cold weather gear such as hat, gloves, etc., "inside shoes" (rubber-soled , supportive, easy to put on, sneakers or shoes)

Clothing and Equipment - Second Grade & Up

Breathable, layered clothing is best for the school day. Warm coats, hats, gloves and boots are essential in the cold weather. Flutes, pencil cases and crayons taken home over the summer should come back on the first day of school. All students should have a non-plastic water bottle at school. A sturdy bag to carry books, lunches, etc. should be brought to school. Your child's teacher will inform you of other necessities.

Missing Clothing

Please mark all of your child's clothing including jackets, shoes, boots, hats, mittens, extra clothing with your child's name in order to avoid their loss. Clothing which is found outside on the field or playground areas is brought inside and placed in a 'missing clothing' box. Announcements are made in the newsletter to let you know when we are planning a trip to the local charity donation box.

Mealtimes and Food Allergy Policy

Mealtime is a time of thankfulness. It is a time for nurturing our bodies and coming together in community. In the lower grades mealtimes begin with lighting a candle and/or singing a blessing to create a feeling of love and appreciation. A nutritious breakfast is important for a child before a full day at school. We believe it is healthy to serve your child something warm to eat or drink in the morning.

Early Childhood Meals

In Early Childhood Classes, teachers prepare a nutritious, organic snack for the children every day, and nuts are often served as a valuable source of protein. Four Winds acknowledges that there are a number of children and families who follow specific diets based upon religious freedom, personal choice, health reasons, and medical reasons. If a meal prepared by the teachers on any given day does not meet the dietary requirements of a student, the parents are encouraged to discuss other options with their child's teacher. In some cases, an alternate snack might be prepared in class, and in other cases, the parents may be asked to provide an appropriate alternative for those days when the child will not be eating the snack provided.

Grade School Meals

For grade school children, parents are asked to pack a well-balanced snack and lunch, and a water bottle each day in a basket or knapsack free from commercial slogans, decals or distracting pictures. Also include a cloth napkin with your child's meal. Please do not send junk food, especially high sugar foods, *lunchables*, candy, caffeine-containing drinks, or gum to school. Leftover food will be sent home. We do not allow food to be thrown away. We request that parents refrain from sending juice to school with the exception of younger children attending extended care.

Food for Birthdays & Classroom Celebrations

Birthdays and other celebrations are a special time in our Early Childhood and Grades classes. Special food is typically prepared for the class by parents and/or the teacher. In selecting the most appropriate foods, the dietary requirements of all of the children should be taken into account. However, it may be impossible to accommodate everyone's dietary needs, so it may still be appropriate for some children to bring in an alternate treat on days when celebration food is served. Parents may leave a supply of frozen or non-perishable treats with their child's teacher so that an appropriate alternative is always on hand during celebrations.

Life-Threatening Food Allergies

In classrooms where a child has a documented, life-threatening food allergy, reasonable accommodations will be made in order to minimize the child's exposure to the relevant food allergen/s. Such accommodations will be worked out by the class teacher and child's parents, in consultation with the child's physician or allergist. All students, parents, and visitors are expected to honor any accommodations established on behalf of a child with a life-threatening food allergy.

Life-Threatening Food Allergy Policy

Life-threatening food allergies are a serious concern in schools across the country; Four Winds is no exception. Since 2006, there has been an increase in the number of Four Winds students who have documented, life-threatening food allergies, particularly to peanuts and tree nuts—but other allergens have been documented as well. For these children, accidental ingestion of even the smallest amount of allergen could result in anaphylaxis, a potentially fatal allergic reaction.

Anaphylaxis is rapid in onset, and can develop within seconds of exposure or after several hours. Symptoms often include itching, hives, swelling of the lips and face, and within moments, closing of the airway, loss of consciousness, and if left untreated, death. Currently, the most widely used method to prevent anaphylaxis is strict avoidance of the allergen. But once a reaction does begin, the only treatment available is a shot of epinephrine (adrenaline) followed by an immediate 911 call and subsequent transport to a hospital for extended observation and follow-up treatment.

In order to best serve the entire school community in managing life-threatening food allergies on school grounds and during school-organized excursions, Four Winds has adopted a "Life Threatening Food Allergy Program." The policy used in this program is available in its entirety from the school office and online at www.fourwindswaldorf.org in the resources section. Please visit the school's website or request a copy from the school office to familiarize yourself with this very important policy. Below is a brief overview of the three sections that make up the policy:

- 1. Information and Awareness** - Outlines the responsibilities of administrators, teachers, and parents in sharing information and educating the entire community (including students) about life-threatening food allergies.
- 2. Avoidance Strategies** - Documents the day-to-day strategies used to reduce the risk of exposing anaphylactic children to life-threatening allergens on school grounds. Also includes strategies specific to field trips, class room celebrations, school festivals, and summer camp.
- 3. Emergency Response** – Governs the supply of epinephrine and outlines the specific Emergency Response Procedures to be followed should an anaphylactic reaction occur.

NOTE: The purpose of this policy is NOT to guarantee a completely allergen free environment on school grounds or school excursions, but rather to make reasonable efforts to minimize the risk of exposing anaphylactic children to life-threatening food allergens. In addition, the policy outlines the Emergency Response Procedures to be followed if a child is exposed to a life-threatening allergen.

Festival Food Policy

This policy was implemented to minimize the exposure of food allergens to students with life-threatening food allergies at our community festivals; some are allergic to peanuts, some are allergic to tree nuts and/or sesame seeds. The oils and particles of peanuts, tree nuts and sesame seeds spread easily to hands, food surfaces, and play structures, posing a very serious threat to these highly allergic children. If an allergic child just touches these allergens, a severe reaction may occur if the child then touches their own mouth or eyes.

Please follow these guidelines for food at Four Winds festivals:

1. The parents/guardians of children with life-threatening allergies are responsible for monitoring their children's food selections at school events.
2. Four Winds requests that all homemade or purchased foods brought for general consumption or sale be free of these ingredients: peanut, tree nut and sesame products.
3. Contributors of any homemade or purchased food are asked to supply a complete list of ingredients to be displayed along with the food item.

Media Policy

Waldorf education is dedicated to nurturing the child's capacities for imagination, healthy emotional development, independent thinking and positive action. The foundation of Waldorf education relies on the richness of direct experience through the interactions with others and the natural environment. Therefore, Four Winds Waldorf School does not use television, video, or other recorded media products in the classroom. Additionally, **Four Winds recommends significantly reducing children's exposure to media away from school**, coming from the belief that media exposure counters many of the benefits that a Waldorf education seeks to provide for students.

Effects of Media

Young children live in the world of their senses. They are like sponges, soaking in everything around them. Impressions made by television and other electronic media can be troubling and confusing, especially to young children. We see the unhealthy effects of media in children's play, social interactions, and ability to learn. It becomes increasingly difficult to shield children from the harmful effects of media exposure as they mature and move more out into the world. Please refer to the bibliography of books, articles and internet resources on the effects of media.

Media Is Considered To Include:

- Television shows,
- DVD's and VHS recordings
- theater movies
- video and electronic games
- mp3 players and iPods
- cell phones
- computers

Computers, the Internet and E-Mail

In all the grades, handwriting and personal exposition are emphasized in the curriculum. Using a computer keyboard consists of mechanical activity, which undermines the natural skills and abilities being nurtured in the Waldorf classroom. Chat rooms, Instant Messaging, and Facebook simulate true human connection, removing the child from direct experience, and building a false social context (at best artificial; at worst, dangerous), weakening our efforts to promote real, meaningful social relationships. The internet, when used wisely, can yield a wealth of useful information. However, without parental controls, children can be exposed to inappropriate and/or harmful material with the touch of a button. **It is therefore strongly recommended that parental guidance and careful vigilance be exercised throughout the grades in monitoring your child's activity on the internet.**

Media Policy Requirements

In recognizing the harmful effects that media has on children's development and learning capacities, we ask parents to modify their children's media exposure to comply with the requirements outlined below:

WE ASK THAT STUDENTS NOT BE EXPOSED TO MEDIA SUNDAY EVENING THROUGH FRIDAY MORNING. Parents are encouraged to speak to teachers about their questions and challenges related to media so that together they can work out a viable approach.

Recommended Alternatives To Media Use

Harmony between home and school, each supporting the work of the other for the benefit of the child, is an important goal for us as parents and teachers. Therefore, in offering support in the reducing or eliminating media exposure in your family, we recommend:

- Substitute meaningful family work, outdoor and play activities for television and computer usage.
- Encourage your child's natural creativity and imagination by providing time and materials for creative play, exploring nature, artwork, music and storytelling.
- Share your love of reading, gardening, nature, baking, handwork, etc. with your child.
- Establish consistent and healthy routines for your child at home, such as mealtimes and bedtimes. A healthy family rhythm will benefit all family members and will enhance your child's educational experience.

Internet Resources On The Effects Of Media

American Academy of Pediatrics: Media Matters
The UN-TV Guide
Cleaning Up a Toxic Childhood
Computers and Waldorf Education
Fool's Gold: A Look at Computers in Education
Pediatricians Zap Media: No Television for Toddlers
Media Trance
Taming the Media Monster
Teaching About Computers in Waldorf Schools
The Computer Delusion
The TV Challenge
Setzer's Pages: The BEST Resource for Media & Waldorf View
Cinema is More Harmful Than You Think!
TV and Violence: The Perfect Marriage

Recommended Books

Boys Adrift by Leonard Sax
Last Child in the Woods by Richard Louv
A Is for Ox: The Collapse of Literacy and the Rise of Violence in an Electronic Age, by Barry Sanders
Amusing Ourselves to Death: Public Discourse in the Age of Show Business, by Neil Postman
Endangered Minds, by Jane M. Healy
Television, by Jerry Mander
The Plug-In Drug, by Marie Winn
Unplugging the Plug-In Drug by Marie Winn

Electronic Devices Policy

As stated in our adopted media policy "The foundation of Waldorf education relies on the richness of direct experience through the interactions with others and the natural environment." The use of electronic devices such as I Pods, MP3 players, cellular phones, CD players, DVD players, electronic gaming devices, etc. serve as distractions from these direct and natural experiences. The use of these small electronics can isolate the user from the natural surroundings and be disruptive to the classroom / school environment. Four Winds does recognize the popularity of these devices but believes they do not belong in the school environment.

While children are at school, adults may directly contact the school office in order to communicate with their children. Children will be required to use the proper channels of communication through the office administration to contact parents.

We do accept that these devices are used off of school grounds, especially cellular phones for communication purposes with parents. Children are using cell phones at younger ages every year, and often have not developed appropriate boundaries with texting, messaging and phone call length. It is therefore strongly recommended that parental guidance and careful vigilance be exercised in monitoring your child's use of a cell phone.

From the time children arrive at school until they leave the campus use of any electronic device (such as those listed above but not limited to that list) is prohibited. In addition, this policy pertains to all school related activities whether on or off of the school campus.

These devices are to be left in backpacks in cubbies; or, if the classroom teachers wishes, he/she will collect the devices and give each one back at the end of the school day.

If a child uses one of these devices during the school day, it will be confiscated and given back at the discretion of the teacher. This will be treated as any other conduct and discipline infraction. Please refer to the Conduct & Discipline policy in this handbook.

Field Trip Media and Electronic Devices Policy:

Students are not allowed to bring cell phones, iPods, MP3 players, Game Boys, PSPs, portable CD players, video cameras or any DVD player on a field trip. Drivers are asked to turn over any such electronic devices to the class teacher to be returned after the trip. Should a student need to contact a parent, they may ask the teacher or another adult to use the adult's cell phone.

During travel, we ask that drivers refrain from playing any music in the car that would not be appropriate for a Waldorf classroom, especially loud music. Students should be encouraged to read, listen to age-appropriate stories on tape, play car games, sing appropriate songs, tell appropriate stories (no ghost stories), and generally engage with each other. We ask that drivers not allow students to wear any headphones, play any sort of portable game, or to watch any movies.

Conduct & Discipline

At Four Winds we value mutual respect among students, between teachers and students, and within the larger school community as the foundation of a positive learning environment. As teachers and parents, our intention is to provide guiding authority which transforms into the child's inward responsibility for his/her actions. The child's outward behavior must be in accord with the safety and civility guidelines described below so that classroom learning may proceed in a productive manner. Rather than manage behavior only as it appears, our faculty takes a proactive approach, placing limits and boundaries before inappropriate behavior appears. The underlying value in this policy is to give children the opportunity to resolve inappropriate behavior, and to hold them accountable.

Early Childhood Behavior and Discipline Guidelines

In our classrooms, children receive constant loving guidance. Our warmth, structure and rhythm support the needs of the young child and nurture their emotional life, habits and physical body. This is the great age of imitation. Children do as we do because they **want** to. They delight in it!

When a bit of trouble occurs, we redirect behaviors repeatedly, gently and firmly. It takes practice to know how to be in school. They are learning how to harmonize themselves alongside their classmates. The teacher may redirect in a number of ways, and by no means does the following include all the many creative tools our faculty employs. However, redirection includes involving the child in meaningful work, instructing how to verbally redo an incident, placing a calming essential oil around the child's body, modeling for an aggressive child how to make amends to a hurt child, etc. If removal from a situation is needed during an active moment such as circle, we may have the child sit nearby and watch, and return when they are able to participate. A child who is having consistent trouble being kind, respectful or safe may need to be walked to the office for some quiet time, a phone call home, or if warranted, leave school for the day.

When parents receive phone contact regarding their child's behavior, conversation is effective when brief and focused on three things:

- 1. What was the behavior,**
- 2. What is the expected behavior,**
- 3. How to support the child both in and out of the classroom.**

Often, more attention paid to media exposure, an earlier and consistent bedtime, or a change in breakfast foods go a long way in supporting harmonious behavior.

In the case of chronic problematic behavior, the teacher will consult a number of avenues. They will bring the child's situation to weekly Kindergarten meetings, seek guidance from Care Group, and/or have ongoing parent conversations. If the behavior continues, the parent must be reachable throughout the day, or the child may be considered for temporary class removal. As a final resort, the child will be asked to leave the class permanently.

Early Childhood Student Expectations:

- Use kind hands and words.
- Speak respectfully with other students and teachers.
- Care for toys, classroom, and school.
- Share and take turns.
- Ask for help when needed.
- Find ways to be helpful.
- Participate in circle.
- Stay with class inside and outside.
- Use walking feet and indoor voices in school.
- Participate in clean up.
- Sit during snack, stories, puppet shows, while painting and beeswax modeling.
- Use appropriate and safe play outdoors.

Grade School Behavior Guidelines and Discipline Policy

Intent and Values

“To treat children between the ages of seven and fourteen as though they were adults, ‘equals’ in the sense that they are capable of independent judgment, objective discrimination, and so on, is to ignore the manifestations of the spiritual needs of children of this age. Loving authority needs to precede freedom of thought and independent judgment.” – Rudolf Steiner

In a Waldorf School, alongside the original “three R’s,” exists another set – reverence, responsibility, and respect – and all are intimately connected. With the cultivation of a sense of wonder and gratitude in the Early Childhood Program, a reverence for all of creation is fostered. As the child grows in self-discipline, the child is able to handle greater responsibility. Respect is a natural by-product of grade school years as the child learns from their teachers and parents modeling this behavior.

Mutual respect among students, between teachers and students, and for the environment is the foundation of a positive learning environment. The guiding authority of adults (to ensure the safety, well-being, and social growth of the children in their charge) gradually becomes the child’s own self-disciplined responsibility for his or her action.

Outwardly the child’s behavior must accord with the safety and civility guidelines described below so that learning may proceed in the classroom in a healthy manner. Inwardly the child must develop the self-discipline to arrive at class on time, to complete assignments, to remember school materials (a musical instrument, handwork, homework, etc.), and to focus attention.

The underlying value within this policy is to give children the chance to redo inappropriate behavior, and to hold them accountable. **In most cases, the teacher in charge will solve disciplinary challenges immediately.** In more serious cases, a consequence procedure will be initiated by way of a “step system”.

Student Expectations in the Classroom

- Be on time for every lesson.
- Demonstrate respect for the teacher at all times.
- Participate in lessons and other activities as directed by the teacher.
- Abstain from excessive touching and amorous/romantic behavior.
- Accomplish course work using best effort, complete class work in a timely manner, and hand in assignments on time. Schoolbooks will be kept up-to-date and in good condition.
- Follow classroom rules and limits whether established by the main lesson teacher, a subject teacher, or by a substitute teacher.

Student Expectations in the Common Areas

- Use quiet voices and walk in the hallways.
- Walk up and down the stairs single file while keeping to their right side.
- Playground activities, such as playing ball, jumping rope, playing hide and seek, and running and skipping, are only permitted outside on the playground.
- Treat other students' property with respect.
- Treat the building and grounds with respect, and this behavior includes not hitting trees with sticks and breaking branches.
- Tree climbing is not permitted on school grounds, with one exception: Early childhood classes may allow their children to climb on the low branch of the small tree next to the sandbox when the teacher is present.
- Be grateful for food, and to not waste, play or be messy with their meals.
- Follow playground rules and limits whether established by their main lesson teacher, a subject teacher, or by a substitute teacher.
- Adhere to the Dress Policy and General Appearance which is published in the Parent Handbook.
- Keep the hallways clear and their cubbies neat by hanging and stowing personal items on their assigned hooks and shelves.
- Show respect for personal privacy during bathroom breaks by ensuring that only the child using the lavatory is in that room at that time.
- Not chew gum at school.
- Leave all toys at home, with exceptions left to the discretion of the teacher. They shall not wear inappropriate shoes such as roller ball shoes, and they shall leave their skateboards at home. Students shall not bring to school electronics, such as iPods, Gameboys, and cell phones. If a child needs to contact their parent, they may use the office telephone. For more information about the Electronic Device Policy, please see the Parent Handbook.
- Remain within school boundaries, and will only leave the premises with permission.
- Abstain from inappropriate language such as cursing, and hurtful comments about race, ethnicity, religion, sexual orientation, etc.

Although we must always take into account the development level of each child, there remains some basic school-wide agreement on what is acceptable behavior. In short, students are expected to cultivate an attitude of respect toward their teachers, all staff, parents, fellow students, the school, the environment and themselves.

Faculty Expectations

- Be on time for every lesson.
- Treat students with courtesy and respect, especially when discipline is needed.
- Treat colleagues and parents with courtesy and respect at all times, especially in times of disagreement.
- Be supportive and encouraging to all the students in your care, in words and actions, equally and without favoritism.
- Strive to be consistent in your approach to discipline issues, individually and as a faculty.
- Provide all students and parents with opportunities to express concerns and questions outside lesson time.
- Provide parents with opportunities to learn more about the Waldorf philosophy.
- Notify parents in a timely manner when expectations for schoolwork and behavior have not been met.
- Communicate with parents their child's disciplined behavior in a timely manner.

Parent Expectations

- Provide a home atmosphere that is conducive to the child's social, emotional and educational well-being.
- Review the discipline policy and school rules with your child; parents will support faculty in implementing discipline policies.
- Insure that your child arrives at school on time and that he/she is picked up from school on time.
- Treat teachers, staff, and other parents with courtesy and respect at all times, especially in times of disagreement.
- Make use – when possible – of the opportunities given by the school to learn more about the philosophy of Waldorf education.
- See that children get adequate sleep, nutritious meals, abstain from media during the week, and benefit from an appropriate length of time and environment for completing homework.
- Respect the teacher's, administrators, and/or the office staff's judgment when dealing with their child. This expectation is especially important when the parent is not present when an event happens.
- Ensure there is a time and place for homework, and that the child is organized before heading out the door.
- Accept that the teacher has the best understanding of pedagogy, and is therefore an expert on how Waldorf should be taught in their class.

The following pages list three tables for behaviors ranging from inappropriate to severe. These have been created as a guide for faculty as well as for parents so that they can follow where their child is in the discipline process.

Parents should expect that they will receive more telephone calls from their child and teachers, as we will respond often and quickly to inappropriate behavior. Please note that a telephone call does not equate with severity. Telephone calls, especially those from their child, are used to hold the child accountable for their behavior, as they express what happened and how they are going to behave in the future.

TABLE 1

Step System To Inappropriate And Disruptive Classroom Behavior

In the event that a student's behavior interferes with the lesson or other class activity, the teacher will implement the following disciplinary steps:

Behavior	First Step	Second Step	Third Step*
<ul style="list-style-type: none"> Disrespecting a teacher or class disruption (as defined by individual teachers) o Being late for classes. (This does not apply to tardiness at the beginning of the day; for more information, please see our Parent Handbook.) o Refusal to participate in class. o Pattern of sloppy and/or incomplete school-work, or handing homework in late. o Not following classroom rules or directions by their class teacher, subject teacher or class substitute. o Speaking or acting disrespectfully toward an adult. o Excessive touching between students. (Please see "Excessive Touching" under the Definitions section). o Amorous/Romantic behavior between students. (Please see "Amorous/Romantic" under the Definitions section). 	<ul style="list-style-type: none"> o Verbal warning 	<ul style="list-style-type: none"> o Loss of recess o Isolation (in classroom, hallway or partner classroom) 	<ul style="list-style-type: none"> o Student sent to office o Discipline Coordinator calls parents as soon as possible o Teacher/instructor calls parents within 24-hours o Discipline Coordinator will ensure that the "Behavior Incident Report" is filled out, sent home with the child, signed by the parents, and returned to the front office in a timely manner.

*Within a month's span

TABLE 2
Step-System To Non-Aggressive Behavior
In Common Areas

In the event that a student violates the “Student Expectations” described above, the teacher may at his/her discretion initiate the following disciplinary measures:

Behavior	First Step	Second Step	Third Step*
<ul style="list-style-type: none"> • Yelling or loud talking in the halls. • Running in the halls or on stairs; not walking on the right side of the stairs. • Being disrespectful of the building and grounds, and/or disrespect for the environment (i.e. trash throwing, hitting trees, being rough with furniture, etc.). • Playground activity in hallways. • Skateboard, electronics, toys, and cell phones on school grounds. • Playing, wasting or acting inappropriately with food. • Keeping cubbies, classrooms, desk and/or hallways messy. • Chewing gum. • Climbing a tree. (This does not apply to the tree that Early Childhood children may climb.) • Students together in the bathroom. 	<ul style="list-style-type: none"> ○ Verbal warning and redirection or immediate correction of behavior. 	<ul style="list-style-type: none"> ○ Time out, loss of recess, or student/teacher conference. 	<ul style="list-style-type: none"> ○ Discipline Coordinator will confer with the teacher and children involved to completely understand the situation. ○ Discipline Coordinator will help child come up with positive ways for acting in the future and will rehearse what the child will be telling parents on the phone. ○ The teacher will follow-up later with a call to parents ○ Discipline Coordinator will ensure that the “Behavior Incident Report” is filled out, signed by the parents, and returned to the front office in a timely manner.

*Within a month’s span

Especially with regard to tables 1 and 2, the underlying tenant is that all children can learn from their mistakes, and that the teacher may choose to repeat the first or second step as long as they are continuing to see behavioral change. Therefore, the above table is a guide with the understanding that a teacher will use the third step once other attempts appear to be insufficient. In addition, depending on a child’s developmental level, the teacher may chose to use different behavioral strategies along with steps 1 and 2.

Please note that these responses will not encompass every possible behavior, and that even if the behavior is listed, teachers still have the right to use their discretion as needed.

TABLE 3
Severe Behavior and Sexual Harassment

For a description of the type of behaviors considered to be severe, or a description of what constitutes behavior described as sexual harassment, please see “Definitions.” In the event that a student commits an act including any of the described behaviors, the teacher will implement the following disciplinary steps:

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense*
<ul style="list-style-type: none"> • Severe behavior or sexual harassment. Depending on the nature of the offense, the school may have to conduct a “Search and Seizure” (please see Definitions for an explanation). 	<ul style="list-style-type: none"> ○ Remove to office ○ Call parents ○ Loss of three recesses ○ Discipline Coordinator will ensure that the “Behavior Incident Report” is filled out, sent home with the child, signed by the parents, and returned to the front office in a timely manner. 	<ul style="list-style-type: none"> ○ Remove to office ○ Call parents to pick-up child and to schedule a conference with parents, teacher, student, and Discipline Coordinator to create a “Behavior Goal, Consequences and Contract” (please see Definitions for an explanation). ○ Discipline Coordinator will ensure that the “Behavior Incident Report” is filled out, sent home with the child, signed by the parents, and returned to the front office in a timely manner. <p>(The child is out-of-school suspended until the conference is completed. Leadership Council is formally apprised of the suspension.)</p>	<ul style="list-style-type: none"> ○ Remove to office ○ Call parents ○ Child begins consequences which were established on the Behavior Goal, Consequences and Contract. ○ Parents, teacher, student and Discipline Coordinator arrange for a second conference ○ Discipline Coordinator will ensure that the “Behavior Incident Report” is filled out, sent home with the child, signed by the parents, and returned to the front office in a timely manner. ○ Student is placed on probation for the remainder of the school year. ○ Leadership Council is updated on the status of the student. 	<ul style="list-style-type: none"> ○ Remove to office ○ Call parents ○ Discipline Coordinator will ensure that the “Behavior Incident Report” is filled out, sent home with the child, signed by the parents, and returned to the front office in a timely manner. ○ Child begins out-of-school suspension. Leadership Committee, faculty and Discipline Group meet to discuss whether the child should continue suspension for ten days or be expelled, and then the Board is consulted on this decision.

*Within a month's span

Definitions for Discipline Policy

Amorous/Romantic Behavior: Defined as kissing, hand-holding, full-body hugs, caressing, as well as other public displays of amorous affection. These behaviors are sexual in nature and between older children, and not permitted on school grounds. They do not include behavior expressed between young students.

Behavioral Goal, Consequences and Contract: Resulting from a student committing a severe behavior or sexual harassment for the second time, this contract is filled out during the conference between the student, parents, teacher and Discipline Coordinator. It records ideas that came from the conference to help the student manage their behavior going forward. It explains the offense, describes the behavioral change plan, demonstrates ways to make amends, and lists the consequences if the student breaks the contract. The reason for listing consequences is that these will be used should the student commit a third serious offense. The contract stays in effect for the remainder of the year.

Discipline Coordinator: The role of the Discipline Coordinator was created to support the disciplinary process. The coordinator:

- Relieves the teacher when a child acts inappropriately so that they may go back to class;
- Helps the child understand why their behavior is inappropriate, comes up with ways to act appropriately in the future, and finds a means to make amends for their behavior; helps students fill out discipline forms;
- Facilitates disciplinary meetings between the student, their teacher and their parents;
- Participates in the decision-making process as to whether a child undergoes in-school suspension, out-of-school suspension, or expulsion.

Excessive Touching: This behavior is similar to Amorous/Romantic Behavior, and includes hand-holding, caressing, sitting on each others' laps, grooming each other, etc. The reason for having separate categories for physical behavior is because repeated touching between friends is less serious than between students attracted to one another as that type could encourage greater sexual experimentation. It is at the discretion of the teacher to decide whether the behavior is Excessive Touching or Amorous/Romantic.

Expulsion: In rare circumstances, a student may be dismissed because the behavior is so severe and/or chronic that learning becomes impossible for themselves and their classmates. When this is the case, Leadership Council has the right to make a decision on behalf of Four Winds Waldorf School to dismiss the child.

Non-disruptive Refusal to Participate: Refusing to complete work, attend to class, etc. This includes participation, which does not meet teacher's expectations.

Peer to Peer Aggression: Name calling, systematic exclusion, rumors, threats, or hitting. These behaviors may also apply to the Social Inclusion procedure, but that would be done after the discipline policy has been enforced.

Probation: May occur as a result of repeated suspension, consistent disregard for socially acceptable behavior, and/or violence to another child or property. At this time the parents, the teacher and other appointed faculty members will meet to discuss goals and ways for effecting change over a prescribed period of time. Periodic evaluations will determine if sufficient progress is being made. When expectations are met, the child is reintegrated back into school.

Search and Seizure: Students and their personal property may be searched by a school employee when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating the law or school rules. This search should be done in a manner not excessively intrusive. With this in mind, the following guidelines should be followed, and a search and seizure can only be done when the conditions are feasibly possible:

- Outside the view of others, including students;
- In the presence of two adults. For those children third grade and above, the adults should be of the same sex.

In the near future, we will have more information about "Search and Seizure," and at that time, you may contact the administrator and ask for a copy of the Procedure Manual. It will be listed under the Student Policy section.

Severe Behavior: This includes behavior with the intent to cause harm or disrespect, including roughhousing only if the teacher has asked the behavior to stop and the student has not complied. The following are behaviors considered to be severe:

- Kicking, hitting, biting, fighting or any other behavior that cause physical harm/injury to another.
- Severe harassment including bullying.
- Stealing.
- Refusing to follow direction of teacher/instructor.
- Running away, hiding, leaving area or instruction without teacher permission including refusal to return to class from outside.
- Extreme and overt disrespect toward peers and adults.
- Name-calling.
- Yelling at others.
- Threatening others.
- Open defiance.
- Use of demeaning language, profanity, and inappropriate comments including remarks about gender, color, race, ancestry, sexual orientation, physical handicap, mental condition, religious creed, or other personal characteristics.
- Destruction of personal property.
- Possession of illegal substances on campus.
- Self-mutilation.
- Truancy.
- Possession of knives or other sharp objects.
- Possession of drugs and alcohol.
- Destruction of property due to graffiti, vandalism, or other abuse.

Sexual Harassment: Unwelcome or unwanted sexual behavior, requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature when this conduct substantially interferes with a student's learning or creates an intimidating, hostile or offensive learning environment. Sexual harassment normally requires a pattern of unwanted behaviors; however, there are situations when one serious incident (even a single spoken violation) can constitute harassment. To help distinguish between innocent "horseplay" and unacceptable harassing behavior, experts suggest that the following test be used:

Four-Point Test for Sexual Harassment

1. Would you, as a parent, want your son or daughter treating others this way?
2. Would you be comfortable if such behavior were directed toward your sister or brother, your wife or husband, your daughter or son?
3. Would the behavior be offensive if it were videotaped and then viewed by girls or women you respect?
4. Likewise, would it be offensive to boys or men you respect?

Examples of Sexual Harassment include but are not limited to:

- Persistent or repeated unwelcome flirting, pressure for dates, sexual comments or touching;
- Sexually suggestive jokes or gestures directed toward another, or sexually oriented or degrading comments about another;
- The open display of sexually oriented pictures, posters or other materials offensive to others.

All students are encouraged to express disapproval and displeasure at any conduct that is sexually harassing, to tell the individual engaging in the conduct that it is unwelcome, and to report that unwelcome conduct to a teacher, staff member, College member or Board member.

Toys and Other Items from Home

The school takes the responsibility of engaging the children actively and creatively during free play. Parents should check with the child's teacher before they send the child to school with toys from home. Teachers reserve the right to confiscate toys that are inappropriate or creating a distraction, and will keep them until the parent arrives. A few examples of items always considered inappropriate at school are-- knives, slingshots, personal listening devices, radios, electronic games (see electronic devices policy in this handbook), toy guns and firecrackers. Children are welcome to share something they have found in nature with their teacher or classmates. Please check with your child's teacher about specific times for sharing.

Admissions Procedures

Four Winds Waldorf School accepts applications for admission throughout the year. Admission evaluations are made on the basis of a completed application, receipt and review of the previous school records or reports, classroom visit and an in-depth interview with the class teacher. The school actively seeks to enroll a diverse student body.

Getting to Know the School

Four Winds offers several opportunities for prospective parents to learn more about our school. A regularly scheduled "Introduction to Waldorf Education" orientation is offered by faculty. School tours are also scheduled monthly, which involves visiting classrooms and seeing student work. Prospective parents who wish to learn more about our school may call the office to schedule a visit outside of our School Tour times.

Application

Those parents interested in enrolling a child should request an application from the office. When the application is completed and returned with a fee of \$60, the parent will be contacted for an interview and class visit for the student. The Request for Student Records form is to be filled out after the interview.

Acceptance Policy and Age Requirements

Children entering our Preschool-Kindergarten program must be at least three years old and toilet trained. Children turning 5 years of age by June 1st are considered to be in their Kindergarten year, and are expected to attend class five days per week. To enter first grade children must be 6 years of age by June 1st of the year entering. Acceptance for both the kindergarten and grades will be based on such factors as the child's physical, social and emotional readiness, a healthy learning ability, and the parents' willingness to support, at home and at school, the principles of Waldorf education. The Waldorf curriculum has a unique philosophy and application that is not able to address all children's educational needs.

Tuition Assistance and Re-Enrollment

Tuition assistance applications are available from the school office in January during the re-enrollment process. Please call the office if you have any questions or to request a financial aid application.

Early Childhood Extended Care Program

Afternoon Extended Care is offered to children enrolled in morning Mixed Age Kindergarten classes on a first come first served basis, Monday through Friday from 12:15 until 2:45 p.m. On days when there is early dismissal, there will be no extended care.

Advance registration for this program is recommended at the time of enrollment. An Extended Care contract (separate from the regular Enrollment Contract) will be generated, detailing the charges and payment schedule for the program. "Drop In" reservations can be accommodated with 24 hours notice and payment up front, as long as there is available space. The "Drop In" rate is \$12 for the afternoon.

The Extended Care Program seeks to support and complement the rhythm established in the morning program. The program begins with children eating lunch (packed from home) together with a regular Kindergarten class teacher or the Extended Care Provider. When the children have finished their lunch, the Extended Care Provider will guide the children in putting lunch boxes away and getting ready to rest (all leftovers from lunch go back home so parents know what and how much has been eaten).

Until everyone's resting place is made and the lunch table is cleaned up, the children may help others make up their resting place or look at a book or play with a few toys, put their animals or dolls to bed, or go to the bathroom. A certain song is sung to signal story and resting time. Some children may want a doll or kitty to cuddle up with. A gentle story is told to the children, a couple of simple songs on the Lyre or flute are played and then the children rest. The teacher may continue to sing softly or play an instrument to lull and calm the children. Some of the children fall asleep and some will only rest. After 45 minutes of rest, the teacher gently awakens the children. Everything is put away, and the children may play inside or outside, per the discretion of the Extended Care Provider.

The school provides a cot and pillow for each child; pillows are labeled with the child's name and are washed every two weeks. Parents are asked to provide a blanket no bigger than a beach towel, preferably made of 100% cotton. Blankets may be taken home to be washed at parent's discretion. Extra pillows and blankets are on hand for "drop in" extended care and are laundered regularly.

On Fridays, 1st and 2nd graders have early dismissal at 12:15. For those 1st and 2nd graders whose parents are working or are otherwise engaged, they may join the Extended Care program free of charge on Friday. While these older students may not actually nap, they are still expected to rest quietly with the other children, until resting time is over.

Extended Care Pick-up

Extended Care ends at 2:45 p.m. Please park your car in the parking lot or on the street and walk into the school to pick up your child by the Mixed Age Kindergarten classrooms. 3:00 p.m. is considered late for Extended Care pickup. A late fee will be charged to any parent picking up students after 3:05.

Financial Information

Tuition

The Waldorf School is an independent school. We receive no state or federal aid for either general operating or capital expenses, and must therefore be self-supporting through tuition and contributions from our community of parents, teachers and friends. The financial responsibility for running the school and raising capital funds falls primarily on our school community. Tuition and fees are set when the budget for the coming year is presented and approved by the Board of Trustees.

Tuition Payments

Tuition may be paid all at once or in monthly installments. Families electing to pay tuition in installments must register with FACTS Tuition Management. FACTS will automatically deduct your monthly payments from your checking or savings account and will in turn transfer the funds to the school. There is a nominal annual fee charged by FACTS for this service.

Tuition Adjustment

The Tuition Adjustment Committee makes all decisions for tuition adjustment on the basis of demonstrated financial need. Tuition adjustment is available for students in their kindergarten year and grade school only. Families may apply for Tuition Adjustment through the FACTS Grant and Aid Assessment website upon acceptance to Four Winds. Tuition adjustment offers are for tuition only; fees are not included. A new application must be submitted each year for Tuition Adjustment.

Contracts, Deposits, and Tuition Insurance

Enrollment or re-enrollment is not complete until a non-refundable deposit on the coming year's tuition is paid and a signed contract is returned. Children will not be allowed to start classes without a signed contract. In signing the enrollment contract, it is agreed and understood that a family's obligation to pay the fees for the full academic year is unconditional, and that no portion of fees paid or outstanding will be refunded or canceled notwithstanding the absence or withdrawal of a student.

In the event of early withdrawal due to illness or relocation Four Winds Waldorf School has contracted with A.G. Dewar to offer parents a way of offsetting their tuition obligations; families will still be responsible for any portion the insurance does not cover based on the reason for withdrawal. The cost of this tuition insurance is a percentage of the total tuition amount minus the enrollment deposit, any discounts offered and fees. Complete information is available on the contract and information documents. Please call the Enrollment Coordinator for specific questions.

Other Fees

There is an annual supply fee for all students, which covers the cost of pencils, pens, crayons, paints, beeswax, paper, main lesson books, handwork and other miscellaneous supplies. The \$275 supply fee is due by July 1 each year. The supply fee is determined yearly during the annual budgeting process. Additionally there is a yearly music fee of \$55 for grades students, also due July 1st.

Four Winds Waldorf School Social Inclusion Policy

“The healing social life is found,
when in the mirror of each human soul
the whole community finds its reflection,
and when in the community the virtue of each one is living.”
—Rudolf Steiner, The Social Motto

Conflicts happen. They are part of the human experience, as is conflict resolution. Developing an awareness of proactive tools and using these tools to achieve positive results are essential elements of conflict resolution. The faculty of Four Winds Waldorf School recognizes that one of the greatest gifts we can offer our students is an awakening of their creative powers so that they can shape their own tools and learn to solve social issues themselves. We do not believe that we can protect our students from conflict, nor would we want to deprive them of the experiences of working through struggles.

Teasing and bullying are pervasive in our culture. Social exclusion happens at every school. Typically, situations involving malicious teasing and bullying often occur when adults are not present. Consequently, parents and teachers are usually aware of only a small percentage of incidents. It is unrealistic to believe that adults can effectively act as “social traffic cops,” since so many incidents happen under the radar. However, when adults respond to insensitive behavior by encouraging exploration and accountability, the student becomes aware of better ways to work with conflicts.

During the 2006-07 school year, Four Winds Waldorf School researched various methods and agreed that Kim John Payne’s model of social inclusion offered the best conflict resolution training available. We joined other Waldorf schools in proactively working with teasing and bullying. At our school, we do not focus on administering punishment. Punishment only creates feelings of resentment, and the opportunity for real learning is lost. With Mr. Payne’s guidance, we have come to realize that the best way to facilitate work with conflict is to help the students involved understand the situation, how they contributed to make it worse, where they hold themselves accountable, and how they can responsibly change the circumstances.

To support this work, we formed the Social Inclusion Coordinating Group (SICG). SICG is part of Student Services Committee, the coordinating agency which includes the other two cornerstones of student support: Discipline Committee and Care Group. SICG is currently comprised of a core group which includes an administrator (Marianne Fieber); one faculty member (Bruce Cooper); two parents (Dr. Martin Lemon and Dr. Shellie Kruchko); and a chair person (Parvaneh Shidnia-Smith). John Keeney, a faculty member who was on SICG since its inception, joins on occasion as a consultant. SICG meets weekly to discuss social inclusion topics, such as current student-to-student issues and impressions of the school’s social atmosphere. Throughout the year, Parvaneh submits relevant social-themed essays to our Four Tellings newsletter, as well as bi-monthly summaries of SICG meetings. Questions, concerns, and comments are welcomed by the SICG members.

Identifying Teasing and Bullying as Exclusionary Behaviors

Teasing may be interpreted as bullying, so in order to prevent a gentle jest from becoming a painful putdown, we agree that:

“Teasing is not OK when...

- ...the one being teased does not think it is funny.”
- ...someone asks for the teasing to stop and it continues anyway.”
- ...the person doing the teasing reacts badly when he/she is teased back.”
- ...it happens frequently or becomes a habit.”
- ...it is mean-spirited, meant to hurt, or puts someone down.”
- ...others do not intervene because they are afraid of being teased instead.”
- ...others go along with the teasing even though they do not feel good about it.”

Once teasing crosses any of these lines, chances are that it will develop into bullying. **Bullying** behavior is persistent, prolonged, and deliberate. There are three main types of bullying: physical, verbal, and indirect. All types of bullying can cause immediate pain and lasting damage.

- **Physical:** Includes any unwanted physical contact, from biting, hitting, kicking, tripping, pushing, poking, and pinching to throwing objects or spitting.
- **Verbal:** Includes name-calling, insults, put downs, gossiping, teasing, threatening, or using foul or derogatory language.
- **Indirect:** Includes excluding someone from activities or conversations, ignoring, spreading unkind stories, lying, damaging or stealing someone's belongings, ganging up on someone, or persuading someone else to engage in any of these behaviors.

A child who bullies others is lacking in empathy, impulse control, and imagination. The goal of social inclusion is to ensure not only that all children are included in the classroom community, but also that each child becomes capable of feeling compassion for others, controlling the impulse to react negatively, and employing creative solutions to conflict. To this end, we focus our response on “The Seeing Both Sides Approach” to resolution, which begins with a safe and truthful environment.

Creating a Truth-Telling Culture

When teasing becomes very hurtful or becomes bullying, it is important for the student being bullied to tell an adult. *Truth-telling* is sharing an incident with an adult to prevent harm to oneself or another. This is not the same as *tattling*, which is when a student tells an adult about an incident just to get someone else in trouble or to curry favor with an adult. Students need to feel comfortable telling appropriate adults about harmful situations, while also developing the capacity to solve problems where they arise.

Our approach works to ensure that confronting and reintegrating replace the traditional processes of blame and punishment. It does not focus on who was right or wrong, nor does it prescribe punishment. However, it is not the same as a no-responsibility approach. We

seek to educate, find solutions, and hold participants accountable for their commitments to the Code of Conduct and Code of Compassion. (See Appendices __ and ____).

Because the Social Inclusion process does not administer blame or punishment, the child who bullies:

- ...will have the opportunity to recognize his/her actions and atone with shame;
- ...will not gain status among his/her peers; and
- ...will not receive undue attention for misdeeds so there is no need to "get even."

Furthermore, the child who is targeted by the bully:

- ...is not put under extra pressure by his/her peers;
- ...feels free to tell the truth about the incident without fear of retaliation; and
- ...will have the opportunity to develop friendships/relationships within the class.

Other children in the class will also feel free to tell an adult about bullying behavior. We strive for an effective caring and inclusive approach that will benefit the community as a whole as well as each individual.

SICG's Action and Response Plan for Grade School Children or "What we do when a referral is made by any member of the community."**

1. An incident is observed or experienced and reported to the class teacher and SICG. (In addition to direct reporting of incidents, all teachers provide a social inclusion Traffic Report during weekly faculty meetings, noting any behaviors or relationships between students that warrant concern or monitoring.)
2. The class teacher gauges the seriousness of the incident and chooses to remediate the behavior pedagogically, or requests SICG assistance. SICG checks back with the teacher in 2 or 3 days to confirm resolution.
 - A. Once the need to employ the social inclusion process is determined, the students are given the choice of either working with SICG to resolve the conflict, or taking the consequences as meted out by the Discipline Policy. If they volunteer to work on their situation proactively, the students complete Ready for Change forms. Depending upon their reading and writing abilities, they may complete the forms with or without a teacher or an SICG member's assistance. Both the class teacher and SICG receive copies of these forms, and parents are made aware of their child's circumstances.
 - B. Students then meet with an SICG member and another neutral classmate who is aware of the situation, and can work toward a solution without taking sides. They discuss their Ready for Change plans in a warm atmosphere that focuses on bringing light to the situation, exploring alternate ways of viewing each other, and discussing when and why things have gone well in the past between the students. The class teacher and/or the adult who witnessed the conflict may or may not be present. The plan and this first meeting are completed within 24 hours. Often times, completing and discussing the Ready for Change Plans are enough to transform the situation. However, if it appears that more work must be done, then the process continues.

- C. Within a week, a second meeting is scheduled. The SICG member, students, class teacher, adult(s) who witnessed the conflict, and at least one neutral student are present. The purpose of this meeting is to further explore the interactions between the students, discuss possible ways to support each of them, and to come up with an action plan. If the situation warrants it, the action plan could include the entire class, enlisting all students in supporting their classmates' conflict resolution. Again, parents are kept up-to-date on their child's process.
- D. If the unacceptable behavior persists, a third meeting, called the Social Support Circle, is arranged. Now parents join the student(s), SICG member, class teacher, neutral student(s), and the adult(s) who was present at the conflict. The purpose of this meeting is to widen the child's area of support and a follow-up meeting is scheduled in six to eight weeks.
- E. If the behavior continues, advice from the Care Group as well as any suggested outside services are sought.
- F. At any time deemed necessary, the Discipline Committee may also provide input as appropriate for unacceptable behaviors. Finally, if behavior is not sufficiently improved, the case is presented to the faculty leadership council for discussion about more severe consequences, up to and including suspension and/or expulsion.

The objective of the social inclusion process is to awaken the students to empathy, encourage them to engage in self-control, and inspire them to imagine better solutions to the conflicts that are sure to arise whenever human beings gather together. More detailed information is available to both students and parents with regard to social inclusion and conflict resolution. If you have any questions about the Social Inclusion Policy, please feel free to bring them to any member of SICG. Together we can create a responsible, peaceful, healing environment at Four Winds Waldorf School that will shine forth into the world at large.

* Incidents such as aggression or physical abuse will call for a disciplinary response.

** SICG's Action and Response Plan does not apply to early childhood students. Our philosophy and approach to conflict is the same, however, it is administered in a manner conducive to the developmental needs of the young child.

Anti-Harassment Policy

Four Winds Waldorf School is committed to providing all students, parents, faculty and staff with a safe and supportive environment. Members of the school community are expected to treat each other with mutual respect. The school community is defined as students, teaching faculty and all other school employees (both full and part time), unpaid volunteers and visitors. Harassment will not be tolerated in any form.

Harassment is defined as verbal or physical conduct based on a student's actual or perceived race, religion (creed), skin color, national origin, gender, marital status, sexual orientation or disability which has the purpose or effect of creating an intimidating, hostile or offensive environment or substantially interfering with a student's ability to perform in the school setting. This conduct can be in the form of any unwelcome verbal, written or physical conduct that denigrates or belittles any individual on the basis of the characteristics outlined above. Such conduct includes but is not limited to: unsolicited derogatory remarks; jokes; physical contacts; talking; threatening; bullying; extorting; or the display of offensive pictures or written materials.

Our policy opposes and prohibits all forms of harassment, as defined above. The school shall act to investigate all complaints of harassment whether verbal, written or physical, and to discipline, censure or take other appropriate action against any member of the school community who is found to have violated this policy.

Sexual Harassment

Students

With respect to students, sexual harassment is to be defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: such conduct has the purpose or effect of substantially creating an intimidating, hostile or offensive educational environment or substantially interfering with the student's ability to perform in the school setting; or submission to the conduct is explicitly or implicitly a condition of the student's education or a submission to or rejection of such conduct by a student is used to any degree as a basis for decisions affecting that student.

Employees

Additionally, it is illegal under state and federal laws for any employee, male or female, to sexually harass another employee. We are committed to providing a workplace free from this conduct. Sexual harassment is a form of sexual discrimination and is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: submission to the conduct is explicitly or implicitly a condition of the employment; submission to or rejection of such conduct by an employee is used to any degree as a basis for decisions affecting that employee; or the conduct has the purpose or effect of substantially creating an intimidating, hostile or offensive educational environment or substantially interfering with an individual's work performance.

In the event we receive a complaint of sexual harassment or otherwise have reason to believe it is occurring, we will take all necessary steps to ensure that the matter is promptly investigated and addressed. We are required by law to take action if we learn of potential sexual harassment, even if the aggrieved employee does not wish to file a formal complaint.

If the complaint is deemed credible, a representative of the school will inform the aggrieved party and the accused individual of the results of the investigation as well as the actions that will be taken to ensure that the conduct will cease and that no retaliation will occur. We will undertake such sanctions appropriate to the situation, up to and including dismissal. If such allegations are found to be false, no action will be taken against the alleged offending party, and no notation will be made in the party's file. If a false complaint is determined to be malicious in any way or meant to do harm to the alleged offender and/or the Four Winds Waldorf School, appropriate action will be determined and taken.

Reporting

A student may report an allegation of harassment s/he has experienced or witnessed at school or during school-sponsored activities or events.

Any adult school employee who witnesses or receives a report, formal or informal, of unlawful harassment at school or during school-sponsored activities or events is obligated to report it to the school Administrator and/or Faculty Chair. The school shall respect the privacy of all parties involved, i.e. the aggrieved party, the complainant (if not the same as the aggrieved party), the individual against whom the complaint is directed and any witnesses to the greatest extent possible. The school shall conduct an investigation as soon as practicable, but no later than five days following receipt of an allegation of sexual harassment.

Consequences

Any school employee or student that is found to have violated any portion of the Anti-Harassment and/or Sexual Harassment policies will be subject to action including but not limited to: warning; remedial training; education or counseling; suspension, expulsion; termination or discharge.

Guidelines for Gift Giving to Faculty

Parent Council members and Room Parents are asked to work together to coordinate the teacher appreciation gift and any additional group gifts in attempt to streamline the group gift giving and avoid confusion.

Group Gifts

The Parent Council would like to encourage all group gifts from the class or from parents to be presented at one time during the teacher appreciation dinner rather than during Christmas or at the end of the school year. The teacher appreciation gift is coordinated by the Parent Council Class Representative for each class. The intent of the Teacher Appreciation gift is to provide the teacher with a gift from the students that the students have in some way had a part in creating. In addition, the specialty teachers are also presented with gifts on behalf of all grades classes out of parent council funds. Often, room parents have collected money to purchase a group gift or gift card for classroom teachers and specialty teachers given at the end of the school year. The Parent Council would like to encourage these additional gifts to be coordinated with the Parent Council Representatives and for all group gifts to be given at the teacher appreciation dinner rather than at the end of the school year. This helps to reduce the confusion of parents being asked to donate money for group gifts from multiple classes and at different points in time.

Individual Gifts

On occasion, individual parents/families may choose to give gifts to teachers and staff. They are welcome to do so at any time such as during the holidays or at the end of the school year.

Student Extended Leave of Absence Policy

In principle, Four Winds Waldorf School supports an extended leave of absence by a student when requested by the student's parent/guardian as a worthwhile life experience.

In the first grade year, an extended leave of absence by one child may significantly disrupt the formation of the class. Therefore the faculty recommends extended leaves not be considered in First Grade.

In the Grades 6 - 8 the curriculum covers a great deal of ground. Ample discussion with the class teacher is recommended to identify the least disruptive time during which the student would be away if there is flexibility in planning.

Definition of Extended Leave of Absence:

A period of more than one week from regular attendance at Four Winds Waldorf School.

Policy Parameters:

Parent/Guardians of Grades or Kindergarten-aged students are to fill out the **Student Extended Leave form** (available in the front office) and submit it to the Class/Lead Teacher and Administrator one month prior to departure.

Parents of Pre-Kindergarten students are requested to inform their child's teacher at a minimum of two weeks prior to departure.

The Student Extended Leave Form is reviewed and approved by the Lead/Class Teacher and Leadership Council.

Tuition reimbursements will not be made.

For **leaves less than one month**, school work as assigned is expected to be completed.

For **leaves extending beyond one month**, attendance at another school is expected. If this is not possible due to specific circumstances, assignments will be developed by the teacher and are to be completed by the student in accordance with the timelines set forth. Contact information for the temporary school/teacher is to be provided to the Four Winds Waldorf teacher in order to support communications and curriculum continuity for the student. Upon return from an extended leave of one month or more, a report from the temporary school must be provided to Four Winds Waldorf School for the student file.