



PARENT HANDBOOK

A GUIDE TO THE POLICIES, PROCEDURES, HISTORY, AND CULTURE OF TWS

FALL 2018 REVISION

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www.tucsonwaldorf.org | gradesadmin@tucsonwaldorf.org

MISSION STATEMENT

Tucson Waldorf School is a community dedicated to joy in learning. We believe in engaging each child through meaningful experiences, attuned to the unique stages of childhood.

VISION STATEMENT

Tucson Waldorf School graduates approach life with purpose, intention, and commitment to social responsibility, confident of their place in the world.

DIVERSITY STATEMENT

The school welcomes students of any race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the students at the school. The school does not discriminate on the basis of race, color, sexual orientation, national and ethnic origin in its admissions, policies, tuition assistance, or in any other of its school programs. At Tucson Waldorf School, cultural diversity is both welcome and highly valued, as it enriches both the curriculum and our lives.

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GENERAL INFORMATION

CONTACTING THE SCHOOL

Urgent messages may be relayed to your child or to your child's teacher by calling the North Office (for children in the Early Childhood Program) or the Main Office (for children in the Grades Program).

Telephone Numbers, Fax Numbers, and E-Mail Addresses

Main Phone Line.....	520-529-1032	
Fax.....	520-529-2776	
Early Childhood–Grade 2 North Office.....	Ext. 109	ECAdmin@TucsonWaldorf.org
Grade 3–Grade 8 Main Office.....	Ext. 101	GradesAdmin@TucsonWaldorf.org
Enrollment Director <i>Rebecca Briamonte</i>	Ext. 100	Enrollment@TucsonWaldorf.org
Operations Manager <i>Wynter Pradier</i>	Ext. 102	Operations@TucsonWaldorf.org
Development Director <i>Melissa Campbell</i>	Ext. 104	Development@TucsonWaldorf.org
Administrative Director: <i>Robyn Kool</i>	Ext. 103	Director@TucsonWaldorf.org
Pedagogical Director <i>Linda Braun</i>	Ext. 105	FacultyChair@TucsonWaldorf.org
Communications Director <i>Naomi McCoy</i>	Ext. 110	Communications@TucsonWaldorf.org

WHO'S WHO AT TUCSON WALDORF SCHOOL

Administration

Robyn Kool	Administrative Director
Linda Braun	Pedagogical Director
Wynter Pradier	Operations Manager
Rebecca Briamonte	Enrollment Director
Naomi McCoy	Communications Director
Melissa Campbell	Development Director
Tessa Swanson	Main Office (Grades) Coordinator
Camille Ramos	North Office (Early Childhood) Coordinator
Aaron Suski	Facilities Manager
Sarah Shiller	Volunteer Coordinator
	AWSF Associate and TWS Scholarship Support

Leadership Council

Robyn Kool	Administrative Director
Linda Braun	Pedagogical Director
Michelle Blazewicz	Grades Pedagogical Chair
Jennifer O'Brien	Early Childhood Pedagogical Chair

Board of Trustees

Nate Byerely	Board President
Shefali Milczark-Desai	Vice President
Jeff Yockey	Treasurer
Sarah Evans	Secretary
John Keeney	Grades Faculty Representative
Nicole Williams	Early Childhood Faculty Representative
Olivia Hansen	Alumni Representative
Hilary Moses	Parent Council Representative
Kira Dixon-Weinstein	Development Chair
Naomi Wetzal McCoy	Marketing/Outreach Chair
Robyn Kool	Ex Officio

Early Childhood Faculty

Andrea Fiser	Marigold Garden Lead Teacher
Leila Lopez	Marigold Garden Assistant
Ursula Ramos	Sunflower Garden Lead Teacher
Sarah Salazar	Sunflower Garden Assistant
Maggie Queathem	Star Garden Lead Teacher
Ron Spector	Star Garden Assistant
Nicole Williams	Rosemary Garden Lead Teacher
Carmenza Fernandez	Rosemary Garden Assistant
Jennifer O'Brien	Red Rose Garden Lead Teacher
Bettina Fuchs	Red Rose Garden Assistant
Tiffany Manoukian	Quail's Nest Teacher

Grades Faculty

Judy Taylor	Grade 1 Teacher
David Sussman	Grade 2 Teacher
Michele Blasewicz	Grade 3 Teacher
Cyd Lannigan	Grade 3 Assistant
John Keeney	Grade 4 Teacher
Cynthia Hovland	Grade 5 Teacher
Bayla Sussman	Grade 6 Teacher
Thomas Conner	Grade 6 Substitute Teacher for Maternity Leave
Irene Richardson	Grade 7 Teacher
Lisa Archer	Grade 8 Teacher

Subject Faculty

Em Bowen	Spanish Teacher
Heidi Johnson	Movement Education Teacher
Lisa Barnes	Handwork Teacher
Thomas Conner	Woodwork Teacher
Jose "Leo" Leonardi Moore	Strings/Orchestra Teacher
Charles Swanson	Gardening Teacher
Elizabeth Falcon	Middle School Support
Patricia Nifong	Arabic Teacher
	Eurythmist

Extended Day Faculty

Charlene Campbell	Early Childhood Extended Day Teacher
Chelsea Cruz	Early Childhood Extended Day Teacher
Katherine Miller	Early Childhood Extended Day Teacher
	Early Childhood Before Care Teacher
Sophie Richerd	Grades 1-3 Extended Day Teacher
Will Coinman	Grades 4-8 Extended Day Teacher
Cyd Lannigan	Grades 3-8 Before Care Teacher
Stephanie Wortman	Grades 1-2 Before Care Teacher

WHERE TO GO WITH QUESTIONS

IF YOU HAVE A QUESTION CONCERNING . . .	PLEASE CONTACT . . .
your child, the curriculum, Waldorf education, social matters in the classroom, and/or your child's experiences during the school day	the Class Teacher If a matter requires more attention, your child's teacher will bring the issue to the Pedagogical Director.
school policies and general administration matters	the Administrative Director (Director@TucsonWaldorf.org) If your question requires more attention, it will be brought to the Leadership Council for review.
enrollment, marketing, outreach, and/or promoting our school	the Enrollment Director (Enrollment@TucsonWaldorf.org)
the Waldorf Fund, Capital Campaign, Endowment, AWSF tax credit program, and/or fundraising events	the Development Director (Development@TucsonWaldorf.org)
TADS, billing, health and safety, and/or tuition assistance	the Operations Manager (Operations@TucsonWaldorf.org)
the curriculum, questions or concerns not being resolved with your child's teacher, or if you have interest in faculty employment	the Pedagogical Director (Pedagogical@TucsonWaldorf.org)
the school's finances	the Board Treasurer (Treasurer@TucsonWaldorf.org)
the Board or school governance	the Board President (President@TucsonWaldorf.org)
information about Parent Council meetings or parent involvement	the Parent Council Coordinator (ParentCouncilRep@TucsonWaldorf.org)
how to find, sign-up for, or record hours for a service opportunity	the Volunteer Coordinator (Volunteer@TucsonWaldorf.org)
scholarship assistance, deadlines, and/or qualifications	the Scholarship Liaison (ScholarshipInfo@TucsonWaldorf.org)
something not covered in the above sections	North Office Coordinator, if your child is in the Early Childhood Program (ECAdmin@TucsonWaldorf.org) Main Office Coordinator, if your child is in the Grades Program (GradesAdmin@TucsonWaldorf.org)

WELCOME FROM THE FACULTY AND STAFF

Tucson Waldorf School is administered by the Tucson Waldorf Education Association, Inc. (TWEA). TWEA was incorporated in the fall of 1992 as a nonprofit, nonsectarian corporation and represents a group of parents, teachers, and others committed to bringing Waldorf Education to our community.

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, Founder of Waldorf Education

We hope that this handbook will facilitate your understanding of the daily rhythms, organization, and policies of the school. Equally important, we hope it will offer you an opportunity to consider how to deepen your own experience at our Waldorf school. Ultimately, it is you and your children who create the vitality of this community. We invite and encourage you to investigate the forces that inspire this education.

Let us join together in the adventure that is Waldorf Education by building this school—*your* school and community—to reach its highest potential!

HISTORY OF TUCSON WALDORF SCHOOL

In the mid-1980s, a group of individuals came together to study the writings of Rudolf Steiner, the Austrian scientist and philosopher who founded the original Waldorf school in 1919. Members of this study group began to dream of a Waldorf school that would nourish Tucson's children. The initial impulse was truly selfless—not one of these individuals had young children. That founding generosity of spirit has continued to play an integral role in the strength of the school. By 1991, parents and teachers had wholeheartedly joined the effort to start a school under the auspices of the Association of Waldorf Schools of North America (AWSNA). In September of 1993, the Enchanted Desert Playgarden opened its doors in midtown Tucson.

In time, the Early Childhood program expanded to accommodate a growing interest in the school, adding classes and gathering resources to begin an elementary school program. As interest and enrollment continued, a second small property was rented, and in August of 1997, with the official establishment of the Grades, we became the Enchanted Desert School and Playgarden. Each subsequent year, a new First Grade has been added along with a teacher called to work with the individual children forming that class.

In the spring of 2002, a school property on Presidio Road was purchased through the support of many contributors in our community, as well as the support of the Rudolf Steiner Foundation. The campus was first renovated to accommodate the Grades Program. In 2006 the Early Childhood classes moved to the Presidio Campus to join the Grades.

In 2006, AWSNA officially approved the inclusion of “Waldorf” in our developing school's name and we became “Tucson Waldorf School,” the first Pre-K through Grade 8 independent Waldorf school in Arizona. By the following year, it became apparent that we were outgrowing the Presidio campus, prompting the search for a larger site. Our new campus in the historic “Binghampton” area of north Tucson was purchased in 2008, primarily through the wonderful generosity of a small group of donors. That fall, the oldest two grades classes made their home on the new campus; by 2009, Grades 3–8 were housed there.

As enrollment continued to flourish, the time arrived for the whole school to be consolidated at our permanent home. With the combined strength and efforts of our community, we opened the 2014–2015 school year with all of Tucson Waldorf School united on one campus again, this time for good.

In 2016, after going through several years of accreditation work including an extensive self-study and a visit from an AWSNA accreditation team, Tucson Waldorf School became a fully accredited member of the Association of Waldorf Schools of North America.

The future will bring more building and development to this special piece of the Sonoran Desert, nestled under the beautiful Santa Catalina Mountains, where we continue to develop our full vision of Waldorf Education.

ORGANIZATION OF THE SCHOOL

How does a Waldorf school operate? Waldorf schools are self-administered, according to the recommendations of Rudolph Steiner, meaning that teachers have a central role in determining many aspects of the school, and do not use a traditional, hierarchical structure. Instead, interrelated bodies work together to govern and operate our school. Below you will find descriptions of the governing pillars of TWS. Information about the Parent Council can be found on page 27.

The Faculty

The faculty works directly with the children and parents, overseeing the day-to-day activities of the classrooms, developing the curriculum, and creating many of the school's festivals. The teachers, together with the administration, are responsible for details involved in the functioning and operation of the school. Working within committees, they report back regularly to the College of Teachers and the full faculty.

The faculty is engaged in an ongoing quest to deeply understand the work and ideas of Rudolf Steiner, which are the basis of Waldorf Education. Every effort is made to develop a close and cooperative working relationship in which the faculty, as well as the children, can learn and grow.

As part of our striving to provide excellence in education for our students, we provide opportunities for the continuous growth and development of our staff through ongoing pedagogical study, staff training, mentoring, and evaluation. Peer mentoring, as well as support and oversight from the Professional Development Committee, the Pedagogical Director, and the Administrative Director, helps individual teachers and staff members do their best work with the children, their parents, and with each other. In addition, we have procedures for formal evaluation that occur on a regular timetable.

The College of Teachers

The College of Teachers consists of select members of the faculty, the Pedagogical Director, and the Administrative Director. The College is responsible for overseeing and making decisions about the school's curriculum development, pedagogical policy, program administration, faculty hiring and dismissal, professional development, and student admissions.

College members adhere to the high standards of pedagogical and administrative policies, and are responsible for the direction of the development of the life of the school as a whole. The College strives to consider the needs of the entire school community as well as each member of the community. Its members meet each week, in addition to participating in other weekly faculty meetings.

The Board of Trustees

The Board of Trustees is made up of parents, faculty, and community members and is responsible for the legal and financial well-being of the school. The practice of incorporating trustees in U.S. Waldorf schools, in non-pedagogical areas, has evolved as a legal and practical necessity in formulating the strategic planning, funding, implementing, and governing of a Waldorf school. Trustees bring a considerable range of skills while keeping the long-term goals of the school at heart.

The Administration

The administrative staff is made up of the Administrative Director, Pedagogical Director, Operations Manager, Enrollment Director, Communications Director, Development Director, and Office Coordinators. The administrative staff handles the necessary day-to-day business activities of coordinating and operating the school. The administrative team carries out the decisions and standing policies made by various governing bodies, and strives to serve the needs of the faculty, parents, and students.

Leadership Council

The Leadership Council is responsible for overseeing the day-to-day creation and implementation of policy and procedures as directed by the Board of Trustees and the College of Teachers, in both the administrative and pedagogical realms of the school. They are also responsible for addressing questions that arise from parents, staff and faculty members, and the Board.

The Administrative Director, the Pedagogical Director, and the designated representatives of the Grades faculty and the Early Childhood faculty (most commonly, the Grades and Early Childhood pedagogical chairs) are the four members of this committee. The Board president may be called in for specific situations involving personnel, financial, or legal issues. The Leadership Council meets weekly and is committed to maintaining a culture of collaboration, trust, and openness.

COMMUNICATIONS AND PUBLICATIONS

Below you will find several methods by which TWS communicates with parents. Much of the information you will receive from the school arrives via e-mail. We encourage you to add grandparents and friends to our mailing list via our website. Our mailing lists are never sold and are used exclusively for TWS communications.

ParentSquare

We are excited to let you know that this year we'll be using ParentSquare to communicate with you at the school, and in your classrooms and groups. ParentSquare provides a simple and safe way for everyone at school to connect. With ParentSquare you'll be able to: receive all school and classroom communication via email, text or app; view and download photos; view the school and classroom calendar and RSVP for events; easily sign up to volunteer and/or bring items; and more! Our goal is for every family to join ParentSquare. When you receive an invitation email or text to join ParentSquare, please click the link to activate your account. It takes less than a minute. You can use ParentSquare on any device. You can download the free mobile app for Android or iOS and you can also use it from a computer at: www.parentsquare.com.

Sonoran Sunrise

The Sonoran Sunrise is a weekly electronic newsletter sent via e-mail to inform you of upcoming events and important school news, as well as articles of interest. If you are not receiving this newsletter, please inform the office.

Parent Letter

The primary method of communication from your child's teacher is through periodic parent letters. These contain important information about the current curriculum, field trips, class meetings, volunteer opportunities, and other important dates. Parent Letters will also be saved on ParentSquare.

E-mail

TWS has group emails set up for each class. Please remember to use these for important school-related matters only and refrain from personal use. E-mail is used for school-wide updates and communications from teachers and room parents. TADS (see next section) also uses e-mail to send tuition invoices.

TADS

TWS uses TADS, a comprehensive tuition management company, for our admissions, enrollment, tuition assistance, and tuition billing. All billing is administered through TADS at www.tads.com. Each family has a unique login with TADS to manage their account. If you have any questions, please contact the Operations Manager at 520-529-1032 or Operations@TucsonWaldorf.org.

BigSIS

TWS uses BigSIS (Student Integrated System), a comprehensive, integrated database for managing our school. With the addition of ParentSquare, BigSIS will primarily be an administrative tool only; however, you will still need to make sure your contact information is accurate in BigSIS.

Text Message

In the event of an emergency, school closure, or other immediate announcement, you will be notified via text message through the cell phone number listed in TADS. **It is imperative that each family's contact information in TADS be kept up to date.** Please contact the office if you need your TADS username and password re-sent.

All-School Directory

The All-School Directory is located in both ParentSquare and BigSIS. The directory contains faculty and family contact information. Please use the directory as a tool for school communication only. The information contained in this directory is never traded, sold, or used for any promotional or commercial purposes.

Weekly and Yearly Calendars

Weekly calendars are posted on each community board, in ParentSquare, and are included in the *Sonoran Sunrise*. Our yearly events calendar can be found in ParentSquare and on our website. Our Service Opportunity listings are also in ParentSquare. Printed academic calendars are mailed out with the Back-to-School Packet.

Folders

Individual family folders for Early Childhood through Grade 2 are located outside of the North Office on the table by the sign-in sheets.

Website

Our website is TucsonWaldorf.org. The website contains vital school information such as event details, access to the BigSIS parent portal, giving opportunities, ParentSquare, and more.

Social Media

- **Facebook-** Like us! at Tucson Waldorf School
- **Twitter-** Follow us on Twitter @waldorftucson
- **Instagram-** Follow us on Instagram @tucsonwaldorfschool
- **Pinterest-** Find Pin-worthy inspiration on pinterest.com/tucsonwaldorf

Essential New Parent Orientation

This essential orientation for new families is held each year in the evening before the start of school and by appointment for newly enrolled families joining TWS after the start of school. For parents whose children join the school later, there is a second orientation in early February.

POLICIES, PROCEDURES, AND GUIDELINES

Campus Food Safety & Restrictions

Note the *entire campus* is a **Peanut-Free Campus**: no peanuts in any form are allowed on campus. All items that come to school with peanuts will be sent home unopened. Several enrolled children have very serious, **life-threatening** allergies to a number of common foods. These foods are often disguised in baked goods and trail mix which are crumbly, messy, and easily dispersed. For this reason, please limit the following foods:

- All tree nuts (almonds, cashews, pecans, walnuts, pine nuts, etc.)
- Coconut
- Sesame (hummus, seeds, paste [tahini], etc.)

Additional foods not permitted on campus:

- Soda of any kind
- Chocolate
- Nutella and other chocolate-based spreads
- Candy
- Chocolate milk
- Pudding
- Other high-sugar foods

In order to protect those who have severe food allergies from accidental ingestion, food items brought to community events must be labeled with a complete list of ingredients.

Pima County Health Department Bake Sale Guidelines

- 1) A food sale must be a fundraiser tied to a specific event
- 2) Baked goods must not be perishable, so no butter cream or cream cheese frosting, etc.
- 3) Baked goods must have a sign stating that they were not prepared in an approved commercial kitchen. (to protect the public)

http://tucson.com/news/local/govt-and-politics/bill-axing-state-bake-sale-rules-passes/article_508309fd-b374-573e-83b2-d274d5b6247b.html

Campus-Wide Dress Code

Your active partnership with the faculty in maintaining the dress code is essential. Please support your child's teacher by enforcing the dress code *before* the school day starts. If a child comes to school without appropriate clothing, a change of clothes may be provided for them, or a parent may be asked to bring a change of clothes to school. If you have questions about what is appropriate, speak to your child's teacher to get clarification.

The following guidelines for clothing are based on the need for clothing to be **simple, functional, and weather-appropriate**.

➤ **Keep It Simple**

- **Clothing made of natural materials in solid colors or with simple patterns is best. Any images from television, movies, or other media are not allowed in Early Childhood and Grades classes.** In addition, **words and images are off limits altogether for Grades students only**, with the exception of school t-shirts and school hats. No ripped, torn, camouflage, or distressed clothing. Minimal jewelry and adornment only, please, and minimal makeup in Grades 6–8. Body piercings and tattoos are not allowed.

➤ **Keep It Functional**

- It is essential that all students come dressed for maximum freedom of movement. **Students need**

to be able to work, play, get messy, and move freely, without self-consciousness or concern about their clothing. Clothing should fit properly; no baggy, tight, or revealing clothing. Grades 6–8 must keep a set of movement education clothes and shoes at school. All students' hair must be secured and kept off the face.

- Shoes should be flexible, have traction for running and climbing, and not slip off the foot (e.g., no flip flops). **In EC, shoes such as clogs, Crocs, cowboy boots, flip flops, and dress shoes with smooth soles should not be worn at school.** Please note that EC children need a separate pair of soft-soled indoor shoes or slippers. Close-toed shoes must be worn by Grades students in movement education, gardening, and woodwork classes.
- Early Childhood students must always have a seasonally appropriate set of extra clothes at school.
- Please keep in mind **EC children must be able to manage all clothing fastening independently.**

➤ **Keep It Weather-Appropriate**

- **A sun hat is required in the warmer months**, and highly recommended throughout the year. In the winter months, a warm hat with a sun visor is ideal. **Shoulders must be completely covered.** Please note: Teachers are not allowed to apply sunscreen; consider applying sunscreen before school if you choose.
- **Dress in layers appropriate for our variable climate.** Our campus is one of the coldest areas in Tucson in winter.
- All children need an extra set of seasonally appropriate clothing at school for wet days.

Electronic Devices

Electronic devices, including cell phones are not allowed on campus, unless the following guidelines are met:

- **Adult Use**
ALL electronic-device use while driving anywhere on or near campus is strictly prohibited.
Parents are requested to turn off cell phones while on campus, unless you are in a school office, or a classroom unoccupied by students.
- **Student Use: Early Childhood**
Children enrolled in the Early Childhood programs at TWS should be given the gift of a media-free childhood. Teachers are available and willing to assist with transitions to a media-free environment. Consistent with Waldorf Education's emphasis on learning through direct experience, children in early childhood should be allowed to develop new ideas and attitudes based on real personal interactions, without the distortion of mediation through technology.

Children in the early childhood should not be exposed to electronic media in their daily lives. They should not watch television, movies, or videos, play video games, or use computers.

- **Student Use: Grades**
Children are not allowed to bring cell phones to school unless the parent and student have agreed to this policy. Student cell phones and electronic devices *must be checked into the office* before the start of the school day. *TWS is not responsible for lost, stolen, or damaged devices.* If any student is found using an electronic device during school hours, the device will be confiscated and a parent will be called. The item will be returned at the end of the day to the parent/guardian and student. If the student repeats this behavior more than three times, they will be banned from bringing their phone to campus. If students need to use the phone during school hours, they may use the office phone after speaking with their class teacher and the Office Coordinator. Please review this policy with your child before allowing them to bring phones or other electronic devices to school.

Parking

The north parking lot leads to our Early Childhood and Grades 1 and 2 classrooms. The main parking lot leads to our Grades 3–8 classrooms. Per Pima County, there is to be no parking, pick-up, or drop-off on Sutton Lane, unless we have permission from the Sheriff's office *for special events only*. Each office has drop-off guidelines. **TWS is not responsible for cars or their contents in the parking lot.**

Pick up and Drop Off

Early Childhood

Every EC child must be signed in and out each day. A separate sign-in sheet for each student is housed in a binder for each class, located on the sign-in table. **You must sign your full first and last names or first initial and full last name.** If you are signing for more than one child, you must sign each line separately. If a child will be picked up by someone other than that child's parent, that person's name must be written on the sign-in/pick-up sheet for that day and listed on the child's emergency card, or called-in to the office prior to pick-up.

Grades 1–3

Every child in Grade 1–3 must be signed in and out each day. **You must sign your full first and last names or first initial and full last name.** If you are signing for more than one child, you must sign each line separately. If a child will be picked up by someone other than that child's parent, that person's name must be written on the sign-in/pick-up sheet for that day and listed on the child's emergency card, or called in to the office prior to pick up.

Please take your child to the classroom or outside designated play area after signing in. Children who are not signed out at pick-up time will automatically be signed in to the Extended Day Program. Families will be billed for Extended Day fees.

Grades 4–8

Children are not allowed to walk through the parking lot unaccompanied. Parents may choose to park in the main parking lot and walk children onto campus or they may pull as forward as possible in the designated drop-off/pick-up zone. If parents need to exit their vehicle for any reason, or students are not immediately prepared to exit the vehicle at drop off (or enter the vehicle at pick up), parents must pull forward and park in the parking lot. **For your child's safety, the drive-through lane must continually move forward.**

If dropping off between 7:45 and 8:15 a.m., students must check in with the Before Care Teacher and proceed to the designated play area until the school bell rings.

At the end of the school day, students staying for Extended Day are signed in with the Extended Day Teacher; the teacher will release students who are being picked up to the parent. Students leaving campus on their own must have a signed Grades Permission Slip on file. Students leaving independently must sign out daily.

Health and Safety

The Arizona Department of Health Services (AZDHS) requires that the school has up-to-date Emergency Information and Immunization Record Cards ("Yellow Card") and a copy of the immunization record on file for each child. For those who do not or who partially immunize their children for religious or medical reasons, immunization waiver forms are available in the office. **Immunization records and/or waivers must be on file on or before the first day of school. Your child will not be allowed to attend school without this information.**

Illness and/or Absence

Please contact the office if your child is unable to attend school. The office staff is responsible for maintaining records of illnesses, absences, and tardiness. Accurate daily attendance is important in the event of an emergency on campus.

Per AZDHS, if there is an outbreak of a communicable disease, such as measles or mumps, non-immunized children should be kept at home for six weeks after the last reported case. A notice of the disease will be posted on the bulletin boards. AZDHS further requires that **a child must be free of fever, vomiting, and diarrhea for 24 hours before returning to school**. If you have questions regarding this policy, please consult the school administration. If your child becomes ill at school or is brought to school sick, you will be called immediately and asked to take them home to minimize the risk of infection to other children. TWS asks that children with severe coughs, runny noses, or sore throats remain home.

Head Lice Policy

Please notify the school immediately if your child contracts head lice. Due to a clinical report by the American Academy of Pediatrics in 2015 (*copies are available in the office*), our policy states that if live lice are discovered, the parents will be notified and the child will be sent home immediately for treatment.

Grades Policy

As long as the child is being treated thoroughly, TWS will allow students with some nits to return to school. TWS requires that parents practice these intervention steps to stop the spread to other students in the school:

- Check all household members for head lice.
- Treat those with live lice or nits.
- Treat family members who share a bed with the infected person, even if no live lice are found.
- Clean hair care items and bedding used by the individual with nits.
- Clean additional items such as clothing, headgear, furniture, carpeting, and rugs. Washing, soaking, or drying (at temperatures greater than 130°F will kill stray lice or nits). Items such as furniture, carpeting, car seats, and other fabrics or fabric-covered items can be vacuumed.
- Items that cannot be washed can be bagged in plastic for 2 weeks, which is the amount of time when any nits that may have survived would have hatched and nymphs would die without a source for feeding. *Viable nits are unlikely to incubate and hatch at room temperatures; if they did, the nymphs would need to find a source of blood for feeding within hours of hatching.*
- For more information regarding head lice and head lice removal please refer to:
<https://desertheartcpr.com/2017/02/01/super-lice-treatment/>

Early Childhood Policy

In the early childhood program, should an outbreak of head lice in a classroom be discovered, any child with nits or live lice will be sent home immediately. A child may return to class when there are *no longer any nits on their head*. In order to support this policy, the faculty and administration will work together with families to evaluate each individual case. **Please notify the school immediately if your child contracts head lice.** We appreciate your cooperation in this regard.

Medication Policy (Includes Herbs and Homeopathic Remedies)

In general, the administering of medications should be done as much as possible at home. However, when a doctor or other health practitioner prescribes a medication that must be given during school hours, a parent will be asked to complete a Medication Authorization Form, available in the office.

The medication must be in the original packaging and must be labeled with the child's full name. Prescription medications must be accompanied by a copy of the prescription. **Medications WILL NOT be dispensed**

without authorization. A designated staff member will be responsible for the administration, storage, and proper record keeping of all medications. Please note that this policy is based upon AZDHS regulations. Medications that are no longer required to be administered shall be returned to the child's guardian immediately.

Accident Procedures

In the case of an accident that involves your child, you will be notified by phone. Appropriate first aid will be administered, and if necessary, 911 will be called. In the event you cannot be reached, the office staff will call your listed emergency contacts in the order they are listed on the "Yellow Card."

Security Gate

The entrance to the campus is through the security gates only. Each parent will be given the access code during the first week of school. This code is to be used by parents and guardians only. Guests may press the call button to speak with office staff, who can open the gate, register those guests, and give them a visitor badge. The gate code is changed periodically.

Inspection Reports and Drills

The Early Childhood and Grades 1–3 Extended Day Programs are licensed by AZDHS, 400 W. Congress Street, Suite 100, Tucson, Arizona 85701 (520.628.6541). TWS has a fire drill every month, two yearly kitchen inspections performed by the Pima County Health Department, and annual inspections are performed by AZDHS and the fire marshal. All inspection reports are available in the office upon request. TWS carries liability insurance as required by the AZDHS.

Personal Items and Pets

The school is not liable for personal items that are damaged, lost, or stolen. We ask that toys and personal articles, along with pets, remain at home. Service animals are welcome on campus.

Pest Control Policy

According to DHS regulations, parents are notified via a posting on the bulletin board at least 48 hours before a pesticide is applied on TWS premises. TWS uses eco-friendly products.

Photography and Video Recording

Please refrain from taking photos or videos during class plays, festivals, and assemblies, except for May Day and Harvest Festival, which are a shared experience with the children rather than traditional performances. Often the act of being photographed can prematurely bring on self-awareness in children. A lack of self-awareness is part of what defines the unique experience of being a child. Speak with the faculty member in charge regarding the designated time for photos.

School Office Phone

The office is a place of business and we do not allow use of the office phone for social purposes during school hours. Students may use the office phone only after seeking permission from their class teacher. Students may not be in the office without supervision.

Land Stewardship Guidelines

These are the overall guidelines and processes we wish to uphold with regard to any volunteers caring for the land. TWS wishes to actively support organic, biodynamic farming and gardening practices.

TWS thanks you for your continued stewardship, service, and volunteerism.

- **Creating a safe and natural environment**

Any chemicals being used on the land must be approved prior to use. In general, the school takes a strong stand in discouraging the use of toxic weed killers, pesticides, and manufactured fertilizers on the school, especially the garden areas. All volunteers must have approval from the school administration before using any chemicals on the property.

- **Care and respect for natural growth cycles**

Tree limbs and shrubs that require trimming or pruning should be reported to the Facilities Manager. TWS strives to use informed, consistent, and careful management of trees and landscape.

- **Encouraging waste reduction, recycling, and composting**

TWS seeks better, more effective ways to collect campus-wide recycling and composting in addition to reducing the amount of waste we produce in our operations.

- **Reduction:** Families are encouraged to use reusable containers for water, lunch, and events.
- **Recycling:** Blue recycling bins are present in multiple locations throughout the school. We encourage awareness and involvement in proper recycling practices.
- **Composting:** Compostable materials are collected in small silver cans with lids, which are emptied into the compost by students.

TWS appreciates your input, suggestions, and awareness of handling all waste and recycling when participating in class meeting, festivals, and other campus events. With everyone's help, awareness, and participation, TWS can continue to improve land stewardship.

PROGRAM-SPECIFIC INFORMATION

Early Childhood Program

Tucson Waldorf School offers Parent-Child Classes for families with infants through age 2½, Nursery Classes for children ages 2½–4, and Kindergarten classes for children ages 4–6. All programs seek to nurture and protect young children, socialize within a home-like setting, and provide ample fresh air and time outdoors year-round.

The information provided here is for parents of both Nursery and Kindergarten children. Please note that it is extremely important for the child's experience of the daily rhythm that students arrive and depart on time.

School begins promptly at 8:30 a.m. and ends at 12:30, 3:30 or 5:30 p.m., based on the pick-up time chosen during registration. Monday through Friday, early-morning care is available from 7:30–8:30 a.m. and Extended Day is available from 12:30–5:30 p.m.

If space permits, drop-in spaces for Extended Day are available, and fees are assessed by the ¼ hour from the time of dismissal until pick-up. See website for rates. **Please note there is a \$1 per minute charge after the 5:30 p.m. closure.**

- **Morning Snacks**

The daily snack includes a variety of organic whole grains prepared in a licensed kitchen. You may refer to the weekly menu posted in each classroom and on the Early Childhood bulletin board for which snack is offered each weekday. If your child has any food allergies or food preferences (e.g., vegetarian or vegan) be sure to note these on your medical information form and inform the teacher.

- **Birthdays**

Birthdays are very special days for the young child and will be acknowledged in the classroom. The teacher will discuss plans with parents for the preparation of a lovely celebration. Parents are invited to school to share this special day with their child, however each teacher has their own way for families to be involved. **We request that cameras or camcorders not be used, as they take away from the reverent mood of the celebration.** We want you, as parents, to be fully present for the experience.

- **Dress Code**

Please refer to the Campus-Wide Dress Code in the Policies, Procedures, and Guidelines section of this handbook. Your child's teacher will share further guidelines that are specific to the Early Childhood Program.

- **Personal Items from Home**

Cubbies are provided for each child for items that are necessary at school. The school is not liable for personal items that are damaged, lost, or stolen. We ask that toys and personal articles remain at home. Please speak with your class teacher regarding any personal-comfort items for your child. Car seats left outside when someone else is picking up your child should be labeled clearly with the child's name.

- **EC Extended Day Necessities**

If your child is staying for the Extended Day Program, please bring the following items:

- A healthy lunch. If your child is staying past 3:30 p.m., please provide an additional snack for the afternoon. Clearly label your child's lunch and provide a small water bottle that goes home with the lunch box every day. We recommend that all lunches contain a cold

pack, as refrigeration is not provided. **No lunch boxes or water bottles with commercial characters are permitted at TWS.**

- Please refer to the Campus Food and Safety Restrictions in the Policies, Procedures, and Guidelines section of this handbook before sending your child to school with food. **Peanuts are not permitted on campus.**
- A labeled nap bag, which includes a fitted crib sheet, small pillow, small blanket, an optional *lovie* to snuggle, and a separate change of clothing (in addition to the set in your child's classroom). Nap bags must be taken home on the last day of your child's school week.

Discipline and Behavioral Expectations in Early Childhood

The Early Childhood teachers at Tucson Waldorf School recognize that a discipline policy for young children must be developmentally appropriate in order for children to explore the social realm. Sometimes this exploration brings them into conflict. We see this social exploration as helpful and healthy because the children learn experientially—right down to their bones—what works and what doesn't.

The Waldorf Early Childhood curriculum itself prevents and alleviates some behavioral difficulties in ways that parents can emulate at home. For instance, the day's rhythm is predictable, and includes a balance of physical activity, rest, creative activity, and imaginative play. We hold the children in high regard and treat them warmly, and at the same time we have clear behavioral boundaries (rules). We always try to frame our expectations in the positive (what they *can* do) rather than the negative (what they *can't* do).

Even so, young children can be impulsive and reactive (physically and verbally) and often exhibit unwelcome behaviors that need to be handled, no matter how developmentally appropriate they are. How do we work with them? Primarily through repair (making amends). The teacher guides the child to an activity (through movement and the will) that will heal the hurt. A common "activity" is to fetch a cold pack for the hurt child. Teachers might also sit with both children, giving nourishing support through their presence. We also work with redirection, humor, and entering the imaginative world of the child in order to find a solution there. Sometimes a boundary simply needs to be defined more clearly. Usually these methods of support are enough.

If the misbehavior becomes repetitive and consistent and the child does not respond to the teacher's guidance:

The child will be removed temporarily from the classroom or situation. If there is continued need for removal, a child may be sent home for the remainder of the day. The parent will be called immediately and a parent-teacher conference will be scheduled with the goal of creating a "Plan of Support" together. The teacher may request support from her mentor, colleagues, or the Educational Support Committee. The "Plan of Support" will be placed in the child's file and a copy will be given to the parents.

If the misbehavior becomes a pattern that presents a clear danger to the child, classmates, or teachers:

The child will be sent home and suspended for 1–3 days if deemed necessary, in order to set up support for the child's successful return to the classroom. The Educational Support Committee and the College of Teachers will be informed. An outside evaluation may be requested, and a probationary period may be implemented. If it is determined that the child's documented behavior lessens the teacher's ability to effectively deliver the curriculum, or meet the needs of the class, continued enrollment in the school may come into question.

Grades Program

Tucson Waldorf School offers a rich and experiential curriculum for children attending Grades 1 through 8, including both traditional academic work as well as special subjects such as Spanish, Handwork, Woodwork, and Movement Education. All teachers, whether working with academic, artistic, or practical topics, seek to engage the students through their creativity and imagination—the primary modes for gaining understanding of the world and mastery of skills for children between 6 and 14 years old.

Students should arrive to school fully prepared to meet the demands of the day. This includes adequate sleep, a healthy snack and lunch, a hat for sun protection, and a water bottle for hydration. On orchestra days, students are expected to have their instruments and music. Proper clothing and shoes are required for Garden classes, Movement Education, and Woodwork classes. If homework or projects have been assigned, students are responsible for having these materials ready for class on the day they are due. Parent support will help ensure that students can make the most of these opportunities by arriving prepared.

Please note that is extremely important for the student's experience of the daily rhythm to arrive and depart on time. **The bell rings at 8:25 a.m. and school begins promptly at 8:30 a.m.**

Hours

Grades 1–2	8:30 a.m.–2:10 p.m.	Monday–Wednesday, Friday
Grade 3	8:30 a.m.–3:00 p.m.	Monday–Wednesday, Friday
Grades 1–3	Early Dismissal	Thursdays at 1:20 p.m.
Grades 4–8	8:30 a.m.–3:00 p.m.	Monday–Friday

Extended Day Hours

Grades 1–8	7:45–8:30 a.m.	Monday–Friday	
Grades 1–2	2:15–5:30 p.m.	Monday–Wednesday, Friday	Thursday 1:20–5:30 p.m.
Grade 3	3:15–5:30 p.m.	Monday–Wednesday, Friday	Thursday 1:20–5:30 p.m.
Grades 4–8	3:15–5:30 p.m.	Monday–Friday	

- **Absences**

Please call the office if your child will be absent from school. Cumulative absences throughout the year should not exceed 10% or 17 total days. If your child exceeds this limit, a meeting with your class teacher and Leadership Council may be necessary.

Regular or routine doctors, dentist, and orthodontist appointments should be made so that they incur the least impact on student attendance and in accordance with the school calendar and schedule, preferably outside of the school day.

Waldorf curriculums are delivered live by the teachers (rather than a text book), along with active participation by the students; therefore, there is never a way to fully make up a lost class. This is particularly so when new concepts or an extension of new concepts are introduced. Students who are absent at this time are often left with gaps in their understanding, which risk their academic success. As students return, teachers do their best to help the students make up work whenever possible, but the original class experience cannot be replicated. Particularly in the middle school, parent support may be necessary to ensure that homework is complete and students understand the missed content. When extended or frequent absences occur, our teachers cannot make up this deficit for individual students. Please do not plan trips that will result in extended absences as your child's academic success may be at risk, particularly in middle school. A written request for extended absences due to trips must be given to the class teacher and Leadership Council at least 3 weeks in advance.

If a student is absent for more than 10 consecutive school days without a written notice to the school of such absence, the school may proceed to treat such absence as a withdrawal of the student.

- **Punctuality**

Children and parents who arrive late must go directly to the office to receive a **tardy slip** before going to class. Children who arrive late to class without a tardy slip will be sent back to the office. Should student absence and/or tardiness become a pattern, a mandatory meeting will be held between the parents, the class teacher, and the Pedagogical Director to discuss remediation of the issue.

Please note that it is extremely important for the student's and class' experience of the daily rhythm to arrive and depart on time. **The bell rings at 8:25a.m. and school begins promptly at 8:30a.m.** Students are considered Tardy once the class teacher has completed greeting the students at the door between 8:25-8:30. Students sliding into the classroom after 8:30 are disrupting the flow of the lesson for the whole class and often missing vital information and/or skills work. Repeated tardiness is disrespectful and disruptive. Cumulative tardies throughout the year should not exceed 5% (or 8 times.) If your child exceeds this limit, a meeting with your class teacher and Leadership Council may be necessary.

- **Behavioral Expectations and Discipline**

The Discipline and Behavioral Expectations Policy (presented later in this section) was developed with the anticipation that early intervention and cooperation between parents, the teacher, and the administration will prevent further transgressions. It is recommended that all parents review the discipline policy in order to become familiar with behavioral expectations at Tucson Waldorf School.

- **Morning Snacks and Lunches**

Parents must provide their children with a healthful mid-morning snack and lunch. Every lunch should include a napkin, silverware, and water, milk, or herbal tea to drink. Please pack lunches in a cooler-style lunch box with an ice pack. **Lunch boxes and water bottles with commercial characters are not permitted at TWS.** Please read the Campus Food and Safety Restrictions in the Policies, Procedures, and Guidelines section before sending your child to school.

- **Birthdays**

Each teacher has a unique way of acknowledging the birthdays of children in their class. Please talk to your child's teacher in advance if you would like to prepare a special snack for the celebration.

- **Academic Expectations**

- **Homework** usually begins in Grade 3 or 4 with occasional short assignments. From grade 5 on, homework will be given on a regular basis. Please help ensure that homework arrives at school in a timely manner until your child has gained enough responsibility to do so on their own. By middle school (Grades 6–8), students, not their parents, are expected to take primary responsibility for speaking with teachers around matters of missed notes and assignments, assistance, or extensions.
- **End-of-Year Reports** are prepared by grades teachers with great care, and include a detailed annual report of each student's progress. These reports will be available through by late June. Therefore, **you may be required to log into BigSIS in order to view your reports.** You may also request a printed copy to be mailed or picked up in either office. These annual reports are written for parents and should not be read by or

to the student. During the last semester of Grade 7 through Grade 8, the teachers will assign letter grades along with an end-of-semester report to submit for high school applications.

- **Class Trips, Excursions, and Fundraisers**

- **Field trips** are arranged by class teachers to various places, some requiring a small admission fee which parents may be asked to pay, as part of the trip. Parent volunteers transport children to and from the destination. These parents must have valid drivers' licenses and proof of liability insurance with copies on file in the office. Each child will have a seat belt; there will be no double buckling, and no young child seated in an airbag seat. Due to safety concerns, TWS does not allow students to be transported in 15-passenger vans for any school outing. Each driver must carry copies of the Emergency Cards of the children they are transporting. While away from the school, teachers will be in possession of emergency information and a first aid kit. All parents are expected to check the bulletin boards and your school communications for upcoming field trips. **There will not be childcare provided at school for children who do not attend field trips.**
- **Class Trips and Fundraisers:** Middle school students have specific class trips that each grade participates in every year culminating in a week-long trip in Grade 8. The classes participate in fundraisers to help raise funds for this class trip. All school fundraising programs must first be submitted to, and approved by, the Leadership Council.

- **Special Attire for Grades Events and Classes**

Special occasion dress is required for the performances held at the school (or at official school performances and events held off campus.) The faculty will designate in advance how students should be dressed for different occasions.

- **For Strings Concerts** students are required to **dress in black and white.**
 - Boys: wear black pants and white dress shirt; black shoes if possible.
 - Girls: wear a white shirt and black skirt or black pants, or a black and white dress; black shoes if possible.
- **Clothing for Movement Education Class** must meet the following requirements:
 - Proper footwear and loose comfortable clothing must be worn.
 - Arms and legs must be covered in cold weather.
 - Additional clothing should be brought so that students can change out of sweaty clothes.

Please note: Children will not be allowed to participate in Movement Education activities if they are wearing unacceptable attire. A note will be sent home to parents if this occurs.

Grades Curriculum Overview

The information given below for all grades is an estimated timeline in which subjects will be presented.

Grades First–Fourth:

	First Grade	Second Grade	Third Grade	Fourth Grade
Math	Qualities of Numbers, Counting, 4 Processes	4 Processes, Place Value, Multiplication Tables	4 Processes, Introduction to Long Division, Measurement, Time	Review of 4 Processes, Factoring, Fractions, Long Division
Language Arts	Letters, Letter Sounds, Blends, Word Families, Introduction to Reading and Writing, Class Play	Writing, Sentences, Reading in Groups, Introduction to Cursive Writing, Class Play	Grammar, Cursive Writing, Individual and Group Reading, Spelling, Class Play	Grammar, Spelling, Punctuation, Composition, Reading, Class Play
History and Social Studies	Folk and Fairy Tales	Fables and Legends of Heroes, Saints and Holy People	Stories and Festivals from the Old Testament and Native American Cultures	Norse Myths, Local and State History
Geography	N/A	N/A	Landscape Drawing	Local and State Geography, Mapmaking
Science	Nature Stories and Observation	Nature Stories and Observation	Farming, Gardening, House Building, Cooking	Zoology
World Languages (Spanish and Arabic)	Songs, Poems, Cultural Activities	Songs, Poems, Cultural Activities	Songs, Poems, Cultural Activities	Writing, Reading Simple Texts, Simple Grammar
Handwork	Knitting and Purling, Simple Hand Sewing	Knitting and Purling, Crocheting	Knitting, Crocheting, Spinning: Raw Wool to Yarn, Dyeing, Weaving, Simple Fair Isle Design	Design, Cross Stitch, Simple Embroidery
Fine Arts	Wet-on-Wet Watercolor, Beeswax Molding, Form Drawing	Wet-on-Wet Watercolor, Beeswax Molding, Form Drawing	Wet-on-Wet Watercolor, Beeswax Molding, Form Drawing	Watercolor Painting, Drawing, Modeling, Form Drawing
Movement and Eurythmy	Story-Based, Imaginative, and Circle Games	Story-Based Imaginative Games	Story-Based, Imaginative and Ball-Passing Games	Strategy, 2-Sided Games, Basic Ball Skill Games
Music	Singing, Pentatonic Flute	Singing, Pentatonic Flute	Singing, Rounds, Diatonic Flute	Singing in Parts, String Ensemble, Diatonic Flute

Grades Fifth–Eighth:

	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Math	Multi-Digit Problem Solving, Calculations with Fractions and Decimals, Freehand Geometry	Word Problems, Geometry, Business Math, Perimeter/Area, Ratio/Percentages	Geometry, Practical/Consumer Math, Beginning Algebra, Angle Theorems and Proofs	3D Geometry (Platonic solids), Algebra
Language Arts	Composition from Outlines, Study of Plots and Characters, Grammar, Spelling, Class Play	Composition, Grammar, Research Papers, Business Writing, Scientific Writing, Oral Presentations, Class Play	Creative Writing, Grammar, Research Papers, Expository Writing, Scientific Writing, Oral Presentations, Class Play	Creative Writing, Grammar, Research Papers, Scientific Writing, Oral Presentations, Class Play
History and Social Studies	Ancient Civilizations: India, Persia, Mesopotamia, Egypt, Greece	Roman Civilization, Birth of Christianity, Medieval Times, Early Islam	The Renaissance Age, The Age of Exploration	Scientific, Cultural, and Political Revolutions, American History to Modern Times
Geography	North American Geography, Mapmaking	World Geography, (biomes), Mapmaking	World Geography (special emphasis on Africa, Asia, and South America), Mapmaking	World Geography (special emphasis on Culture and Economics), Mapmaking
Science	Botany	Astronomy, Geology, Physics	Physics, Chemistry, Human Physiology and Nutrition	Physics, Chemistry, Meteorology, Anatomy
World Languages (Spanish)	Writing, Reading, Grammar, Simple Dialogue	Writing, Reading, Grammar, Simple Dialogue	Writing, Reading, Grammar, Dialogue, History and Culture of Latin America	Writing, Reading, Grammar, Dialogue, History and Culture of Latin America
Handwork	Knitting Hats (on 4 Needles)	Hand Stitching, Doll Making, Hand Sewing, Designing and Making a Stuffed Animal	Hand Sewing, Garments, Doll Making	Sewing Machine, Bags, Simple Clothing, Quilting
Woodwork	Use of Tools, Carving and Shaping	Use of Tools, Carving and Shaping	Use of Tools, Carving and Shaping, Making a Wooden Sword	Student-Designed Project
Fine Arts	Painting, Drawing, Clay Modeling, Form Drawing	Painting, Drawing, Clay Modeling	Perspective, Drawing, Clay Modeling, Painting, Charcoal	Pastels, Drawing, Clay Modeling, Painting
Movement and Eurythmy	Ball Sports, Frisbee, Competitive Team Sports, Track and Field	Team Sports, Track and Field	Team Sports, Track and Field	Team Sports, Track and Field
Music	Diatonic Flute, Singing in Parts, String Ensemble	Soprano Recorder, Singing in Parts, String Ensemble	Soprano/Alto/Tenor/Bass Recorder, Singing, String Orchestra	Singing in Parts, Recorders, String Orchestra

Discipline and Behavioral Expectations in the Grades

*[Discipline] is woven into the fabric of all that is done as a Waldorf teacher
and it starts with the teacher's responsibility of cultivating loving authority.*

—Philip C. Hartman

*You cannot have the proper effect upon the child's will when you tell the child just once what is right,
but only when you allow the child to do something today, tomorrow and the next day.*

*The proper action does not at all lie in reprimanding the child or giving the child rules of morality,
but in guiding to something that you believe will awaken a feeling for what is right
and allowing the child to repeat this.*

—Rudolf Steiner

We expect faculty and families to work collaboratively in implementing our discipline policy for grades students. Strong lines of communication between teacher and parents are essential.

➤ **General Expectations for Students**

- Everyone's personal safety and well-being is foremost.
- Accept responsibility for personal decisions and actions.
- Treat all adults and students with courtesy and respect.
- Demonstrate stewardship of school resources and facilities.
- Remain within the school boundaries at all times during the school day, unless given permission.
- Leave gum, candy, personal entertainment devices, and toys at home. If these items are brought to school, a teacher will confiscate the item and give it to the parent at the end of the school day.
- In an angry situation, students must call upon a teacher to help with conflict resolution. Physical or verbal aggression **will not be permitted**.

➤ **Examples of Unacceptable Behavior**

- Aggressive behavior (physical or verbal)
- Use of profanity
- Damage to property
- Use of cell phones at school, unless directed to do so by a teacher
- Stealing
- Bringing toy weapons to school
- Bullying in any form (*including cyberbullying, even if it occurs outside of school*)

➤ **Consequences for Unacceptable Behavior**

Appropriate consequences will be developed by the teacher to meet the specifics of the situation for serious misbehavior where the child is not responding to redirections in the classroom or on the playground.

- The child may be removed from the classroom, or otherwise removed from the situation, depending on the nature of the misconduct.
- Faculty will maintain accurate, written documentation of persistent behavioral issues.
- Parents will be notified if the seriousness of the behavior warrants this, and may be asked to attend a parent-teacher conference.
- A student may be sent home for the remainder of the school day (and possibly asked to stay home the following day as well); a formal suspension of 1-3 days is possible in more serious cases.
- When misbehavior becomes a pattern, it is recommended that the teacher enlist the assistance of his or her mentor, other colleagues, the Pedagogical Director, and/or the College of Teachers.

Other possible actions include:

- Bringing a child study of the student to the Grades faculty meeting or to the Educational Support Group
 - Asking for a mentor, colleague, or the Pedagogical Director to observe in the classroom and during playground recess periods
 - Ask that the Educational Support Group perform an evaluation of the child
 - Parents will be contacted and a mandatory parent–teacher conference will take place. A plan of support action will be drafted. The Probationary Policy may be activated. The teacher will determine the amount of time of the probationary period in conjunction with the Educational Support Committee and/or senior administration. Parents should be on call in case the child needs to be sent home; the child will only be released to the parent or person authorized by the parent. If the child is not picked up promptly, he/she cannot return the next day.
- **Behavior that Results in Immediate, Serious Consequences**
- Deliberate injury of another person, or an attempt to commit serious injury
 - An extreme incident or repeated pattern of bullying (including cyberbullying that occurs outside of school)
 - Bringing weapons (including all knives) to school
 - Repetition of stealing
 - Drug, tobacco, or alcohol possession or use at school
 - Inappropriate sexual behavior
 - Leaving school grounds without permission
- **Possible Consequences for Serious Behavioral Incidents**
- The teacher or administration will notify parents immediately with a follow-up call by the day's end.
 - Automatic, immediate suspension of one to three days will occur.
 - The Leadership Council in consultation with the College of Teachers will decide upon further course of action.
 - A mandatory parent–teacher conference will take place, with the support of the Leadership Council. A plan of support action will be drafted in conjunction with activating the Probationary Policy.
 - In many cases, the school is required legally to inform the police or social services or both, depending upon the circumstances.
 - If no significant progress is made by the student, and the above measures have been exhausted, expulsion may be pursued.
 - In the most serious cases, immediate expulsion will occur.

Protocols for suspension and sending home of students

- When a child is sent home for a discipline issue or serious misbehavior, it requires a phone call to the parents by the teacher during the school day as soon as possible if the office has made the initial call. The teacher will notify you by the evening if the student will be asked to stay home the following day, or if there will be a suspension.
- The teacher must inform the pedagogical director (or designated faculty member) if a child is being sent home or suspended, and also consults with the pedagogical director and/or administrative director regarding the length of any possible suspension.
- If the disciplinary action is the result of one student harming another, the parent of the hurt child will be called by the teacher.

Educational Support for EC and Grades Students

The Educational Support Committee includes Early Childhood faculty and Grades faculty. The committee discusses support strategies for individual students, and provides recommendations to the faculty for working with students who need educational or behavioral support. This committee coordinates the rising first grade screenings, second-grade screenings, and sixth-grade screenings, as well as entry screenings for the enrollment process into the Grades Program. Within these screenings, a picture is provided of the child's development from the first phase of childhood (ages 0-7), and progressively integrates assessments of foundational academic skills. Gaps in early development can often be revisited or remediated through specific activities and support. The Educational Support Committee coordinates individual support within the school and provides support for parent-teacher conferences as needed. Practical remedial activities and on-going study of remedial educational insights and options are a vital part of the committee's work. Whenever possible the committee coordinates special remedial workshops and educational opportunities for the community.

The Educational Support Committee, along with the Class Teacher, will form a team that consults on individual cases where students may benefit from outside professional educational support and testing, whether with the public school districts or with private fee-for-service educational consultants. The faculty is limited in its capacity to support the processes for students seeking support and testing through public school districts to determine a student's eligibility for IEPs, ISPs or 504 plans, which would be pursued solely for use at schools subsequent to TWS enrollment, and must consider each case individually.

Serving Students with Special Needs

Tucson Waldorf School welcomes diversity within the school community and serves a variety of student needs from pre-K to Grade 8. As a private school, Tucson Waldorf School is not covered by the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act and does not prepare or participate in the preparation of Individual Education Plans (IEPs) or Individual Service Plans (ISPs) for students with disabilities. Tucson Waldorf School does engage in an interactive process with students with disabilities and their parents in order to provide reasonable accommodations so long as appropriate accommodations can be provided that do not constitute an undue burden or fundamentally alter the education provided by Tucson Waldorf School.

At the heart of our work in Waldorf Education is the recognition that each person has a spiritual center and his/her own journey in life with specific gifts and challenges. Teachers work in a holistic manner to support each child's development of emotional, academic, and artistic growth within the context of the community and class. It is part of our work as educators to balance the needs of the individual with that of the whole class. When a child's needs exceed what the teacher can manage within the classroom, the family may be asked to seek and financially provide for outside support services. In certain cases, the family may be asked to provide the funding for a one-on-one aide.

To further pursue information about this subject, please read *Movement for Childhood*, a resource for parents and teachers at <http://www.movementforchildhood.com/>. Of particular interest is their article "Working with the 12 Senses: Touch, Health, Movement and Balance as a Foundation for Academic Progress," which can be found at <http://www.movementforchildhood.com/uploads/2/1/6/7/21671438/12sensesmfc.pdf>.

PARENT INVOLVEMENT

Waldorf schools are communities characterized by parents and teachers united together on behalf of their children – with each person contributing his time, energy, creativity and resources to meet the needs of the entire community.

—Robert Schiappacasse on Building a Waldorf Community, 1995 lecture

Parent Education

Parents are on a journey of learning as their children grow. TWS offers support and opportunities for parents to deepen their understanding of the principles behind Waldorf Education and current issues facing parents. Look to Parent Square, the *Sonoran Sunrise*, e-mails, and letters from teachers for announcements about school and community events including:

- Class meetings, which are hosted by the teacher and are designed to illuminate how the Waldorf curriculum meets the developmental needs of the growing child
- Guest speakers, who lecture or lead community discussions in their area of expertise connected to Waldorf Education and/or parenting issues
- In-school assemblies, which students and faculty arrange and parents are encouraged to attend
- Strings and Eurythmy recitals by Grades 4–8 at the end of each semester
- Public lectures and workshops, offered during the school year, which cover different aspects of Waldorf Education and anthroposophy
- Class plays, produced by each Grades class (all aspects of the preparation of these presentations are integrated into the curriculum, deepening the work done in the main lesson)
- The *Treasuring Childhood* series, which is a free and public film and lecture series offering discussions and practical solutions regarding the challenges facing today's children and families
- A Waldorf parent study group meets biweekly after drop off

Parent Council

The Parent Council (PC) is a community-building organization working to engage parents in the life of the school community. **Every parent of a student at Tucson Waldorf School is automatically a member of the Parent Council.** The PC actively supports the work of the Board, faculty, and administration on behalf of our children, and contributes to the intellectual, physical, and social climate of the school.

The Room Parents of every class form the core of Parent Council. This core forms the foundation of the PC and is responsible for encouraging other parents to attend monthly PC gatherings and to become more active in the life of the school. In addition to supporting their class teacher, Room Parents are the communication bridge between the administration and the parent body.

The Parent Council:

- Invigorates and organizes volunteer efforts by parents
- Provides educational opportunities for parents that deepen their understanding and appreciation of Waldorf Education
- Facilitates improvements in the school grounds and activities

- Provides a forum for parents to communicate and discuss issues of concern
- Serves as an advisory group to the Board and College of Teachers, expressing to them the ideas and concerns of the parent body

A \$25 fee per family supports the PC's projects throughout the year.

Adjustment to School

Both parents and teachers want to see the children successfully adjust to school. Bring your child to class and see him/her welcomed in. When the bell or flute sounds, leave promptly so the children may enter the classroom. Please take all conversations off campus.

Some children part easily from their parents and others do not. Your teacher will support you and your child in this transition. Your confidence in your child's ability to adjust does make a difference!

Every enrollment is subject to a 6-week trial period. We ask for a similar 6-week commitment from parents to having their child at our school. Only after this time may we determine the child's suitability with Waldorf Education.

Parent-Teacher Conferences

Parent-Teacher Conferences normally occur beginning in mid- to late-October and will be listed on the school calendar (available on the website and in Parent Square). There will be several conference days when school is not in session; childcare is available during conferences on those days. Any conferences remaining will be scheduled by January. Arrangements can also be made for additional conferences with your child's teacher as needed during the school year. If concerns arise about your child or the school's program, please contact your child's teacher as soon as possible.

Class Visitation

Classroom visits must be kept to a minimum so as not to disturb the rhythm and focus of the school day. If you would like to look in on what happens in the classroom, arrange a time in advance with your child's teacher. Parents have access to their children in all areas of the school facility where their classes are held.

Please note: For security reasons, parents and other guests must check into the office when visiting the campus.

Class Meetings

Class meetings are an important bridge between home and school, and attendance is essential. Teachers schedule an average of four meetings per year. These meetings include discussion on various aspects of Waldorf Education and serve as social gatherings for parents. If you are unable to attend these meetings, please notify your child's teacher.

Festivals and Annual Events

Seasonal celebrations connect us with the cycles of nature, establish a yearly rhythm for the children and strengthen our community. The TWS community comes together each year for the Back-to-School Picnic, the Rose Ceremony, Michaelmas, Harvest Festival, Martinmas, the *fresh!* Fundraiser, the May Day Celebration, and the Eighth Grade Graduation.

Other celebrations, such as Advent, are celebrated in the classroom. Some celebrations are connected to the subjects that the class may be studying.

Below is a short description of each festival and event:

- **Back-to-School Picnic:** This is held each year in August, generally the first Saturday after school starts. Come meet and welcome new parents, old friends, faculty, staff, and Board members. Each family brings their own picnic and blanket. Some beverages are provided.
- **The Rose Ceremony:** On the first day of school each year in August, we welcome the incoming first grade class with a Rose Ceremony at the beginning of the school day. All the Grades classes and their parents join together as the kindergarten teachers lead the students to greet their new Grade 1 teacher with a handshake, and to receive a rose from the incoming eighth graders. The gesture is reversed at the eighth grade graduation in May, when the Grade 1 students present the Grade 8 students with roses as they begin their culmination ceremony.
- **Michaelmas:** With Waldorf schools around the world, the Tucson Waldorf School celebrates the festival of Michaelmas on September 29. The day is filled with strong imagery such as a fiery dragon being conquered by the heavenly hero, Archangel Michael. The children and teachers join their voices in verse and song, eat dragon bread, and drink dragon juice.

The Grades students perform a Michaelmas-themed play for the community, with each grade having a different role, and then enjoy games of courage and strength. The Early Childhood students celebrate Michaelmas in class with special craft and baking activities. The purpose of this festival is to celebrate human will, inner strength, courage, and initiative. It serves as a symbolic reminder for the whole community that we each should strive to overcome our lower impulses: fear, vengefulness, wrath, anxiety, selfishness, and laziness.

- **Harvest Festival:** The Harvest Festival is a TWS community event held at the end of October. Live music, a soup potluck, a warm fire, dancing, and costumes are regular features of this event. The Early Childhood faculty present the *Protected Path* for children in first grade and younger. The community supports the parent organizers of the *Quest Path* for children in Grades 2 and older. The Harvest Festival is a safe place for the children to dress up and have fun during evening hours. We strongly encourage homemade costumes. Costumes with weapons, as well as commercial or scary/gory images are strongly discouraged.
- **Martinmas:** On or about November 11, children in the Early Childhood and lower Grades classes prepare for the annual Lantern Walk, a festival in which we bring our own small lights to meet the outer darkness of the approaching winter solstice. Celebrating Martinmas serves as a reminder that each of us has a divine spark that we must carry out into the world and share with others. The grades children hear the story of St. Martin, a Roman soldier who kindly shared his cloak with a homeless beggar. We sing songs, and as darkness falls, venture out into the night with handmade lanterns, walking along a path lit with glowing luminarias. As part of the celebration of Martinmas, the TWS community organizes a charitable collection each year, with contributions to the Food Bank or collections of warm coats.
- **Advent:** The Early Childhood and Grades 1 and 2 students experience the Advent Spiral at the beginning of December. It is one of the most beautiful and memorable festivals of the season for the younger children in a Waldorf school. In a semi-darkened room, lit only by candles and imbued with the scent of evergreens, each child goes forth, one at a time, through the spiral pathway built of branches, to the center. The child lights his or her candle, then places it somewhere on the walk out of the spiral to light the way for the next child. It is a reminder of the journey inward each of us will make during the dark days ahead.

This special season is also observed in the Grades program in the weeks leading up to the winter break. The Grades classes gather first thing every Monday during December, as well as the last Friday before the winter break, for the lighting of an Advent wreath, and during Chanukah, a

menorah. We sing songs, and representatives of each class bring offerings to the Advent Nature Table. Each time we hear a different story told by one of the teachers, which honors the different realms of nature: the earth and its minerals, the plants, the animals, and the human being. We celebrate the inner light that is found on Earth and in all living things as we recognize the gifts each of these realms contributes to the whole. Our songs and stories come from various cultures as well as Waldorf traditions.

- **Community Appreciation Dinner and Craft Sale:** In December, the school hosts the whole community for a family dinner. What a great time to honor our wonderful families—and do some holiday shopping from the amazing array of toys and materials created by the Parent Council Craft Circle!
- **Parents and Friends/Enrollment Open House:** This event serves to bring the parents of current and future students to hear about what amazing things are going on both in our classrooms, and for our graduates. Light appetizers are served, and there are short presentations by a teacher, an alumnus, and an alumni parent. Displays of materials and student work from throughout the school are set up to give parents a window on what is going on in the classrooms. There is ample opportunity for rich, informal conversations between faculty, alumni, and both current and prospective parents!
- ***fresh!* Our Spring Soirée Fundraiser:** Each spring the Tucson Waldorf School holds its most significant fundraiser of the year. *fresh!* Spring Soirée is a beautiful al fresco adult evening featuring farm fresh food, local beer and wine, silent auction, live music, dancing, candlelight, and lots of laughter. *fresh!* is our school's largest fundraiser and offers school service opportunities to fit just about any interest and involvement level.
- **May Day:** In ancient traditions, the lovely festival of May Day marks what is considered the first day of summer in Celtic lands, and also is connected to Flora, the Roman goddess of spring. In recent years at TWS, our gathering has been held for our early childhood students and their families on the Sunday morning closest to May Day at a nearby park. There are maypoles with flowers on the top and ribbons hanging from them to weave in and out with skipping songs and dances. We all join hands and hearts around the maypole to rejoice in all of life's awakenings while we embrace the oncoming warmth and shimmering brilliance of summer! The children make crowns with flowers and finger knitting. Families come, lay blankets down, and join others to share picnics.
- **Grade 8 Graduation:** As the school year comes to a close, we celebrate the graduation of our eighth grade class with a ceremony to honor their achievements. It begins with a Reverse Rose Ceremony: the Grade 1 students present roses to the Grade 8 students. Each graduation is a unique reflection of the students and their class teacher, and typically includes speeches, music, and memories spoken by the students. We recognize that as joyous and sweet as this moment is, this is really just the culmination of the first leg of the students' education. Therefore, we strike a balance between honoring the student's achievements and their big step into the future with keeping everything light-hearted and down to earth. The celebration after the ceremony includes displays of the graduates' work (including all their years of main lesson books and projects), a buffet of snacks and desserts, and dancing. The refreshments are provided by the Grade 7 class. The whole school community is heartily invited! Traditionally the eighth grade class gives a gift to the school. This is voluntary and done in consultation with the Leadership Council. It is a gesture of gratitude and closure for the class.

Behavior at Festivals and Events

Parents are asked to share in maintaining the special mood of the festivals where the community is invited, whether that be free play and casual socialization or a more reverent mood, as well as ensuring that dress is in line with the values of our school. Please respect this, and help your children to respect it. During festivals and events that are outside the school day, **parents are expected to supervise their own children at all times or to designate another responsible adult if they cannot personally be present.** Teachers are only in charge of the students during normal school hours.

Please arrive on time (if that is called for) and depart promptly at the festival's closing. If you are volunteering with set up or clean up, please designate another adult to be in charge of your child during that time.

Children are not allowed on playground equipment at these events. Specific guidelines for appropriate dress and behaviors at events are described in the following section (in addition to the Behavioral Expectations listed in the Program-Specific Information section of this handbook), and will be shared by teachers and/or room parents throughout the year.

The expansiveness of our beautiful campus means that a clear code of student behavior during festivals and all-school events is necessary. **For the safety of our children, this must be supported by parental involvement.** Faculty and staff are not responsible for supervising the children at these events unless they are during the actual school day. Familiarize your family with the following guidelines before arriving at any school-sponsored festival or event:

- All festival participants must stay within clearly designated boundaries for the festival, which might be delineated by hay bales, flags, fences, and/or signs. Play structures and swings outside of festival boundaries are off-limits.
- Wrestling, play fighting, and rough play are not permitted during festivals. Sticks are not to be used as weapons of any kind, and running with sticks is not permitted at school.
- Children who are found overstepping festival rules will be escorted back into the care of their parents, and parents will be respectfully asked to supervise them more closely. In the event of repeat offenses, a parent may be asked to take their child home.

Service Work

Tucson Waldorf School community is strengthened by a long and rich tradition of parent involvement. Without the gifts of parents' time, energy, and expertise, our many fundraising events and activities would not exist. Parents serve on essential committees, are intimately involved in long-range planning, and offer a wide range of professional advice and services to the school. Most importantly, our children benefit from knowing their families are involved in actively supporting their school community.

Service Hours Requirement(policy under review)

****This requirement is under review by the Board. No matter the decision of the Board, volunteerism makes the TWS community vibrant and strong and is always an important part of the school.****

During the registration process all families pledge to contribute a minimum of 48 hours of service per school year or to pay \$10 per hour for any service hours not met at the end of the year. Service hours are prorated for families with children who attend the Early Childhood Program less than 5 days per week. Families with extenuating circumstances (for example, single-parent households) can request a reduction in service hours by contacting the Volunteer Coordinator at Volunteer@TucsonWaldorf.org.

TWS uses ParentSquare to manage all volunteer activities, among other tasks. Log in often for new ways to meet your service requirement.

Additionally, the chart below lists many of the service opportunities available through a Service Committee. Have you found something that seems to be a good fit? Contact either the activity supervisor listed or our Volunteer Coordinator at volunteer@TucsonWaldorf.org to get started.

Recording Service Hours (policy under review)

At the end of every school year, the administration reviews total service hours recorded by all families in ParentSquare. **TO AVOID THE \$10/HR PAYOUT FOR UNMET SERVICE HOURS YOUR FAMILY IS REQUIRED TO LOG ALL SERVICE HOURS IN PARENTSQUARE BEFORE JULY 1ST.**

Service Committees:

BOARD SUPPORT	
<u>Finance Committee:</u> Advise the Board and Faculty on the fiscal health of the organization. Oversee the budget process and the tuition assistance program.	Board Treasurer Treasurer@TucsonWaldorf.org
<u>Facilities Committee:</u> Help maintain the buildings and grounds of our campus.	Facilities Manager Facilities@TucsonWaldorf.org
ADMINISTRATIVE SUPPORT	
<u>Development Committee</u> – As a liaison between the Development Director and the Board of Directors, the committee works to educate, inform, and support the Board in fundraising efforts. The Committee also works collaboratively with the Development Director and related staff to: <ul style="list-style-type: none"> • Develop and implement the organization's fundraising plan • Identify, cultivate, and approach major donors (individual, planned gifts, foundation, and corporate) • Support alumni giving and involvement • Help in big picture planning and production of major events • Aid in recruitment of Development Committee members and event volunteers • Educate, inform, and communicate with families to encourage and create a culture of giving 	Development Director Development@TucsonWaldorf.org Development Chair DevelopmentChair@TucsonWaldorf.org
<u>fresh! Committee: A Spring Soiree</u> Help create a beautiful al fresco adult evening featuring dinner, a silent auction, live music, dancing, candlelight, and lots of laughter. <i>fresh!</i> is our school's largest fundraiser and offers school service opportunities to fit just about any interest and involvement level.	Committee Chair Development@TucsonWaldorf.org

<u>M.O.R.E. Committee:</u> (M arketing, O utreach, R etention & E nrollment) Represent the school at community events and help spread the word about Waldorf Education. This includes <i>Treasuring Childhood</i> planning, placement of marketing materials, website development, and advertising design.	Enrollment Director Enrollment@TucsonWaldorf.org
<u>Technical Support:</u> Computers, phone networking, etc.	Service Hours Coordinador Volunteer@TucsonWaldorf.org
<u>General Office:</u> Volunteer in the office answering phones and doing light clerical work when office staff are out	Main office Coordinator GradesAdmin@TucsonWaldorf.org
<u>Running Errands:</u> Costco, Trader Joe's and various others (see information about Reimbursements in the Financial Policies section under Enrollment)	North Office Coordinador ECAdmin@TucsonWaldorf.org Service Hours Coordinador Volunteer@TucsonWaldorf.org
PARENT COUNCIL SUPPORT	
<u>Craft Circle:</u> Get to know other parents while making crafts for fundraisers. The group meets weekly, but crafts may also be completed at home.	Committee Chair CraftCircle@TucsonWaldorf.org
<u>Harvest Festival:</u> Help plan this annual school community event, which takes place at the end of October.	Committee Chair GradesAdmin@TucsonWaldorf.org
<u>Waldorf Treasures School Store:</u> Work with Craft Circle to develop outreach opportunities to bring Waldorf Treasures into a greater place of prominence both inside and outside the school community. Projects may include set up and management of an Etsy store and school site, as well as our Winter Sale at the Community Appreciation Dinner.	Committee Chair SchoolStore@TucsonWaldorf.org
<u>Parent Education:</u> Help plan parent education evenings or study groups, which serve to further parents' knowledge and understanding of Waldorf Education.	Enrollment Director Enrollment@TucsonWaldorf.org
<u>Hospitality:</u> Help organize, set up, and provide refreshments for faculty meetings and other meetings that take place during the school year.	Committee Chair Hospitality@TucsonWaldorf.org
<u>The Caring Committee:</u> Help coordinate means of support for families in need. This can be anything from sending out simple cards from the community to helping coordinate meals in times of need.	Committee Chair CaringCommittee@TucsonWaldorf.org

<u>Study/Recreational Group:</u> Help organize study groups for parents to learn more about Waldorf Education and other areas of interest. Plan evenings out for parents to socialize outside of school.	Parent Council Representative ParentCouncil@TucsonWaldorf.org

Conflict Resolution Policy for Adult Members of the TWS Community

The real task of human beings is our work in the social realm, whether in family, school, workplace, or community. In *Partnerships of Hope: Building Waldorf Communities*, Christopher Schaeffer says, “Being part of a Waldorf community offers us a unique opportunity to practice the art of social creation, to permeate our relationship . . . to others, to groups and to the school community with a new consciousness.”

Conflicts are bound to arise where striving human beings interact and are always opportunities for inner development and growth. There is a good chance of resolution when each person is willing to engage in a healthy process.

➤ **Steps for the Healthy Resolution of Conflict**

- Make a serious attempt to **resolve the conflict directly with the person(s) involved** using these guidelines:
 - Take turns listening—truly hear the other person’s point of view, and their underlying needs. To succeed, we must strive to set aside our own sympathies and antipathies, personal agendas, and egoism.
 - Be objective when stating your own observations, experiences, and needs; separate your emotions from the facts.
 - Work together to develop a compromise solution, or a whole new possibility.
 - Keep written documentation of the process.
- If the conflict is not resolved, wait several days and try the above process again. During this waiting period, picture the person in as clear, objective detail as possible at night before you sleep. On waking, observe any new inspiration that comes to you that could point toward a solution.
- Although it is not a requirement that you refrain from doing so, in the process of conflict resolution, it is suggested that you not discuss the problem with persons not involved as this may result in increasing the conflict and making resolution more difficult.
- However, sometimes a trusted third party can be a balanced, objective ear. Depending on the situation, possibilities for support include a mutually trusted colleague, the Pedagogical Director, Administrative Director, or the Professional Development Committee. In all cases, it is imperative that the interactions continue to be held with utmost confidentiality.
- If the conflict cannot be resolved using the above guidelines, written documentation should be taken to the Leadership Council who will facilitate mediation. The point here is to ask for support. If this internal mediation is not sufficient to resolve the conflict, the Leadership Council may decide to enlist the support of a professional mediator.

SUPPORTING SCHOOL LIFE AT HOME

ESTABLISHING RHYTHM

A strong sense of rhythm is one of the most important foundations for the healthy development of the children, as knowing what is to come provides children with a sense of security and comfort. When rhythm becomes a habit, it eliminates many arguments and difficulties.

Creating a healthful daily rhythm at home will support your child's experience at school. Include a set routine for bedtime with short, soothing activities that promote sleep. This may include a story, a strengthening verse, and a quiet song.

Children should arrive at school having had a healthful breakfast that includes protein. This will provide sustained energy to be fully present for morning activities.

Children adapt best to the transitions in the classroom when parents or caregivers attend to the following:

- Provide a home atmosphere that is conducive to the child's social, emotional, and educational well-being.
- Work toward eliminating television, computers, and other media that have a detrimental impact on the child's development, especially during the school week ([see the following sections about Electronic Media Use at Home](#)).
- Collaborate with faculty in implementing discipline policies.
- Review the discipline policy and school rules with your Grades child or children. (This is not necessary for younger children.)
- Ensure that your child or children arrive at school on time and are picked up in a timely manner.
- Ensure that children are dressed appropriately for school and the weather.
- Please respect teachers' preparatory time from 8:00–8:30 a.m. and schedule meetings outside of class time.
- Ensure that children get adequate rest. Provide healthful, nourishing food.
- Ensure that Grades children get the appropriate time and environment for homework when given.
- Plan vacations to coincide with school breaks.
- Support your child's class. Attend parent meetings. Help with festivals, special events, and field trips.
- Treat teachers and staff with courtesy and respect, especially in times of disagreement.
- Make use of the opportunities given by the school to learn more about the philosophy of Waldorf Education.

ELECTRONIC MEDIA USE AT HOME

Our electronic media policy is designed to support the objectives of Waldorf Education, and to be workable in the homes and lives of school families. Parents have consistently found that reducing the influence of media on their family life has encouraged family members to develop a keener interest in one another, enlivened and deepened their communication, and fostered a deeper connection to the world around them.

TWS expects that each parent understands and supports the media policy for the good of their own children and their children's peers. All members of the TWS community depend on the parents of all of our school's students to help create an environment in their homes that supports and reinforces Waldorf Education. Each family's respect for the media policy has a far-reaching positive effect on the students' educational and social experience in school. A failure to make best efforts to respect the media policy has a correspondingly negative impact on our own children and their classmates. The impact of media exposure is passed on to other children, reverberating through the community and showing up in other children's play, attitudes, language, and inner life. It is therefore

important for the health of the entire TWS community for each family to comply with the media policy. *To these ends, the school reserves the right to strongly request that parents reduce or alter their child's use of media if that exposure leads to behavior that is undermining their education or the education of others.*

We encourage parents to keep an open dialogue with their children, other class parents, teachers, and advisors regarding media. Specifically, parents should speak to teachers—either privately or with other parents in class or other group meetings—about their questions and challenges related to media so that together they can work out viable approaches.

General recommendations to keep in mind as you create your family's approach to electronic media:

- **If your children do watch any screen media, please watch with them and discuss what you see.** Research has shown that the effects of violence and other content in media can be mitigated by parental presence and discussion. (This does not hold true for “first-person shooter” video games.)
- **Keep screens out of children's bedrooms.** Screen use in bedroom (TV/devices) is a risk factor for obesity, addiction, bullying, depression and more.
- **Boredom is a gateway to creativity and healthy self-reliance.** Support your child in moving through times of being bored by providing the time, space, and materials for their creativity and interests to unfold; they will learn to entertain themselves with only an occasional strategic parental suggestion.
- **Use the act of limiting media as a loving gesture, not as a punishment.** Using media as either punishment or reward creates an unhealthy dynamic. Help your child to see media's place as a powerful, useful tool. (Don't address media as a 'treat' making either yourself or the school the “bad-guy” by limiting media.)

Specific Recommendations on the use of Screen Media by Age:

The following recommendations are based on our years of experience as educators and parents, and are supported by research on the use of media and brain development. Please speak to your child's teacher for more detailed information that underlies the recommendations, and watch for parent education events that will further enhance your understanding.

- **All ages:**
 - No screen time during the school week for all students.
 - Do not allow unrestricted access to computers, cell phones, and devices—create screen-free times in your home. No screens in bedrooms.
- **Early Childhood and First Grade:**
 - Extremely limited to no screen time for children under age 7.
- **Grades 2–5**
 - Continue to support media free, healthy activities as much as possible.
 - Have clear limits about how much time your child can spend online; shorter at first and gradually increasing over the years.
 - Wait until Grade 4 or 5 before allowing a few hours of electronic media use on the weekend and be conscious about what you allow.
 - Limit online time to purposeful activities, not random web surfing.
 - Restrict cell phone use to communicating with parents or other family members in case of an emergency, or general use as a telephone at home if you don't have a land line.
 - Consider waiting until middle school to give your child his or her own personal electronic device (cell phone, iPad, etc.)
- **Middle School (& Beyond):**

- Continue to make conscious decisions on the screen time allowed and monitor to be sure the boundaries are followed.
- Be clear about consequences for overstepping boundaries with electronic media.
- Maintain parental access and passwords to all your children's devices and accounts.
- Ensure that any social media accounts are using privacy settings that prevent strangers from seeing your child's information or interacting with them.
- Know your child and consult a website or app such as **Common Sense Media** before saying "yes" to viewing a particular film or show.
- **Strongly consider no social media before Grade 8 or even high school.**
- Be aware that TWS employees may not initiate or accept social network friend requests from current students or alumni under the age of 18, unless it is their own child or unless the contact is through the school's official alumni Facebook page.
- Strongly consider not allowing first-person shooter games. If allowed, we recommend waiting until high school.
- Delay interactive online games until high school. See below for more information on this.
- Be aware that if your child uses e-mail or social media to denigrate or bully classmates, it is possible grounds for suspension or dismissal from school.

➤ **Of Special Concern:**

- **All anonymous social networking and/or "asking sites" such as Ask.FM.** All children under age 18 should be prohibited from accessing this type of site.
- **Social components of games such as Minecraft and Clash of Clans:** Students' social lives and ability to stay focused on their work can be seriously affected by games where play continues when you are offline. (This is true for adults too!) If your older middle school child plays these games, be sure social settings are for "friends" they know in real life.
- Be aware that **cyberbullying** can occur—even in Waldorf schools where so much attention is given to the social health of the class.

Create a Parent Discussion Group around Media Usage

Stay in communication with class teachers, other parents and family members, and spread the word if you discover something new. Talk to parents in your child's class about where each family is with media usage and work together to stay aware of what activities children are engaging in. Agree whether or not electronic games or devices will be allowed during a playdate and let a parent know if you see potentially harmful or inappropriate postings, sharings, discussions, or "likes" on their child's social media accounts. Meet as a group to discuss delaying use of certain types of media or viewing specific films. Be cognizant that your child will discuss their media use and school, and that this will have an influence on the other children in class. Limiting media use respects other families in your child's class.

ENROLLMENT

Admissions & Enrollment Process

Thank you for your interest in Tucson Waldorf School. We understand that choosing a school for your child is a significant time in the life of your family and we look forward to assisting you with this process. Quail's Nest Parent-Child Classes, Nursery & Kindergarten, and Grades 1–8 each have specific application guidelines. Siblings of currently enrolled students complete the same application process as all new students. Families attending Quail's Nest are given priority in applying for our Nursery program during the re-enrollment period in late January. After January, enrollment in the Nursery classes is open to the general public and applicants are placed in the order received.

To meet the developmental changes of the child, the Waldorf curriculum transitions from the Early Childhood Program to the Grades Program. Our faculty carefully determines both a child's readiness for this step and the fit of this program for an individual child's needs. All children who will be six by June 1st will be evaluated for entry into Grade 1 by the Early Childhood and Grades faculty. *A child must be six by June 1st to enter First Grade in that year.* The Early Childhood and Grades teachers evaluate children with summer birthdays at their discretion.

Quail's Nest Enrollment

- To enroll, visit TADS (an online and secure tuition and admissions management site) at <http://mytads.com/a/QuailsNest>, and complete the Quail's Nest questionnaire.
- When you open the link, select the current school year and follow the instructions on the screen. If you don't already have an account, select Create a New Account.
- Once you have completed the questionnaire, the Quail's Nest teacher will contact you to determine which class may be the best fit for you and your child. After you are placed in the agreed-upon class, our Operations Manager will send an invoice for Quail's Nest tuition through TADS. **All school communication will be sent to the email you enter when you initially register.**

Nursery and Kindergarten Application Process

Step 1: Schedule a tour

Contact our Enrollment Director at 520.529.1032 #100 for a brief conversation and to schedule your private or group Visitor Morning Tour.

Step 2: Attend a tour

Attend a Visitor Morning Tour. You are now invited to apply!

Step 3: Apply online

Follow the application link to TADS (an online and secure tuition and admissions management site) at <http://mytads.com/a/TucsonWaldorf> to begin your application. There is a \$100 application fee per student. **IMPORTANT:** We're here to help. For assistance with this process at any time, contact the Enrollment Director at 520.529.1032 #100 or send an e-mail to Enrollment@TucsonWaldorf.org.

Step 4: Class visit

Once you have completed your application through TADS, you will be contacted to schedule your child's visit to the classroom during the school day (usually during outdoor play time). The visit is an opportunity to assess whether your child's needs will be met by our program. You will be contacted soon after your visit to discuss the faculty's admission recommendation.

Nursery & Kindergarten Enrollment Information

The Nursery and Kindergarten faculty look forward to getting to know you and your child. Your class teacher will schedule a meeting to get to know your family, explain class procedures, and discuss how to best support your child's transition into our program *before your child begins*. During this biographical interview, parents and teacher speak about pregnancy, birth, and early development of each child, essential information that provides the teacher with a baseline knowledge of the child and nurtures a warm relationship with the parents prior to the beginning of school.

- Children in the Nursery program must be 2½ years old and potty trained by the first day of attendance.
- Children in the mixed-age Kindergarten program must be 4 years old by May 31. New children may join during the school year as space allows. No new enrollment for the current year is accepted after February of the current semester.
- Enrollment is considered official when your TADS online enrollment form has been completed and you have set up a billing agreement with initial payment.
- Applicants will be considered for placement in one of five EC classes: Marigold Garden (2½–4), Sunflower Garden (2½–4), Red Rose Garden (4–6), Star Garden (4–6), and Rosemary Garden (4–6)
- Applications for admission are evaluated on a first-come, first-served basis. Applications for the current year are accepted at any time.
- Home visits may be scheduled for Nursery and Kindergarten students. The home visit enables the teacher to deepen the relationship with your child by experiencing your home environment. Children usually take great pride in showing their teacher around, and the teacher goes away with a deepened sense of who this child is and what the child's interests and passions are.
- Applications for the upcoming academic year are accepted beginning in late January. When applying through TADS, please check to ensure you are applying for the correct year.
- All enrollments are subject to a 6-week trial period.

Grades 1–8 Application Process

Step 1: Contact

Contact our Enrollment Director at 520.529.1032 #100 for a brief conversation and to schedule your private or group tour.

Step 2: Parent Visit

Attend a Visitor Morning Tour.

Step 3: Application

- After your tour, you are invited to apply. There is a \$100 application fee per student. To begin your application, follow the application link on TADS (an online and secure tuition and admissions management site) at <http://mytads.com/a/TucsonWaldorf>.
- Create an account by choosing a username and password. Select the academic year for which you are applying. IMPORTANT: We're here to help. For assistance with this process at any time, contact our Enrollment Director.

Step 4: Get-Acquainted Activities with Teacher

- Once you've completed your admissions application to the Grades program, you will be contacted to schedule a meeting for your child with a member of our grades faculty. The meeting and activities take approximately 45 minutes and are generally a relaxed, informal experience for the prospective student.
- Based on your child's meeting with the faculty, a recommendation will be made regarding class placement for the three-day visit.
- Your family will have the opportunity to meet with the class teacher.

Step 5: Applicant Visit to Class

Your child is invited to attend his/her prospective class for a 3-day visit. The class visit is designed to ensure that your child's needs can be met and gives your child a sense of what it is like to attend Tucson Waldorf School. Please note, we do not require class visits for current Kindergarten students applying to First Grade.

Step 6: Admissions Decision Notification

You will be contacted soon after your child's 3-day visit to discuss the faculty's admission recommendation.

Grades 1–8 Enrollment Information

- We accept ongoing admissions in all of our programs as space allows. Applications for the current school year are accepted at any time.
- Applications for the upcoming academic year are accepted beginning in late January. Applicants are considered for placement in the order the applications are received. When applying through TADS, please check to ensure you are applying for the correct year (the year your child will be attending TWS).
- Parents should be aware that some children entering Tucson Waldorf School in Grades 1–8 may need additional support, at the parent's expense, to catch up to their grade level in areas that could include: foreign languages, handwork, music, math, or other subjects.
- Admission is considered complete upon receiving school records from your child's current (or former) teacher.
- All enrollments are subject to a 6-week trial period.
- Enrollment is considered official when your TADS online enrollment form has been completed and you have set up a billing agreement with initial payment.

Probationary Policy

Enrollment is subject to a 6-week trial period. Each family will meet with the teacher prior to acceptance into the program. The meeting will help the teacher understand the child's needs. While the teacher strives to meet each child's individual needs, it is not in the best interest of the group to require the teacher to spend excessive time dealing with one child's behavior or academic or developmental difficulties on an ongoing basis. If such problems arise, the teacher and members of the faculty will share observations and concerns about your child. You will also have an opportunity to share your impressions. A plan of support will be discussed and put into place. If sufficient improvement is not made, there will be a termination of enrollment.

Special Needs Policy

TWS does not have a special education department or programs for individuals requiring special education. We will accept special needs children into our program on a case-by-case basis, based on our ability to properly serve the needs of the child as well as the needs of the class as a whole.

Withdrawal Policy

➤ Withdrawal by Parent

Enrollment at Tucson Waldorf School is subject to a 6-week trial period. Upon the permanent withdrawal of a student after the 6-week trial period by the parent, the parent is responsible for the balance of tuition for the current semester.

➤ Temporary Withdrawal

If a student is temporarily withdrawn from school for travel or other reasons, there is no release from the financial obligations of the financial agreement.

➤ **Dismissal by School**

Enrollment at Tucson Waldorf School is subject to a 6-week trial period. If the school exercises its rights to permanently dismiss a student after the end of the trial period, the parent is responsible for the balance of tuition for the current semester (Semester 1: August through December; Semester 2: January through May). No refund will be made for temporary dismissals or suspensions. Please consult the **Consequences** section of this Parent Handbook for the rules and regulations regarding the school's, student's, and parent's rights regarding probation, dismissal, and suspension.

➤ **Extended Absence**

If a student is absent for more than 10 consecutive school days without a written notice to the school of such absence, the school may proceed to treat such absence as a withdrawal of the student. Tuition obligations in the case of such a withdrawal shall continue as described in Withdrawal by Parent above.

Tuition Assistance

TWS is committed to a tuition program that helps all families realize their goal of providing an independent Waldorf Education for their children. We strive to make Waldorf Education available to all.

Tuition assistance is evaluated and determined by TADS, and is funded through the Arizona Waldorf Scholarship Foundation (AWSF). Tuition assistance is based on total family income, and is available for children in the Grades and 5-day Kindergarten Programs. Please note that Kindergarten children must be 5 by September 1st of the current year.

AWSF awards are granted to current families on a tiered system based on three deadline dates. In order to be eligible for 100% of total possible award, current families must have their completed application in by the first deadline. You will receive notification of your tuition assistance award from AWSF via e-mail; it will also be reflected in your tuition agreement through TADS.

- **February 15 (First Deadline):** You must have your application for assistance completely filled out in TADS.
- **April 1 (Second Deadline):** The second award for tuition assistance will be given; however, the child will receive only 75% of eligible amounts.
- **June 1 (Third Deadline):** The third and final award for tuition assistance will be given; however, the child will receive only 25% of eligible amounts.

For new families, we accept tuition assistance applications throughout the year with 100% of the total possible award based on availability.

School Tuition Organizations (STOs)

STOs are funded by individuals and corporations with an Arizona state tax liability. These funds provide low-income, needs-based scholarships and non-needs, recommendation-based scholarships. There are many independent STOs in the state of Arizona, each with their own set of qualifications and deadlines. You may apply to as many STOs as you like. TWS will supply a list of organizations in Arizona for your convenience; however, it is your responsibility to apply and provide any supplemental documentation that is necessary. TWS will notify parents of deadlines for affiliated STOs. Please note that if your child has an Individualized Education Plan (IEP), MET, or 504 Plan, there are also specific scholarships that you can apply for called Disabled/Displaced or Lexie's Law scholarships.

- **Arizona Waldorf Scholarship Foundation (AWSF)**

Tucson Waldorf School works closely with the Arizona Waldorf Scholarship Foundation (AWSF) to provide tuition assistance for families attending TWS. AWSF is a nonprofit 501C (3) School Tuition Organization (STO) that was founded in 2011 to fund scholarships for students attending independent Waldorf school in the state of Arizona and other private school with shared values. These scholarships are funded through the Arizona Private School Tax Credit Program which allows any Arizona income tax payer to contribute to an STO, like AWSF, and claim a dollar-for-dollar credit on their tax return.

For more information on AWSF, visit www.aws-f-tax.org or contact the Development Associate at 520-529-1032 extension 104 or Development@TucsonWaldorf.org.

- **Build Our Scholarship Foundation**

Take control of your state tax dollars and help fund scholarships! Make a significant impact on our community at *no cost to you*. AWSF relies on the community at Tucson Waldorf School to build our scholarship fund for those students needing tuition assistance and who otherwise would not be able to afford a Waldorf Education. Do you pay income taxes to the state of Arizona? If so, you can help fund these scholarships by redirecting your state tax liability to AWSF. Give the gift of education choice! To find out more, visit www.aws-f-tax.org or by emailing support@aws-f-tax.org.

- **Raising Your Own Tuition***

Families also have the opportunity to raise their tuition through the state tax credit program. These are considered non-needs based scholarships. AWSF allows Arizona tax payers to redirect their state tax liability to a specific ("recommended") child's tuition. If your child is in their true kindergarten year or in the Grades, they are eligible to receive these recommended tax credits in the form of scholarships.

**** A school tuition organization cannot award, restrict, or reserve scholarships solely on the basis of donor recommendation.***

*****A taxpayer may not claim a tax credit if the taxpayer agrees to swap donations with another taxpayer to benefit either taxpayer's own dependent.***

Enrollment Referral Tuition Credit

TWS offers a \$250 tuition credit for referrals to our school made by currently enrolled families that result in full-time enrollment. One credit is offered per referred family if at least one child in the new family enrolls in a full-time program.

Sibling Discount

We offer a sibling discount of 10% for the second child enrolled in our school which increases to 30% for the third child and any additional siblings.

Financial Policies

Tuition and fees are billed and collected by TADS. TADS executes financial agreements on behalf of the school. Please refer to your TADS financial agreement for their financial policies.

- **Late Payment Policy**

If a late payment becomes unavoidable, parents are responsible for contacting the Operations Manager to set up an alternative payment plan. Failure to do so within 30 days may result in your child's disenrollment. Please note, if tuition payments are delinquent, tuition assistance may be revoked. TWS

may not release transcripts, reports, or other academic materials until the balance is paid in full. The parent further agrees to pay reasonable attorneys' fees and all other costs incurred by the school if this tuition agreement is referred to a collection agency or an attorney for collection. All accounts must be up-to-date prior to the start of the next school year in order for a child to re-enroll.

- **Refund Policy**

Prior to the first day of school, all prepaid tuition will be refunded, as well as if a child is withdrawn *during* the 6-week trial period, **less the nonrefundable enrollment fee and tuition deposit**. The parent is then released of future obligations. If a student is withdrawn *after* the 6-week trial period for any reason, the parent is responsible for the financial obligation for the remainder of the semester. All refunds are processed within 30 days.

- **Reimbursements**

All purchases made on behalf of TWS must receive prior authorization. Reimbursements must be submitted with receipts within the same month of purchase.

RECOMMENDED READING AND RESOURCES

Please visit our website to learn more about Waldorf education. Articles, press releases, newsletters, and videos can be found under the About menu on our homepage. Additionally, a multitude of resources can be found in the Waldorf Education Online Library under the Parents menu.