



**Olympia  
Waldorf  
School**

**Parent  
Handbook  
2009-2010**

# Olympia Waldorf School Parent Handbook 2009-10

## TABLE OF CONTENTS

**MISSION STATEMENT AND SCHOOL VERSE**\_\_\_\_\_3

**GENERAL INFORMATION**\_\_\_\_\_4

**HISTORY AND CURRICULUM**\_\_\_\_\_5

- History of the Olympia Waldorf School
- History of Waldorf Education
- What is Waldorf Education?
- What is Anthroposophy?
- Early Childhood Philosophy
- Elementary Grades
- Home Visits
- Multi-Cultural Perspective
- Community Festivals
- Waldorf Resources

**STRUCTURE AND GOVERNANCE**\_\_\_\_\_12

- Faculty/Staff Leadership Bodies
- Board of Trustees
- Board Committees
- Parent Association

**FAMILY INVOLVEMENT**\_\_\_\_\_16

- Class Meetings
- Classroom Tasks
- Parent Enrichment Activities
- Parent Mail Cubbies
- Family Service Hours
- Site Work Parties
- Parent Association
- Committee Work
- Feedback and Evaluation

## **POLICIES AND GUIDELINES** \_\_\_\_\_ 18

Daily Attendance  
Illness at Home  
Illness at School  
Medications at School  
30-Day Probationary Period  
Classroom Observation  
Safety  
Field Trips  
Lunch and Snacks  
Clothing and Accessories  
Playground Attire  
Playground Behavior  
Dogs  
Media Guidelines  
Sexual Play  
Cell Phones

## **STUDENT CONDUCT AND DISCIPLINE** \_\_\_\_\_ 25

Our Approach to Discipline  
Social Inclusion  
Bullying and Teasing  
Student Code of Conduct  
Disciplinary Procedures  
Student Dismissal

## **EXTENDED CARE** \_\_\_\_\_ 31

Morning Care  
Star Garden  
After School Care  
Study Hall  
Break Care  
Emergency Care  
Registration, Reservation, and Billing  
Late Pick-Up Fees  
Food  
Clothing  
Pick-Up Procedures

## **FINANCIAL INFORMATION** \_\_\_\_\_ 34

Budgets  
Tuition  
Sibling Discounts  
Tuition Adjustment  
Re-enrollment  
New Enrollment  
Withdrawal

## **Olympia Waldorf School Mission Statement**

We, the Olympia Waldorf School,  
honor the physical and spiritual being of the growing child.  
We offer an education that  
awakens the mind, enlivens the heart and engages the hands  
by drawing forth each child's ability  
to think clearly, feel deeply and act purposefully.  
We come together forming a community  
that acknowledges spiritual truth,  
fosters artistic development and  
strives for social renewal  
within ourselves and in the world.

### **The School Verse**

To wonder at beauty,  
Stand guard over truth,  
Look up to the noble,  
Resolve on the good:

This leadeth one truly  
To purpose in living,  
To right in one's doing,  
To peace in one's feeling,  
To light in one's thinking,

And teaches one trust  
In the workings of God,  
In all that there is  
In the width of the world,  
In the depth of the soul.

## GENERAL INFORMATION

### **School Hours:**

Apple Blossom Preschool – Tuesday to Thursday, 8:30 a.m. to 12:30 p.m.

3-Day Kindergarten – Tuesday through Thursday, 8:15 a.m. to 12:30 p.m.

5-Day Kindergarten – Monday through Friday, 8:15 a.m. to 12:30 p.m.

Grade School - Monday through Friday, 8:15 a.m. to 2:15 p.m.

**Office Hours:** Monday to Friday, 8:00 a.m. – 3:00 p.m.

**Phone:** (360) 493-0906

**Fax:** (360) 493-0835

**Mailing Address:** P.O. Box 130, East Olympia, WA 98540

**E-mail:** [info@olympiawaldorf.org](mailto:info@olympiawaldorf.org)

**Website:** [www.olympiawaldorf.org](http://www.olympiawaldorf.org)

**Absences:** Parents should report absences before 8:10 a.m. to the school office. All absences must be accounted for every morning. If you do not give prior notice, a staff member will call you to verify the absence.

**School Holidays and Events:** Check the school calendar on our website, the weekly bulletin, or call or visit the school office.

**School Closure:** In case of inclement weather or an emergency situation, visit [www.schoolreport.org](http://www.schoolreport.org) for up-to-the-minute information. You may also call the school after 7:00 a.m. to hear a recorded message.

**Weekly Bulletin:** Submit articles to Brenda Baker’s staff cubby in the office or e-mail her at [enroll@olympiawaldorf.org](mailto:enroll@olympiawaldorf.org) by 8:30 a.m. every Friday. Please indicate “Bulletin” in the subject line. OWS staff reserves the right to edit all submissions.

## **HISTORY AND CURRICULUM**

The Olympia Waldorf School is part of an international Waldorf School movement of more than 900 schools worldwide. The school was founded with the understanding that this type of education will engage and nourish the whole child in body, mind, and spirit.

**History of the Olympia Waldorf School** ~ Inspired by an introductory lecture given by Elana Freeland in 1983, a handful of parents set to work to establish a Waldorf school in Olympia. In March 1985, the Olympia Waldorf Education Association was formed and was recognized by the Association of Waldorf Schools of North America (AWSNA). After gaining legal nonprofit status and adopting bylaws, the Olympia Waldorf School opened its doors to 17 young children that fall.

The school added grades one by one until in June 2000 we graduated our first eighth grade class. Now, each spring, we send out into the world a group of amazing young people. Our program has expanded to include a preschool, two kindergartens and eight grades.

The Olympia Waldorf School's Prairie Hall was formerly the home of the East Olympia School and was originally called the Chambers Prairie School. It was built in 1914, and opened its doors in 1916 to 38 students and two teachers in grades one through eight. This homey, wooden building has been in continuous use as a school ever since. After five years of renting space, Olympia Waldorf School took a great step forward in 1990 and moved into this beloved historical site. In 1999, our community built a new Middle School building, and in 2007, we renovated and opened the Kinderhaus on adjacent property.

**History of Waldorf Education** ~ The first Waldorf School opened its doors in September 1919 in Stuttgart, Germany as a way of providing a new kind of education for the children of factory workers. The school was housed in the Waldorf Astoria Cigarette Company, and classes were taught during working hours.

The founder of Waldorf education is Rudolf Steiner, an Austrian philosopher and scientist who was dedicated to educating free and independent humans for the renewal of our society. The school he founded in 1919 was revolutionary for its time, open to children from all social, religious, racial, and economic backgrounds. The curriculum was equally radical, as it was driven by a comprehensive cultural orientation in which the arts played a central role, and in which the three-part human being – spirit, soul, and body – was acknowledged and nurtured.

After World War II, the Waldorf Schools were the first private schools to be re-opened by the American occupational government for the very reason that they had previously been closed: they were committed to teaching independent thinking.

Waldorf Schools have continued to thrive throughout Europe, and have spread to Africa, North, Central and South America, Australia, New Zealand, Japan and China. In North America, nearly 200 schools are currently in operation. Here in the United States, the demand for an improved educational system has helped Waldorf Schools flourish in the last few years.

*“Primary schools have the enviable task of making young people into real people in the truest sense of the word. There the teachers must ask themselves what natural talents are hidden in every person and what they must bring out in each child so that the pupil may finally realize his or her own humanity in balanced integration. Whether the child will one day be a doctor or a ship builder need not concern the pedagogue who teaches him at age six. His or her task is to make the child into the full human being.”*

~ Rudolf Steiner “Secondary Education & Public Life” 1898

**What is Waldorf Education?** ~ When you enter a Waldorf school, the first thing you may notice is the care given to the building. The walls are painted in lively colors and are adorned with student artwork. Evidence of student activity is everywhere to be found and every desk holds a uniquely created main lesson book.

Another first impression may be the enthusiasm and commitment of the teachers you meet. These teachers are interested in the students as individuals. They are interested in the questions:

- How do we establish within each child his or her own high level of academic excellence?
- How do we call forth enthusiasm for learning and work, a healthy self-awareness, interest and concern for fellow human beings, and a respect for the world?
- How can we help pupils find meaning in their lives?

*"When children relate what they learn to their own experience, they are interested and alive, and what they learn becomes their own. Waldorf schools are designed to foster this kind of learning."*

~ Henry Barnes, longtime Waldorf teacher

Teachers in Waldorf schools are dedicated to generating an inner enthusiasm for learning within every child. They achieve this in a variety of ways. Even seemingly dry and academic subjects are presented in a pictorial and dynamic manner. This eliminates the need for competitive testing, academic placement, and behaviorist rewards to motivate learning. It allows motivation to arise from within and helps engender the capacity for joyful lifelong learning.

The Waldorf curriculum is broad and comprehensive, structured to respond to the three major developmental phases of childhood: from birth to 7 years, from 7 to 14 years and from 14 to 21 years. Rudolf Steiner stressed to teachers that the best way to provide meaningful support for the child is to comprehend these phases fully and to bring to the children age-appropriate content that nourishes healthy growth.

**What is Anthroposophy?** ~ Throughout the course of his life, Rudolf Steiner developed a body of knowledge called Anthroposophy, meaning "the wisdom of mankind." This worldview is based on centuries-old wisdom concerning the evolution of humankind and of the world, which Steiner reformulated in a manner accessible to our modern scientific consciousness. While Anthroposophy represents the philosophical

foundation of the Waldorf approach to education, it is not taught in the classroom. Anthroposophy provides a framework and inspiration for continued individual and group study of human development by faculty and staff. This study in turn informs and enlivens the development of curriculum so it best meets the needs of the children that enter our doors each day.

**Early Childhood Philosophy** ~ The preschool and kindergarten offer a home-like experience in which the young child can feel secure in his/her first step away from the family home. There is a restfulness and orderliness in the classroom and in the rhythms that the teacher establishes—the rhythms of the seasons, of the day, and of the breathing in and breathing out of the curriculum. These protective rhythms are essential to the well-being of the whole child.

Young children are phenomenal imitators, so the teacher strives to be a role model worthy of imitation. The teacher works with a reverence for life, honoring everything from the dough to be kneaded to the wood to be sanded. When the teacher is enthusiastic and purposeful while sweeping the floor, stirring the batter, or planting the seeds, the children gladly join in. When we embrace the young child with beauty and respect, those values are reflected back, and we encourage a foundation for the healthy development of the whole child.

**Elementary Grades** ~ The daily rhythm in the grades begins with the greeting at the door, morning verse, singing, and movement. The child is led into a two-hour Main Lesson, the most focused portion of the day and the heart of the curriculum. Outside of Main Lesson, each grade receives a variety of special subjects suited to their developmental capacities. There are also two breaks for food and recess, which is an important opportunity for movement, relaxation, and social learning.

Main Lesson subjects rotate in three- to four-week blocks, bringing a concentrated focus on specific subject matter that allows the curriculum to live more deeply in the child. Over the eight years in the grades, the student journeys from the imaginary world of early childhood to the adult world of

awakened thoughts. The following are some of the themes and skills taken up each year:

- **First Grade:** Fairy tales, folk tales and nature stories; pictorial and phonetic introduction to letters; form drawing; preparation for reading through writing; qualities of numbers; introduction of four processes of arithmetic; lower multiplication tables; pentatonic flute.
- **Second Grade:** Legends and animal fables; continued work in language (phonics, reading, writing, punctuation, spelling); arithmetic (the four math processes, odd/even, times tables, place value); cursive writing; form drawing; pentatonic flute.
- **Third Grade:** Stories from Old Testament history; composition and grammar; study of practical life (farming, housing and clothing); higher multiplication tables; weight, measure and money; form drawing; lyre instruction; diatonic flute.
- **Fourth Grade:** Norse Mythology and sagas; Native American mythology; letter writing and language arts; local geography and map making; the animal kingdom; arithmetic and fractions; form drawing; diatonic flute.
- **Fifth Grade:** Ancient history and myths through Greek times (Indian, Persian, Egyptian); American geography; botany; decimals, ratio and proportion; language arts; form drawing; diatonic flute.
- **Sixth Grade:** Roman and medieval history; geography; astronomy; geology; physics; geometric drawing; business math (interest, percentage, discount); language arts; recorder.
- **Seventh Grade:** Renaissance history; voyages of discovery; physics; chemistry; physiology, health, and nutrition; algebra; geometry; language arts; recorder.
- **Eighth Grade:** Epic and dramatic poetry; world geography; industrial revolution; American and French Revolutions; modern history; human anatomy; physics; nutrition and hygiene; algebra; geometry; language arts; chemistry; meteorology; recorder.

In addition, these grades curriculum outlines are supplemented by our specialty lessons of foreign language, handwork, music, gardening, woodworking, movement, eurythmy, and strings.

**Home Visits** ~ A home visit takes place for new students either before or near the beginning of the school year. The visit allows the teacher to become more familiar with the child's life and family and builds a bridge between home and school.

**Multi-Cultural Perspective** ~ The Olympia Waldorf School holds each person, each culture, and each language in respect. We uphold this value in hiring faculty and administrative staff and in inviting children to our school. We work toward sharing each other's cultures through parent enrichment evenings, in understanding each other's holidays and festivals, and in the curriculum presented to our children. Families are invited to share their cultural traditions with their class teacher. The rights of children in our care to observe the tenets of their family's faith are respected and facilitated consistent with state and federal law.

**Community Festivals** ~ The Waldorf festival life has roots in Christian culture, but it is cultivated as a means for instilling in children a reverent attitude toward life, not as a dogma or theology. Thus, we use the word "God" without defining it in our poems, songs, and graces before meals and snacks. The attitudes of joy, reverence, and gratitude are apparent during our school-wide seasonal celebrations, which include our Michaelmas Harvest Faire, the Enchanted Winter Faire, and May Faire. Out of our desire to embrace our multi-cultural community, we may also celebrate Jewish holidays such as Hanukkah, the European festival of Advent, Santa Lucia, and the Chinese New Year. In this way we hope to reflect for the children the richness and bounty of our many homelands.

*"...if rituals and festivals have traditionally contributed to the integration and stability of communities and societies, then in the modern context they may do the same for our personal integration and for a healthy social ethos."*

-- Diana Carey and Judy Large, from *Festivals, Family, and Food*

**Waldorf Resources** ~ There are abundant books and internet resources related to Waldorf education and the curriculum. Some suggestions to get you started include the following:

Early Childhood: *You Are Your Child's First Teacher*, Rahima Baldwin.

*The Way of A Child*, A.C. Harwood

*The Education of the Child*, Rudolf Steiner

Grade School: *The Kingdom of Childhood*, Rudolf Steiner

*Rudolf Steiner Education*, L. Francis Edmunds

*Toward Wholeness: Steiner Education in America*, M.C. Richards

*Education As An Art*, Rudolf Steiner and other

*Portrait of a Waldorf School*, A.C. Harwood

Family Life: *Festivals, Family and Food*, Diana Carey and Judy Large

*Parents as People: The Family As Creative Process*, Franklin G. Kane

*To Dance with God: Family Ritual and Community Celebration*, Gertrude Mueller

Websites:

[www.whywaldorfworks](http://www.whywaldorfworks)

[www.steinercollege.org](http://www.steinercollege.org)

[www.pathsoflearning.org](http://www.pathsoflearning.org)

[www.waldorfworld.net](http://www.waldorfworld.net)

## STRUCTURE AND GOVERNANCE

Olympia Waldorf School, like all Waldorf schools, is self-administered. An interconnected structure of leadership arises from the realms of faculty, administration, and parent body. Each contributes to the strength of the school's functioning in a unique way. The faculty carries the pedagogic vision and leadership, the administration oversees the day-to-day business of the school, and the parents uphold the service culture of the school.

The administrative staff is responsible for the administrative needs of the school. Staff members serve on committees, report to the Board, and meet with the faculty every Thursday at the Collegial Meeting to plan and oversee the day-to-day operations of the school. For the 2009-10 school year, staff members are:

Business Manager ~ Aurora Gregory  
Dean of Education ~ Tim Morrissey  
Enrollment/Public Relations Manager ~ Brenda Baker  
Site Manager ~ Lori Capra  
Extended Care Director ~ Candy Brillard

The faculty is responsible for all educational matters of the school. This includes curriculum, student discipline, and admission of new students. Faculty members are represented on the Board of Trustees, the Parent Association, and most committees. For the 2009-10 school year, our faculty includes the following individuals:

Apple Blossom Preschool ~ Candy Brillard  
Briar Rose Kindergarten ~ Susan Palmer  
Spindlewood Kindergarten ~ Patricia Cairns  
Grade 1 ~ Brianna Kaiser  
Grade 2 ~ Kolea Quincey  
Grade 3 ~ Martin Lee & Kolea Quincey  
Grade 4 ~ Ed Glidden  
Grade 5 ~ Robin Melcher  
Grade 6 ~ Keenan Hand

Grade 7 ~ Martin Lee  
Grade 8 ~ Tim Morrissey  
German & Lyre ~ Susanne Rogge  
Strings ~ (Name withheld by request)  
Gardening ~ Kim Gonczar  
Eurythmy ~ Kirsten Sogge

**Faculty/Staff Leadership Bodies** ~ The faculty and staff organize themselves into several leadership bodies to make their administrative work efficient and effective, and to make it visible and understandable to the school community.

- **The College** ~ The College guides the long-term spiritual and practical vision of the school. The College strives to be aware of all significant issues at the school and serves as the decision-making body overseeing pedagogical and personnel matters. Current members are Aurora Gregory, Robin Melcher, Kim Gonczar, and Tim Morrissey. The College currently meets on Tuesdays from 2:45 p.m. to 5:15 p.m.
- **Mandate Groups** ~ Faculty/staff decision making is led by three Mandate Groups. Each is empowered by the College to make decisions in their areas of focus after conducting an appropriate process of input and discussion. The membership for each group in the 2009-10 school year are:
  - Curriculum Mandate Group – Susanne Rogge, Brie Kaiser, Ed Glidden, Patricia Cairns, and Tim Morrissey
  - Professional Mandate Group – Aurora Gregory, Martin Lee, Brenda Baker, Candy Braillard
  - Community Mandate Group – Keenan Hand, Kolea Quincey, Susan Palmer, Lori Capra, Robin Melcher
- **Work Groups** ~ The faculty and staff also participate in groups based on their work at the school. These groups work on issues specific to their area of focus and communicate with the wider faculty/staff group as necessary to complete their tasks. The three groups are:

- Grades Faculty – Includes first through eighth grade class teachers, as well as specialty teachers serving the grades. Meetings focus on pedagogical enrichment, planning and decision-making related to the daily workings of classroom life.
- Early Childhood Faculty – Includes preschool and kindergarten faculty and assistants. Meetings focus on pedagogical enrichment, planning and decisions around the daily workings of the early childhood classrooms.
- Administrative Staff – Includes members of the administrative staff. Meetings cover the planning, logistics and decision-making around the daily administration of the school and grounds.
- **Collegial Body** ~ This group consists of all salaried employees of the school and meets weekly to communicate and engage in study and discussion that informs the decision-making work of the other groups. Other employees of the school are welcome and encouraged to attend the weekly meeting of this group.

**Board of Trustees** ~ The Board of Trustees is responsible for oversight of the financial and legal matters of the school. The Board is comprised of a Faculty Representative, the Dean of Education, the Business Manager, and community members, with each member serving a three-year term. Board members are elected by vote as the terms of their predecessors expire. Meetings are open to the community, though parts of meetings may require confidentiality and may be closed to non-Trustees. Board meetings are held on the third Tuesday of each month. The Board also convenes All-School Meetings twice a year, in October and May. Members of the Board as of the start of the 2009-10 school year are:

Heather Knight, President  
 Mike Rechner, Vice President  
 Steven Eliot, Co-Treasurer  
 David Warwick, Co-Treasurer  
 Ellen McKinley, Secretary and Parent Association representative  
 Candy Brillard, Faculty representative  
 Aurora Gregory, Business Manager, ex officio

Tim Morrissey, Dean of Education, ex officio  
Kathleen Fraser  
Tim Salo

**Board Committees** ~ The Board delegates some of its work to committees that engage faculty, staff, parents, and Board member participation. The current committees are as follows:

- Finance Committee holds the school's short-term and long-term financial vision and assists the Board of Trustees in the stewardship of the financial resources of the school.
- Development Committee holds the long range planning for the school and manages activities relating to fundraising, annual fund drives, and capital development.
- Site Committee supports the work of the Site Manager in helping to prioritize and organize the maintenance and improvement of all school property and structures.
- Outreach Committee supports the work of the Enrollment/Public Relations Manager by organizing delegated projects, carrying out specific enrollment tasks, and providing representation at various public events.
- Hiring Committee carries out administrative tasks related to hiring.
- Facilitation Team serves the Olympia Waldorf School as the vessel that supports and guides the process of concern or grievance resolution within the school community

**Parent Association** ~ The Parent Association is comprised of members of the parent community and seeks to inspire, inform, and organize the parent body. The Parent Association nurtures a healthy social network at the school through fostering warmth and communication between all members community. The Parent Association is composed of two members from each class who serve staggered two-year terms. There are additional liaisons from faculty/staff. One Parent Association member is selected to serve on the Board of Trustees.

## **FAMILY INVOLVEMENT**

Families participate in the life of Olympia Waldorf School in diverse ways. Their participation is critical to ensure a growing and thriving school, and it enhances our sense of community and shared purpose.

**Class Meetings** ~ Teachers regularly hold parent evenings for the families in their class to share what is happening in the classroom, to discuss the growth and development of the children, and to plan for class activities. Regular participation in these meetings is an important part of supporting your child's progress at the school.

**Classroom Tasks** ~ Teachers may need on-going support from parents with specific classroom tasks such as laundry, room cleaning, ironing, and mending. Your class teacher and Parent Association representative will organize and lead the class families in filling these needs.

**Parent Enrichment Activities** ~ Faculty and staff at the school organize activities to help parents understand and experience our unique curriculum in various ways. Parents are encouraged to attend these offerings as suits their interest and availability.

**Parent Mail Cubbies** ~ In order to receive school communication, each family has a cubby outside the school office in Prairie Hall. The cubbies are organized by the student's last name and are intended for school-related community communications. If you have something to communicate to the whole community, we request that you check in with the Business Manager before distributing it. If your children collect items from the family mailbox, please be aware there may be items in the box not intended for them.

**Family Service Hours** ~ Families are encouraged to serve at least 60 volunteer hours per year. More importantly, however, we encourage a thoughtful consideration of the school and class needs in balance with one's family and personal needs. Only when honestly seeking this balance can healthy growth be attained for both the school and its families.

**Site Work Parties** ~ The Site Committee and Site Manager oversee playground, garden, and building improvements and maintenance. Several times a year they organize work parties to involve the broader community in helping with these tasks. Families are encouraged to participate in at least one of these work parties each year.

**Parent Association** ~ The Parent Association nurtures a healthy social network at the school through fostering warmth and communication between all members of the school community. Each class has two representatives to the Association serving staggered two-year terms, who facilitate communication and organization between the Association work, the class teacher, and other parents in the class.

**Committee work** ~ The school is guided by the Board of Trustees, whose work is delegated in part to the Development, Outreach, Finance, and Site committees. Membership on the Board and participation in the committee work is open to all interested parents.

**Feedback and Evaluation** ~ Parents are welcome to participate in the life of the school by providing feedback and observations of teaching and administrative staff. An annual parent feedback process during the month January seeks written input from parents on the performance of school employees. Day-to-day feedback, including commendations, questions, and complaints, should be directed according to the following process:

- First, always try to share concerns or questions directly with the person involved, for example, your child’s class teacher.
- Second, if a satisfactory resolution was not possible with the person involved, speak with the person’s mentor. The mentor’s goal will be to help you come to resolution with the original person in question.
- Third, if neither of these steps results in a satisfactory outcome, bring your concerns to the Dean of Education.

Throughout this process, we ask that parents strive to maintain social hygiene by bringing concerns in a direct and timely way, and by minimizing gossip or inflammatory “parking lot” discussions.

# SCHOOL POLICIES AND GUIDELINES

## Daily Attendance ~

- **Arrival and Pick-Up:** Grades students may be dropped off at 8:00 a.m. or after. The morning bell rings at 8:10 a.m. Class begins promptly at 8:15 a.m. Parents are responsible for the supervision of their children until they are in the care of their teacher. Parents are responsible for their children in the parking lot or play areas before and after school hours, unless they are in the care of Extended Care staff.
- **Parking:** Preschool and Grade One families may park in the lot near the Apple Garden. Kinderhaus families should park in the north parking lot near the playfield. Other grades families should park in the Middle School Parking lot. Please do not park on Normandy Street in front of the fire station.
- **Late Arrival:** Please make sure your child arrives at school on time, as there is a rhythm to the school day that is carefully planned by the teacher. If you are late, please check in at the main office. If your child is in the lower grades, please wait with them in the hallway outside the classroom until the teacher comes out to greet them.
- **Late Pick-Up:** All students who do not have pre-arranged Extended Care must be picked up promptly at dismissal time: 12:30 for Preschool and Kindergarten, 2:15 p.m. for grades. Grades children who are not picked up at their class dismissal time will be escorted to the front steps of the school for a 15-minute grace period. After the 15-minute grace period, a \$15 dollar late fee will be applied to the monthly statement, and the child will be taken to Extended Care.
- **Planned Absence:** Because the Waldorf curriculum is living and dynamic by nature, it may not be possible to adequately make up missed class time. Therefore, we place a high value on consistent and timely attendance. We acknowledge that there will be times when children must miss school for various reasons and ask for your cooperation in facilitating a smooth transition for the children who are absent for multiple days of school. For a planned absence, a written notification is requested.

- **Unplanned Absence/Illness:** For unplanned absence, such as illness, please call the school office as soon as possible (preferably before 8:15 a.m.) In order to ensure the children’s safety, office staff will call the families of any child absent without notification. All students will be accounted for by school staff at the start of every school day.
- **Phone Use:** Limited telephone use is available to parents and students on the courtesy phone in the copy machine alcove. Social activities and “play dates” must be arranged in advance and not on school phones after school.
- **After School Supervision:** Students not in the care of Extended Care staff must be within eyesight of an attending adult (e.g. parent or caregiver) between the hours of 2:15 and 5:30 p.m. All activities must be safe and appropriate.

**Illness at Home** ~ Keeping your child at home at the first sign of communicable disease protects your child from additional health problems and protects other students from exposure. A child must be fever-free and diarrhea-free for more than 24 hours before returning to school.

**Illness at School** ~ When a child becomes ill or injured at school, the teacher will notify the office that the child is ill and unable to participate in school activities. Two actions may then be taken:

- The child remains in the classroom if the teacher judges this to be appropriate; or
- The child is taken to the office where he or she is cared for and observed. (Due to space and staffing constraints, it is not always possible to remove the child from the classroom.) In the case of vomiting, fever, or any injury or symptom that may require a physician’s observation, one of the child’s emergency contacts will be called to take the child home. If no one can be reached and the staff has deemed the illness or injury to be potentially dangerous to the child’s health, 911 will be called.

Every faculty and staff member is First Aid/CPR-certified. First aid will be administered appropriately should injury occur.

**Medications at School** ~ If your child must receive over-the-counter or prescribed oral medication during the school day, you must have a Medications Request Form signed by the parent and health care provider on file at the school. This includes Epi-pens that may need to be administered for allergies. The medication must be in its original marked container and clearly marked with the child's name, medication name, and dosage. Medication must be handed directly to a staff member. All medications will be returned to parents or disposed of at the end of the school year.

**30-Day Probationary Period** ~ Every new student will undergo a one-month period of evaluation. During this time, the student's parents will have the opportunity to become familiar with the school, and the teacher will be able to observe the student's needs and abilities. At the end of the one-month observation period, the teacher may terminate the enrollment contract, or the student may be transferred to a more appropriate class. If the contract is terminated, tuition will be charged on a prorated basis.

**Classroom Observation** ~ The teacher's primary responsibility is to attend to his or her class. Parents with children in the class are encouraged to schedule an observation. All visitors must make arrangements with the teacher in advance. Visits to the classroom are solely at faculty discretion.

**Safety** ~ Fire and emergency evacuation drills are conducted in compliance with local and state authorities. All students must have a comfort kit at school in case of emergency.

**Field Trips** ~ Parents will be notified at least one week in advance in writing that a field trip is planned, including the date, time and place. A permission slip must be signed and returned to school before a child can participate. Provisions will be made for children whose parents choose for them not to attend. Transportation will be provided by teachers and class parents. All vehicles used for field trips will be insured and have adequate seat belts.

**Lunch and Snacks** ~ Parents will provide a wholesome snack and lunch. Preschool, Kindergarten, and Extended Care will provide supplemental snacks, which are paid for by the supply fee.

**Clothing and Accessories** ~ The intent of our dress code is to ensure students' health and safety and foster a distraction-free learning environment. Students may express their individuality within the following guidelines.

- Students will dress in a neat, clean, and modest manner, reflecting both self-respect and respect for others.
- Clothing will be suitable for both indoor and outdoor classes, including games and gardening.
- Clothing will be free of prominent advertisements and media images, as well as images that may be offensive, disturbing, or distracting.
- No glasses other than prescription will be worn inside.
- Hair will be clean, neat, and out-of-the-face, with no distracting or unnatural dyes.
- Moderate use of cosmetics is allowed for middle grades students.
- No dangling jewelry, earrings, necklaces or bracelets.
- No watches that beep or jewelry that makes noise.
- Closed-toe, closed-back shoes without heels will be worn at all times when outdoors.

**Playground Attire** ~ Playground clothing requirements vary depending on weather and age of children. We suggest the following as a guide:

- Hot weather: One layer of clothing.
- Warm weather: Two layers (shirt and sweater or jacket).
- Cold weather: Three layers, including warm coat and warm hat or hood.
- Rainy weather: Full rain gear, including boots, for kindergarteners. Waterproof jackets and head protection for grade students.

## Playground Behavior ~

- **Respect.** No forms of physical or verbal abuse by children or adults will be tolerated. Examples of inappropriate behavior: pushing, shoving, hitting, kicking, biting, spitting, use of profanity or derogatory language.
- **Swings.** Swings should be shared in a timely manner. No “push-off” surfaces may be placed near swings. No side-to-side swinging. No wrapping swings around frame to increase height.
- **Slides.** No pushing or rough play at the top of the slide, going down backwards, creating pileups, or blocking others from going down.
- **Fences.** No climbing on, digging under, or dismantling of fences.
- **Digging.** Allowed in designated areas only.
- **Ropes.** Ropes are to be used for jumping or other games and are not to be tied to climbing structures, trees or rocks, unless approved and supervised by a teacher or designated supervisor.
- **Tree climbing.** Tree climbing is not allowed unless supervised by a teacher or designated supervisor who will remain no more than an arm’s length away while the child is climbing.
- **Banisters.** No sitting, standing, or sliding on stair banisters.
- **Rocks.** No throwing rocks, sticks, or dirt clods.
- **Food.** No food, beverages, candy, or gum on the playground at recess.
- **Toys.** Children are not to bring toys from home. This includes rollerblades, skateboards, dolls, boomerangs, etc. Sports equipment such as basketballs, baseballs, soccer balls, etc. are allowed with approval of the class teacher.
- **Spitting.** Spitting on school grounds is prohibited to insure the health and protection of all students, and promote a sense of responsibility and goodwill toward others.

**Dogs** ~ No dogs may be on school property. Children may not play with, pet, feed, or encourage any dog that come onto school property. Adults must attempt to send the dog away. If the dog will not leave, it will be reported to the office and Animal Control will be called for pick up.

**Media Guidelines** ~ Since the Waldorf curriculum relies on enlivening the imaginative life of children, many faculty members and families in the community find that restricted media exposure for children at the school allows the students to best take up the education. Every family is different, and every year more types of media exposure are available in our culture, so it is impossible to make a blanket statement about how families can or should chart their course through these decisions. The following are some suggestions and ideas you might explore in this arena:

- Limit or eliminate television, videos, or movies for young children.
- Limit or eliminate video game use, especially for young children.
- Many families eliminate these activities completely during the school week and make reasonable limits during weekends and vacations.
- Limit or eliminate computer use until middle grades, and provide training and supervision of students as they begin using computers, especially the internet.
- Develop activities other than media-based ones to share as a family.
- Talk with other parents about their choices, past and present, and share observations and ideas for finding the right balance in your family.
- Keep open communications with other parents about play date activities. Don't assume standards for media exposure are the same from family to family.
- Respect the choices and values of all families; engage in dialogue with open minds and interest, not judgment.

The most important aspect is that parents make conscious choices about their children's media habits or exposures, and that they become keen observers of the effects of these activities on the children. Reading on the subject includes: *The Plug-In Drug*, Marie Winn; *Four Arguments for the Elimination of Television*, Jerry Mander; and *Amusing Ourselves to Death*, Neil Postman.

**Sexual Play** ~ Forms of sexual play and mutual exploration are common among young children. Games of this kind are mostly played by children between the ages of three and eight. Children of this age have a natural

curiosity about their bodies and the bodies of their peers. It is often through curiosity and a need to learn appropriate boundaries that children engage in this exploration. We encourage parents to share concerns with their child's teacher. School personnel are required by Washington state law to report suspected incidents of sexual abuse.

**Cell Phones** ~ We prefer that students not bring cell phones to school. In the event that a family decides that a student must have a cell phone while at school, the student must give the cell phone to his or her class teacher upon arrival at school. The teacher will make sure the phone is turned off and will return the phone to the student at dismissal. Students needing to make phone calls during the school day are expected to ask permission in the office. Parents needing to leave a message for a student during the school day may do so by calling the main office.

## STUDENT CONDUCT AND DISCIPLINE

**Our Approach to Discipline** ~ Our philosophy of discipline is rooted in a recognition of and respect for that which is unique and highest in each individual human being. Parents and teachers endeavor to create a nurturing environment which will help each person, both child and adult, to evoke the good, true, and beautiful qualities in themselves and the world around them. In order to nurture new steps in growth, our school is a place where safety, security and protection, both physical and emotional, are asserted.

The Olympia Waldorf School is committed to working in a compassionate way, helping children develop problem-solving skills through cooperation, honesty and respect. Discipline styles vary from teacher to teacher, but the following are some of the common goals and methods:

- Involvement by teachers which goes beyond the superficial in relating to each child;
- Guiding children in working things out among themselves as much as possible, unless harm to the child, to others or to property is involved;
- Having the child make right whatever they have wronged, for example by helping bandage a child they have hurt;
- Emphasizing that being part of a group is a privilege, and that to cooperate socially is the ideal;
- Engaging the young child in practical work alongside the teacher, rather than isolating or giving time-outs;
- Using age-appropriate discipline that speaks to what is alive in the child at a particular time:
  - Before age seven, discipline is managed through the teacher's good example for imitation, through strong rhythms that help habit replace force, and through creation of an environment that invites healthy play.
  - Between ages seven and fourteen, the teacher acknowledges the need for the adult to be the authority, sets clear rules that are

fairly enforced, and offers lessons which speak to the hearts and budding morality of the students.

**Social Inclusion** ~ Social Inclusion is an approach to student conflict that seeks to deepen and broaden existing socially inspired practices within the school community. Since social harmony is of community-wide concern, teachers, parents and students are all actively involved in the process. Teachers, administrators, staff and parents from OWS have participated in three consecutive summer trainings on the philosophy and methods of the Social Inclusion model. Out of this training, the OWS Social Inclusion Coordinating Group (SICG) has developed a holistic set of tools with which the school can implement the approach. The Social Inclusion work stands alongside therapeutic measures and disciplinary procedures in creating a healthy social community. Practices currently active in this area include:

- The SICG meets weekly to help resolve trouble spots in the classroom or on the playground and to plan community education.
- At weekly faculty/staff meetings, each teacher makes a brief report on potential social imbalance or tension in his or her class.
- A group of volunteer middle school students, the Student Action Council (SAC), meet weekly for training and discussion, assist on the playground, and assist in structured conflict resolution meetings. They also participate in regional trainings with other Waldorf middle-schoolers.
- The SICG offers parent training and orientation in the Social Inclusion process.

Parents are invited to learn about and participate in this process. The more people there are in our community working on this approach, the stronger it will be for the children.

*“The healthy social life is found when in the mirror of each human soul, the whole community finds its reflection; and when in the community, the virtue of each one is living.” - Rudolf Steiner*

**Bullying and Teasing** ~ Bullying is a pattern of repeated abuse, verbal or physical, directed at one or more students. In our school, which is a reflection of our culture, we work actively and consciously with such conflicts. In doing so we strive to foster acceptance, tolerance, and inclusion in the classroom and on the playground. We recognize that it is our own actions that will be modeled by the students as we try to create a healthy and safe school culture where students feel comfortable speaking to adults if they feel victimized.

In an effort to develop a community of children and adults that respect one another, we strive to address issues of bullying or teasing without blaming or shaming. When children do not equate problem solving with “getting in trouble,” they are more likely to tell adults what is happening and less likely to retaliate against “tattletales”. By creating a telling culture that is normal and safe, we encourage our children to search for and uphold the truth.

If you suspect that any of our students are involved in a bullying or teasing behaviors, speak to the class teachers and parents of the students involved. If necessary, the class teacher and parents will develop an action plan, either for or with the children, depending on their age. The SICG will assist as necessary in facilitating healthy change to the objectionable behaviors.

*“Children are specialists at imitating everything, not just what I want them to imitate. Thus it behooves me to practice and demonstrate movements that are congruent with the goals I profess to believe in. Can it be that my own unconscious preferences, prejudices, or counter-productive teaching methods inadvertently train children to copy subtle movements that divide, set apart, and even exclude? The children may well experience growing frustration and confusion at the discrepancy between what a teacher says and what is actually done.” ~ Jaimen McMillan, creator of Spacial Dynamics*

**Student Code of Conduct** ~ We operate under three guiding principles:

*Cooperation*  
*Honesty*  
*Respect*

As we live into these ideals, we encourage the following behaviors:

- Use kind words.
- Offer helping hands.
- Be careful and safe with our bodies.
- Include everyone.
- Forgive mistakes and start over.

All children and adults are respected, and no form of physical or verbal abuse by children or adults is tolerated.

**Disciplinary Procedures** ~ When a student's behavior does not comply with the Code of Conduct or disrupts the healthy flow of school activities, we recognize five levels of response that may be taken.

1. ***Informal Consequences:*** Initially, teacher-specific consequences will be used, which may include:
  - Reminders within the classroom as an opportunity to reflect or “remind” oneself of classroom expectations.
  - Discussions with the teacher and/or other students as a way to take responsibility and make amends.
  - Written reflection on the behavior and possible alternatives.
  - Assigned tasks as an opportunity to transform an experience and give back to the community.
  - Time spent outside the classroom – typically in another classroom – as an opportunity to create a healing space and engage in meaningful work.
  - Conversations with the parents or notes sent home requesting support.

2. ***Formal Disciplinary Action:*** When repeated informal consequences do not bring about change, or when a student's conduct or behavior is determined to be severely disruptive, a formal record of disciplinary action will be made.
  - The student will be removed from class and placed in the school office or another classroom.
  - The adult initiating the removal will discuss the reasons for removal with the student, assign appropriate restitution, complete a Disciplinary Form and inform parents of this action.
  - The Disciplinary Form will be signed by the parents, returned to school the following school day, and placed in the student's file.
  - A signed Disciplinary Form will be required before the student can return to school.
3. ***Disciplinary Conference:*** In the event that a student receives three Disciplinary Forms within a three-month period, the student may not return to school until a Disciplinary Conference has been held. This meeting will be attended by the parents, classroom teacher, the Dean of Education, and the student if appropriate. During the conference, a written plan of action to correct the behavior will be established. The plan will include restitution for the action and the student's behavior goals for the future and will be placed in the student's file and remain active for three months.
4. ***Suspension:*** If the student fails to achieve the goals of the plan or receives any additional Disciplinary Forms during the ensuing three-month period, he or she will be given a three-day suspension, followed by another Disciplinary Conference.
5. ***Expulsion:*** If a student receives three three-day suspensions within a one-year period, he or she will be considered for expulsion from the school.

Some acts of emotional or physical violence may warrant swifter, stronger action. In these instances parents will be contacted as soon as possible and appropriate action will be taken to insure the health and safety of our community.

**Student Dismissal** ~ In a student dismissal, parents are asked to remove a child from the school before the term is expired. Dismissal is a rare event in the life of a school and is only undertaken after careful process and deliberation. The school's process includes a faculty study of the child's situation, meetings with the parents, consultation with the Dean of Education, and an opportunity for appeal of the decision.

## EXTENDED CARE

The Extended Care program at OWS seeks to support families in our school by creating a nurturing space for our children after normal school hours. It is our vision that the physical and emotional space will support the whole community – children, parents, teachers, staff and even grandparents and other special friends. In this way, the Extended Care program hopes to serve as a “community care” program that can act like a great hearth – a place where people may gather to feel in community.

The following options serve the diverse childcare needs of OWS families:

- **Morning Care (7:15-8:00)** ~ Morning Care is available for all students except those in preschool. Separate care will be provided for early childhood and grades students. Early childhood students will be received in the Kinderhaus; grades students will be welcomed in the Grade One classroom. All students will transition directly into their normal classes at the start of the school day.
- **Star Garden (12:30-2:15)** ~ Star Garden serves early childhood students who need care from the end of their school day until grades students are dismissed. Star Garden will provide a quiet mid-day rest period. Children who are four-years-old and older may then proceed to after school care if they need care beyond 2:30 p.m. Care is not available after Star Garden for children under the age of four.
- **After School Care (2:30–5:30)** ~ After School Care is offered for all children age four through grade eight. Children up through grade four will go directly to After School Care at 2:15 p.m. Children in grades 5-8 will go to Study Hall for the first hour, then join the younger children in After School Care if staying past 3:30 p.m.
- **Study Hall (2:30-3:30)** ~ Students in grades 5-8 who need care after school will go to Study Hall in the Middle School Building for the first hour. This quiet space is supervised by a faculty member with a goal of allowing older students to complete homework or participate in quiet activities.
- **Break Care** ~ Childcare is available for all students age four through grade eight on most dates when school is not in session. Please see

the extended care registration form for a list of Break Care dates, along with hourly and daily rates.

- **Emergency Care** ~ Emergency Care is provided only for unforeseen situations. Call the school immediately if you need Emergency Care, so we can be prepared for your child. If you do not call before the end of the normal school day, you will be charged a late pick-up fee in addition to the Emergency Care rate.

**Registration, Reservation, and Billing** ~ Olympia Waldorf School is now a licensed childcare center in the State of Washington. This allows some families to apply for state subsidies for this care. This licensing also requires stringent tracking of child-to-adult ratios. For this reason, we have a formal process for notifying us of your daily childcare needs.

In order to participate in the Extended Care program you must be registered and reserve a time slot. Your child is considered **registered** for the school year after you have filled out an Extended Care registration form and turned it into the office. Your child's space is **reserved** after you have specified a time slot for your child on a particular day on your registration form, or on a drop in basis by signing up in the office. You may sign up ahead of time or call the office before the end of the normal school day. If your child is not registered or does not have a space reserved, you will be charged the emergency care rate. Sign up sheets for drop-in care are in the office. Each month, after billing is completed, the new month's sign up sheets will be available in the office.

*NOTE: Once you have made a reservation you are financially responsible for the time reserved, even if you don't use it. Reservations may be cancelled up to 12:00 p.m. one school day before the day of care requested.*

**Late Pick-Up Fees** ~ There are two instances when you will be charged a late pick-up fee:

- If your child is not picked up within 15 minutes of their class dismissal and does not have an extended care reservation.
- If your child is not picked up from Extended Care at 5:30 p.m.

**Food** ~ A light snack will be offered to children during Morning Care, After School Care and Break Care. Children are also welcome to bring a snack from home, if they prefer. There will be some consideration given to special food needs, but it is advisable to pack a snack or two if your child has very specific food needs. For Break Care, please pack the same hearty lunch you would send for a school day.

**Clothing** ~ Please ensure that your child is dressed appropriately for the weather, has sturdy play shoes, and at least one full change of clothing in a bag at school. It is imperative that we are able to change them into clean dry clothing when they get wet.

**Pick-Up Procedures** ~ When picking up your child, please sign them out with a full, legible signature (no initials). Please make sure to check in with a staff member as well, to let them know your child is leaving. Pick-up locations and times are as follows:

- Kinderhaus Star Garden - 2:15 p.m. in the Kinderhaus
- Preschool Star Garden - 2:15 p.m. in the Preschool Room
- Study Hall - 3:30 p.m. in the Middle School Building
- After School Care - Between 2:30 and 5:30 p.m. students will be in the Extended Care room, the Community Room, or outdoors depending on the time of pick-up.

**Additional Information** ~ For customizing care options, and for more detailed fees and billing information, please see the Extended Care Registration Form available in the office or on-line at our website.

## FINANCIAL INFORMATION

**Budgets** ~ The Olympia Waldorf School has two annual budgets. The Operating Budget covers the day-to-day expenses of the school, and includes salaries, insurance, building maintenance, etc. Revenue to cover these expenses comes from tuition, fundraising, and grants. The Operating Budget is created by the Finance committee with input from the College, staff, faculty and committees. It is approved by the Board of Trustees, and is managed by Business Manager under supervision of the Board.

The Capital Budget covers a portion of the school mortgages and any expenses that are made to acquire or enhance the value of property or equipment with a useful life of at least several years. Funding for the Capital Budget comes from the annual Capital Projects Fee paid by each family.

The Supply Fee paid for each student covers classroom supplies and some activities during the school year.

**Tuition** ~ Our school is supported primarily by tuition. Payment plans for one, three, or eleven months are offered with annual contracts. Alternate payment schedules can be arranged with the Business Manager. Monthly payments are due on the fifteenth of each month and are considered late on the sixteenth. A late fee will be assessed on any unpaid balance unless prior arrangements have been made with the Business Manager. We realize that tuition is a major financial obligation. Please let the Business Manager know if your family is having difficulty making payments. Without clear communication, you may be asked to keep your child at home if your account becomes 60 days delinquent. In this case, your child may not attend school until the account is brought current. End of Year Reports will be withheld until your account is not paid in full.

**Sibling Discounts** ~ Families with two or more children enrolled in the school are eligible for the following tuition discounts:

- Two children: oldest child attends at full tuition, second child at 30% discount

- Three children: oldest child full tuition, second child 30% discount, third child 60% discount
- Four or more: oldest at full tuition, second at 30%, third at 60%, fourth or more at 90% discount.

Sibling discounts apply to school tuition only. No sibling discounts are offered for Extended Care, Summer Camp, or other programs. Preschool tuition discounts are limited to ensure that a minimum net tuition is received for each preschool student.

**Tuition Adjustment** ~ Our Tuition Adjustment program addresses the needs of families requiring support in working outside the normal tuition structure. Each family situation is addressed on an individual basis by the Tuition Adjustment Committee. Applications should be requested from the office and submitted by February 15 for returning families or upon enrollment.

**Re-enrollment** ~ Signed tuition contracts and Capital Projects Fees are due in March for all returning families to secure enrollment for the upcoming year. Families that do not secure by the re-enrollment deadline may be granted enrollment on a first-come, first-served basis as space is available and will have to pay all applicable new enrollment fees. New applications for siblings of current students must also be received by March 1 for priority processing.

**New Enrollment** ~ Enrollment for the upcoming year is open to the public once re-enrollment of existing families is complete. Summer and mid-year enrollments are handled on a case-by-case basis.

**Withdrawal** ~ Thirty days written notice is required for the withdrawal of a student. If thirty days notice is not given, an additional four weeks of tuition will be added to the account. Withdrawing families are responsible for any unpaid fees, as well as prorated tuition. This policy also applies to families who withdraw in the summer. Supply fees and Capital fees for the upcoming year are due and payable for any withdrawal made after re-enrollment March 1. All fees are nonrefundable.