



Davis Waldorf School

PARENT HANDBOOK

UPDATED AUGUST 2020

*Receive the children in reverence;
Educate them in love;
Send them forth in freedom.*
- Rudolf Steiner

3100 Sycamore Lane, Davis, CA // 95616

(530) 753-1651 Office

(530) 753-0944 Fax

www.daviswaldorf.org

OFFICE HOURS

Monday - Thursday: 8:00 a.m. – 3:30 p.m.
Friday: 8:00 a.m. – 1:30 p.m.

SCHOOL HOURS

Preschool and Kindergarten

Preschool 8:45 a.m. - 12:45 p.m.

Kindergarten 8:25 a.m. - 1:00 p.m.

Extended Care until 3:00 p.m. or 5:30 p.m.

GRADE SCHOOL HOURS & PICK UP SCHEDULE

Grade	Drop Off Time	Station	Pick up Time	Station	Friday Pick Up Time	Station
1	8:05-8:15am	1	1:50pm	1	1:05pm	1
2	8:05-8:15am	2	2:20pm	2	1:05pm	2
3	8:05-8:15am	3	3:10pm	3	1:05pm	3
4	8:05-8:15am	4	3:10pm	4	1:05pm	4
5	8:20am-8:30am	5	12:45pm	5	12:45pm	5
6	8:20am-8:30am	6	12:45pm	6	12:45pm	6

**7th and 8th grade hours will resume when we return to In-Person instruction.

DWS CONTACT INFORMATION

ADMINISTRATION

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GRADES SUNFLOWER AFTERCARE COORDINATOR

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EARLY CHILDHOOD DIRECTOR, JUNE BUG AFTERCARE COORDINATOR

junebug@daviswaldorf.org

PHONE NUMBERS

Office Telephone	(530) 753-1651
Fax	(530) 753-0944
June Bug Aftercare	(530) 400-1116
Sunflower Aftercare	(530) 400-1118



Davis Waldorf School was founded in 1986 by a group of parents who wanted Waldorf education for their children. The first kindergarten opened in Fall 1986 in the living room of a parent's house in Winters, CA. The school moved to a temporary site in a farmhouse west of Davis. For five years the school grew into a community, housing the expanding grades in portable classrooms, holding assemblies and plays in the property's open-air barn while laying straw pathways through the flooded yard each winter.

In 1992, a generous gift of land from John and Judy Whitcombe enabled the school to move to its current 5-acre site. The campus and buildings were carefully designed to harmonize with the ecology of the landscape and the principles of Waldorf education. One of the most distinctive features of our lower grades classrooms is the rammed earth used in the interior walls. Formed of native California clays in beautifully swirled layers, the walls serve as integral works of art, encouraging a sense of connectedness to the earth.

Relocating the school was a community endeavor, with landscaping and prep work done by parents and faculty. The current strings portable building was transported from the old site. The Almond House (current preschool building) was donated by John Whitcombe. These buildings, along with the rammed-earth

classrooms, formed the original DWS facilities.

In 2005, the upper grades wing was installed. DWS has expanded to include: parent-child classes, two preschool and two kindergarten classes, one class for each grade 1–8, and eurythmy, strings, band, Spanish, handwork, woodwork, games and gardening programs. Our first parent-toddler program began in 2003. In Fall 2006, we added our popular preschool program

The 2010 Site Committee developed a plan for continued growth and began the first phase of the project. We built new wings for both the kindergartens and administration using innovative green buildings.

In 2016, the school was accredited as a full member Waldorf school by the Association of Waldorf Schools of North America (AWSNA).

We welcome you to our school and offer this Parent Handbook as a guide to the Davis Waldorf School and community.

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VISION, MISSION, VALUES AND PHILOSOPHY

WHAT IF EDUCATION IS A JOURNEY, AND NOT A RACE?



OUR VISION *is to create a community to educate our children with love and care, with imagination and in freedom, to allow them to realize their full potential as free human beings who will serve humanity through their deeds.*

OUR MISSION

Through a balanced and developmentally-aligned curriculum, the Davis Waldorf School builds a strong academic, artistic and social foundation in which each student cultivates a capacity for independent thinking, compassionate feeling, and responsible action.

OUR VALUES

The DWS community fosters a reverence for life and hope for humankind as we endeavor to bring healthy change into the world. We value...

- *An Understanding of Human Development* – We respect the indications from Rudolf Steiner for the developmental phases of childhood and curriculum

that strengthens each individual child’s natural capacities to discover, learn, and grow at each phase.

- *Holistic and Healthy Education* We endeavor to bring a curriculum that balances academic rigor while striving to educate the whole child through art and practical skills, music, movement, and social and moral development. We support children in finding meaning and purpose in life with confidence and a sense of responsibility.
- *Inspirational Teaching/Meaningful Relationships* We engage dedicated, reliable, and artistic teachers who, with enthusiasm, are capable of enlivening education and inspiring each student.
- *Respect for the Natural World* We cultivate an understanding and experience that nature sustains life and nurtures, heals and inspires us.
- *A Healthy and Vibrant Community Life* We cultivate meaningful relationships between our teachers and students, creating a supportive and engaging environment of Waldorf community members. We strive to work collaboratively and cooperatively with one another in a supportive school community. Additionally, we strive, through our multicultural education, to teach respect and an understanding of diversity within our community and our world. In doing so, we endeavor to extend trust, compassion, respect and understanding to one another without judgment. We encourage and foster all to communicate in a direct, yet thoughtful manner, which promotes confidence, connection, and trust. We offer opportunities for education, enrichment, festival celebration, social connections, and meaningful work within our community.

EDUCATIONAL PHILOSOPHY

The Davis Waldorf School is one of nearly 1,200 Waldorf elementary schools throughout the world. In addition, there are over 2,000 Waldorf early childhood internationally programs. The first Waldorf school opened in Stuttgart, Germany, in 1919, at the Waldorf–Astoria Cigarette Factory when its owner, Emil Molt, asked Austrian scientist, philosopher, and educator, Rudolf Steiner, to create a school for the children of the factory workers. We look forward to celebrating 100 years of Waldorf education in September, 2019.

The aim of Waldorf education, as stated by Rudolf Steiner, is “to develop free human beings who are able, within themselves, to impart purpose and direction to their lives.” This can only be done through educating the whole child – head, heart and hands – so that each child may unfold the full range their full range of gifts and capacities.

It has become commonplace to accept a “great divide” between many fundamental aspects of our human nature – between intellect and feeling, body and spirit, imagination and practical ability. Waldorf education seeks to reclaim the wholeness of human potential for every child by carefully nurturing and developing the artist, the thinker, and the doer in each one. That is why the Waldorf curriculum integrates academic, artistic, and practical studies. Teachers strive to develop in each child the ability to act out of freedom, based on knowledge, self-reliance, and skill. The goal is to see young people arrive intact at the threshold of adulthood, knowing they can bring all the gifts of heart and mind, imagination and discipline to whatever purpose and direction they choose to impart to their lives.

NON-DISCRIMINATION POLICY

The Davis Waldorf School believes that no person should be excluded from participation in, be denied the benefits of, or be subject to discrimination in any educational program or activity available in the School on the basis of race, color, sex, religion, age, marital or familial status, sexual orientation, physical or mental disability, pregnancy, national origin, ancestry, veteran status, , gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other protected characteristic under federal, state, or local law, including that which is contained in the definition of hate crimes set forth in Section 422.55 of the California State Penal Code. State law requires that all students shall be permitted to participate in sex segregated school activities and programs, including athletic teams and use facilities consistent with their gender identity, irrespective of the gender listed on the student’s records. (Education Code 221.5) For the purposes of this policy, “facilities” includes restrooms and sleeping facilities for school activities (field trips), etc.

Davis Waldorf School further believes that individuals with disabilities are entitled

to full and equal access, as other members of the general public, to the School's services, privileges, and/or advantages, etc., subject to the conditions and limitations established by law, or state and federal regulation.

PROGRAM OVERVIEW

EARLY CHILDHOOD: PRESCHOOL AND KINDERGARTEN

Waldorf educators seek to protect the wonder and magic of early childhood. The Waldorf early childhood programs provide a nurturing, homelike environment full of natural beauty. From the central nature table with its changing seasonal tableaux, to the simple, unfinished toys that stimulate the child's imagination, a Waldorf classroom is an enchanting space. Baskets of river rock, seashells, slices of birch branch, simple cloth dolls, and wooden frames draped with gauzy cotton or shimmering silk come alive during creative play. These simple things are transformed by the children into villages, castles, ships and forests as their imagination unfolds. Play is the children's work; it exercises their creativity and imagination and lays the groundwork for a life-long love of learning.

Teacher and children engage in artistic activities such as watercolor painting, coloring, beeswax modeling, eurythmy, and meaningful domestic tasks such as bread baking, handwork and building. Circle games, stories, and puppet shows also nourish the child's developing imagination.

The children discover and observe changes in nature through weekly walks in the neighboring fields and parks. Seasonal festivals are celebrated through crafts, stories, songs, and special activities that deepen the child's connection to the rhythms of nature throughout the year.

Waldorf early childhood programs strive to recognize the spirit in each child and to affirm their natural sense of gratitude, wonder, and reverence.

Our preschool and kindergarten classes are mixed ages. There are many benefits to mixed-age groupings in Early Childhood. The child develops a close

relationship to the teacher over two years. The older child becomes familiar with the class and thus can be a helper to the younger ones. The younger children often look up to the older ones, aspiring to be like them. Please see *Appendix A* to read a summary of Nancy Banning’s thoughtful article about mixed-age groupings.

GRADES

Waldorf Education recognizes that capacities emerge in students in developmental stages, while also allowing room for individual rates of maturation. This is the foundation for the unfolding curriculum and teaching methods employed through the years in the grades. While the young child until age 6 or 7 learns primarily through physical activity, imagination, and imitation, the children in the Lower School learn best when academics are conveyed through artistic and other kinesthetic experiences that engage their feelings. A sense of beauty weaves throughout the day as the child experiences movement, music, drama, storytelling, and painting while engaged actively in learning.

In Middle School, academics continue to be experienced through the arts, but the pictorial thinking of the earlier grades now turns toward more abstract thinking. Teaching methods adapt to this change to meet the developmental stage of the child.

CLASS TEACHER

The school day begins with the Class Teacher greeting each child with a handshake and a warm “Good Morning” and then the Main Lesson is presented by the class teacher. Ideally, Class Teachers will carry a class for several years, and they typically stay with a class for part or all of the journey from grade 1 through 8. Some teachers at DWS practice looping in grades 1–4 and 5–8. Whether a Class Teacher loops or not, the school is committed to providing a quality Waldorf education for each and every class.

Because the Class Teachers come to know their children well, they can work creatively to bring the curriculum in a way that meets the needs of their class, accommodating individual learning styles, as needed, and work in close partnership with parents to ensure the best possible educational experience for each child. The warm sense of community that characterizes the Waldorf class

provides a secure environment for learning where each child's gifts are recognized as a unique and valuable contribution in the world. While the Class Teachers become a stable anchor in the children's lives throughout the formative years, the children also experience a variety of subject teachers.

SUBJECT CLASSES

After Main Lesson in the morning, the children have special subject classes. These vary from grade to grade and may include Strings/Winds, Painting, Clay/Beeswax Modeling, Handwork, Woodwork, Spanish, Form Drawing, Eurythmy, Games and Gardening.

CURRICULUM

GRADE 1 Language arts explored through fairy tales, nature stories and poetry. Beginning reading through phonemic awareness, speech exercises, and phonics. Learning the upper case letter sounds and names through artistic experience. Experiencing the quality of numbers and Roman and Arabic numerals. Introduction to the multiplication tables through skip counting and the four processes of arithmetic (addition, subtraction, multiplication, division). Speech, singing, pentatonic flute.

GRADE 2 Legends of saints and sages, animal fables, nature folklore, poetry. Continued development of writing and reading with lower case letters, phonics, simple compositions. Introduction of cursive writing. Continued work on the four math processes and multiplication tables. Vertical addition and subtraction regrouping (carrying and borrowing), number patterns. Drama, speech, singing, pentatonic flute.

GRADE 3 Old Testament and Hebrew legends, poetry. Reading, spelling, composition writing. Introduction to the parts of speech. Continued work on the four processes and math facts, long multiplication and division. American measurement, time, money. Shelters, clothing, and practical work including farming, cooking, gardening and animal care. Drama, speech, singing in rounds, recorder or diatonic flute.

GRADE 4 Norse mythology, Kalevala, poetry, literature. Paragraph writing, composition, verb tenses, punctuation, dictionary use, spelling. Fractions, word

problems. Local geography of town and state, map-making. Zoology: the human and the animal, specialization of animals. Drama, speech, singing, recorder or diatonic flute.

GRADE 5 Ancient Indian, Egyptian and Greek mythology; biographies from Ancient Greece; literature. Composition, active and passive verbs, syntax, grammar, spelling. Decimals, fractions, metric system. North American geography. Ancient civilizations of India, Persia, Mesopotamia, Egypt and Greece; Greek history. Botany: simple to complex plants, climate zones. Freehand geometric drawing, drama, speech, singing, recorder or diatonic flute.

GRADE 6 History from Ancient Rome through the Middle Ages, poetry, ballads, tales of chivalry, biographies, literature. Descriptive and expository compositions, writing poetry, grammar, direct and indirect objects, clauses and phrases, vocabulary. Business math, ratios, geometric drawing with instruments. Physics: acoustics, optics, heat, electricity, magnetism. World geography, geology, astronomy. Drama, speech, singing, recorder or diatonic flutes.

GRADE 7 The Renaissance and the Reformation; biographies, Arthurian legends, historical novels, poetry, literature. Creative writing, introduction to the five-paragraph essay, compound and complex sentences, direct and indirect quotes, vocabulary. Pre-algebra, roots, powers, geometry. Physics: mechanics, heat, optics, electricity. Inorganic chemistry, human physiology. The age of exploration, world geography. Creative writing, drama, speech, singing, soprano, alto and tenor recorders.

GRADE 8 Shakespeare, short stories, biographies, poetry, US history from the 17th century to present, early American history. Literature, business and practical writing, research report writing and oral presentation, five-paragraph essay, vocabulary. Economic geography and global contrasts. Algebra I, Platonic solids, physics, organic chemistry, meteorology, human anatomy. Drama, speech, singing, soprano, alto and tenor recorders.

SPECIAL NEEDS STUDENTS

THE IDEA AND REHABILITATION ACT

As an independent private school that does not receive federal funding, neither the federal Individuals with Disabilities in Education Improvement Act (“IDEA”) or section 504 of the federal Rehabilitation Act (“Section 504”) apply to the Davis Waldorf School. Consequently, the school does not receive government funding to fully meet the responsibility of serving children with special needs.

ACCOMMODATIONS AND SERVICES UNDER THE ADA AND UNRUH CIVIL RIGHTS ACT

As a private school, Title III of the Americans with Disabilities Act (“ADA”) and the California Unruh Civil Rights Act (“Unruh Act”) apply to the Davis Waldorf School. However, unlike the IDEA and Section 504, the ADA and the Unruh Act do not make schools responsible for free and appropriate education of all children.

Pursuant to the ADA and Unruh Act, the Davis Waldorf School will make “reasonable accommodations” in the form of reasonable modifications to its policies, practices, and procedures to ensure nondiscrimination on the basis of disability, unless to do so would cause an undue burden or fundamentally alter the nature of the School’s program. If a student’s requested accommodations require “substantial modifications” to the School’s program or services, or alterations to a fundamental or integral requirement of the School’s program or services, the School is not required to provide such accommodations or make such modifications. The School is also not required to make a student’s requested accommodation where it would impose an undue burden upon the School.

SERVICES FOR SPECIAL NEEDS STUDENTS

When necessary, Davis Waldorf School teachers may recommend or require tutoring, external evaluations or special services for a student, which the school does not provide. These services must be provided at the parents’ expense.

Parents have two options for a student assessment for special education eligibility and services. They may have an assessment completed free of charge by the local public school district. The district is mandated to provide the service of assessment to all students enrolled in local private schools in the district’s jurisdictional area. The local public school district will coordinate the student’s assessment. Parents may also obtain and pay for an assessment through a private provider.

If the student meets the special education criteria required to obtain special education services, the parents may decide to obtain private services or to utilize the services offered by the local public school district. The local public school district provides a small amount of Title I funding each year to local Davis private school students for special education services. These funds are awarded on a first-come, first-serve basis and are granted each year upon DWS's eligibility. These funds can be used to help pay for public and/or private services. However, there is no guarantee that these funds will be available.

If a student needs special equipment because of a physical or educational challenge, the parents shall and pay for this equipment at their own expense.

If parents are unable to pay for special services, they have the option of enrolling the student in a local public school. The public school districts are mandated to provide a free and appropriate public education to the student, free of charge, and they receive funding to provide those services. The Davis Waldorf School has no reliable source of state or federal funds to provide such services.

*This policy will be amended as governmental laws change.

FAMILY AND SCHOOL IN PARTNERSHIP

*The child goes forth each day
And what he sees that day,
That he becomes.
~ Walt Whitman*

As Waldorf parents and teachers, we are joining together in a special partnership for the care and development of our children. We invite and encourage you to engage in supporting your child's education. Learn about and embrace the principles and curriculum of Waldorf Education. Familiarize yourself with the Parent Handbook. Attend all parent evenings regularly to find out what is happening in the classroom. Communicate with teachers. Share your insights and questions regarding your child's development. Regular parent meetings, annual parent-teacher conferences, and visits with the teacher help maintain the communication so vital to our work together. Create a home environment that is

supportive of the education that unfolds during the day. Volunteer for class trips, plays and other special activities in the school. Enjoy the many festival celebrations!

RHYTHM AND SLEEP

Well rested children are successful in school!! Rhythm or predictable routines are a fundamental principle of all life. We experience the rhythm of the year in the cycle of the seasons, the rhythm of the month in the cycle of the moon, and the rhythm of the day in the passage from darkness to light. Our bodies are also attuned to the rhythms of our breath and our heartbeat.

Young children are very sensitive to the inner and outer rhythm of life. Each class has its own rhythm of daily activities, which act as an anchor for the children. The school day unfolds in a predictable rhythm, allowing the children a healthy experience of child-directed and teacher-directed activities. Thus, activities flow with a sense of “on task” to “breathing out” from the quiet moments to the active moments of rigorous work and play.

In order for children to come to school rested and refreshed, we encourage you to maintain a calm, orderly routine for going to bed in the evening and rising in the morning. Many parents find a regular nightly routine of story, song, or quiet conversation eases the child’s transition into sleep. A full twelve hours of sleep per day is a healthy goal for children seven and under. For students in the grades, bedtimes also need to allow enough time for adequate rest to prepare for the following school day. Please see *Appendix C* for more information regarding healthy sleep recommendations for children.

Please give special consideration to Sunday evenings. In the Waldorf school, the Main Lesson given on Monday mornings in the Grades lays the foundation for the entire week’s work. For that reason, we ask you to consider planning your weekends to allow for some “settling in” time on Sundays.

MEDIA GUIDELINES (ANY SCREEN THAT IS WATCHED)

One of the foundations of Waldorf education includes the reduction or removal of all forms of screen viewing for children. Children do not have the ability to discern what is healthy and appropriate and need adult guidance. It is for these

reasons and more that we request that children from birth through the end of fourth grade have a media-free environment.

From fifth grade on, we request that the student’s environment continue to be free of regular media use. We also ask that if media will be viewed, that it be watched with parents/guardians on non-school nights only (Friday and Saturday). It is a school rule that media is not discussed in the classroom or on the playground, except if it is brought as part of a lesson in the curriculum in the Middle School.

We believe that television, videos, social networking sites, smartphones with internet access, computers, computer games and screen use in general are potentially harmful to the child’s physical, mental and emotional development. The intense sensory and emotional stimuli of electronic media are overwhelming. The bombardment of images, which are often both highly unrealistic and distorted in their values, interferes with the development of a healthy and active imagination. In addition, the marketing of products, many of which are unhealthy is repetitive and intense. Scientific research has shown a direct correlation between exposure to media and changes in brain development. The presence of electronic media in children’s lives is often clearly apparent in the classroom.

COMPETITIVE SPORTS

Competitive individual and team sports are introduced in the fourth and fifth grade and taken up in earnest in the sixth, seventh and eighth grades. They provide an opportunity for the students to further develop their physical and social skills. In the younger grades, we encourage the children to play self-initiated “pick-up” games during recess that are child, rather than adult, led.

Competitive team sports introduced to young children may bring a premature competitive consciousness. The young child engages in imitative and imaginative play naturally. Focusing on competitive team sports can initiate an “us-versus-them” or “me-against-you” attitude when it would more naturally be “let us all play together”. A child may become so involved in that sport activity that they do not wish to join in with other child-initiated games. They may even become unable to do this easily. The young child may not be able to play pick-up games at recess because winning has become so important. The group may be unable to agree

upon the rules, or even remember the rules from one day or week to the next, or to play with good sportsmanship.

Competitive sports can injury a young child's developing body. Children are not as coordinated as adults and tend to have slower reaction times than mature athletes. They are also less skilled in reasoning and judgment and could make poor choices that lead to injury.

Some children may become burned out at a young age by intense focus on a particular team sport. They may decide that they are not skilled or talented enough to engage in sports prior to physical readiness and then may not be interested in playing later as a teen or young adult

Davis Waldorf School does not recommend that children below fifth grade play competitive team sports. We realize that each family makes their own decision regarding competitive sports for their children, but we ask that you consider these factors in your decision-making process.

PARENT MEETINGS

Parent meetings link you to your child's classroom experience. Each Class Teacher schedules parent meetings throughout the year; the frequency and format of the meetings will vary depending on the grade and will average 4 meetings per year. At parent meetings, teachers may cover the grade's curriculum and schedule of main lesson blocks, discuss class expectations and child development issues, plan for class activities, offer a discussion on Waldorf methodology, suggest activities for home that relate to the children's activities in class, etc.

Parent meetings provide parents an opportunity to offer input about social issues in the class, discuss the children's developing needs, share parenting experiences, prepare for field trips and special events, and plan for their children's mutual learning. Additionally, parents get to know one another through participating in the class' social events, planning of class and school activities, and the social relationships among the children. For these many important reasons, at least one parent is required to attend every parent meeting. Please inform your child's teacher if you will not be able to attend a parent meeting.

No childcare is provided for parent meetings.

- Parents are urged to secure their own childcare arrangements or to form a cooperative arrangement between each other to provide care for their children.
- Children should be supervised off-site. The school is not responsible for safety or supervision if children are on campus during parent meetings.

PARENT EDUCATION OPPORTUNITIES

We have a variety of lectures, workshops and events planned for parents to participate in learning more about Waldorf education, human development and their child's experience.

PARENT/TEACHER CONFERENCES

Conferences are held in late November. The Class Teacher will discuss your child's academic and social progress and provide an opportunity to exchange ideas and ask questions. To facilitate the meetings, school is closed M-W during Thanksgiving week.

END-OF-YEAR REPORTS

The end of year report is a detailed narrative prepared by your child's Class Teacher describing your child's academic and social progress over the course of the year. Reports are normally available by the late July and are mailed to the parents. This report is the official transcript of your child's Waldorf education. If you would like to add anything to the report, you have 30 days after receipt to submit your written comments to the office for inclusion in your child's student records.

CLASS PARENTS

Class Parents are a support for the Class Teacher and as a liaison with the Parent Council and the school community. Common duties include: helping with communications between the teacher and other parents in the class (i.e. setting up a phone tree), making and maintaining volunteer lists (i.e. potluck sign-ups), and organizing the auction project.

VOLUNTEER OPPORTUNITIES

BIRTHDAY CELEBRATIONS IN THE PRESCHOOL AND KINDERGARTEN

The most notable festival including the parents/families of the Early Childhood program is the birthday celebration. These are special occasions to honor each child.

Our school couldn't function without volunteers! We greatly appreciate the time and energy parents give to activities in the classroom, through participation in committees, work on annual events like the auction and festivals, and help maintaining the school grounds throughout the year. We invite each parent to get involved. Through parent volunteer work, our children and parents experience community in action. Participation on committees and work for the school is truly voluntary. We welcome all new families into our community, and we respect the fact that each family must find the degree of involvement that is comfortable and appropriate for them. As a guideline, 30 hours per year of volunteer community service from each parent helps keep our activities fun, healthy and the workload balanced. Parent volunteers in the classroom will complete a Volunteer Agreement and are required to undergo a "volunteer level" background check. Upon arrival on campus to help in the classroom, please sign in at the office and receive a badge that must be worn while on campus.

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SCHOOL FESTIVALS AND EVENTS

At the Davis Waldorf School, we celebrate universal spirituality. Our school's interest in spiritual matters is aimed at awakening the child's natural reverence for the wonder and beauty of life. While religion is not taught at our school, we do observe traditions associated with Christianity, Judaism, and other religions, when appropriate. We recognize and honor the diverse faiths of all our families.

Seasonal holidays or "festivals", including some Christian festivals are observed in the classroom and at school assemblies. The curriculum itself, through the Old

Testament and Hebrew studies, Norse, Indian, Egyptian, Roman and Greek mythologies, provides many opportunities to share other religious and cultural traditions in the classroom.

We like to acknowledge and share the religious customs and celebrations enjoyed by our families. If you are interested in celebrating special holidays in your child's classroom, we encourage you to give suggestions to your child's Class Teacher. Parent participation helps to make these festivals meaningful and special. Parents are also welcome to keep their children home in observance of their own religious/spiritual practices.

BEAUTIFICATION DAY

Held on a Saturday in late August, families gather together to garden, weed, help with projects and clean up our campus before the children come back to school.

IN-CLASS VOLUNTEERS FOR PRESCHOOL AND KINDERGARTEN

After a six-week adjustment period at the beginning of the school year, we welcome parent participation on a limited basis in the classroom. Specific volunteer activities vary from classroom to classroom, and each teacher will explain the classroom protocol they wish to have followed. Examples of activities may include baking, painting, sewing and gardening. Parent volunteers in the classroom must complete a Volunteer Agreement and are

OPENING DAY ROSE CEREMONY

On the first day of school for the grades, we commence the school year by introducing the new year's classes/teachers. We give parents a glimpse into the curriculum that will be delivered for that year. The new first grade class is welcomed into the grades by our eighth grade class. The eighth graders present a rose to each child, establishing their bond as first and eighth grade "buddies" for the next year. The buddy pairs then take a tour of the school together and bring them into their new classroom. First grade parents create a sunflower arch in front of the classroom for the buddies as they enter their classroom for the first time.

BACK TO SCHOOL PICNIC

The DWS community picnics on the lawn to kick off the new school year and get to

know new families and rekindle old friendships. Music, dance and camaraderie mark this event.

MICHAELMAS

The Michaelmas festival takes place in late September where we have a play and all school pageant about conquering a troublesome dragon. Michaelmas is most commonly celebrated in Europe, but the message of courage in the face of evil is universal and timeless. Michael is an archangel mentioned in the Bible, Apocrypha,

PRESCHOOL AND KINDERGARTEN WARMING DAY

Preschool and Kindergarten Warming Day is a short time for each child to get familiar with the room with a parent(s) there for reassurance, while at the same time getting some housekeeping tasks done, such as learning which cubby will be theirs, picking

and the Koran. He appears as a spiritual figure and protector of human kind, inspiring strength and courage. The motif of the dragon conqueror can be seen in Chinese art, in Apollo and the serpent, in Krishna slaying demons, and in the story of Saint George and the Dragon. Michael overcoming the dragon with his sword of light is an image that calls us all to be courageous, to take command of the dragon and transform it. The students learn that everyone has their own “dragon” – fear, greed, thoughtlessness, or apathy. Michael’s qualities of courage, compassion, and steadfastness can be an inspiration to greatness.

ALL HALLOW’S EVE

All Hallow’s Eve, or as it is better known, Halloween, was originally one of the four Celtic “cross” festivals; that is, a festival occurring at a time between, instead of on, the Solstice or Equinox. It falls at a time of growing darkness, when the shadows are lengthening.

At DWS, we celebrate Halloween with a blend of the old and the new. Families of all ages (ideally for children in fourth grade and younger) enjoy the “Protected Path”, a journey through the world of vignettes, fairy tales, and far-off lands. Led by an “Angel Guide”, they hear stories and gather treats along the way. On the “Perilous Path” we give older children a chance to venture into the world of challenge in a way that is both safe yet takes courage. Students in fifth grade and older travel the Perilous Path alone, facing challenges to overcome, winning a

treasure in the end. Our evening includes a gathering around a bonfire for singing, food, and sharing of treats.

Costume Note: We ask that your child wear a simple costume rather than one that reflects a commercial “character” theme. Suggestions: fisherman, fairy, princess, mother, cowgirl, knight, etc. No masks or full face makeup, please.

DAY OF THE DEAD

Día de los Muertos is a holiday celebrated throughout Mexico and in other cultures around the world. At one time it was thought that at this point the veil between the physical world and the spiritual world was thinner and that movement between the two was possible. It was also a time to honor those friends and companions who had passed on to the other side.

The holiday focuses on gatherings of family and friends to pray for and remember friends and family members who have died. It is particularly celebrated in Mexico, where it is a national holiday. The celebration at DWS takes place on or near November 1st where we set up a display in the breezeway where students and community members can display photos and mementos of loved ones.

MARTINMAS

The kindergarten and the 2nd Grade each holds a lantern walk (on separate evenings) on or around November 11th. They light the lanterns they have made, sing the lantern songs they have learned during Morning Gathering Circle and walk around the school grounds as it gets dark.

GRATITUDE DAY

During the week before Thanksgiving break, the students make gratitude notes which are hung on a tree for all to view. On Friday, classes may also organize a simple community meal.

WINTER SPIRAL

December celebrates a turning point when darker and shorter days become even more illuminated by candlelight. We experience a mood of anticipation, preparation, and waiting. In walking the spiral of the Winter Garden, the children

receive, in reverence, the light for their own candles which they place around the spiral of evergreens.

ADVENT

The Grades students celebrate during the four weeks of the Advent (meaning “anticipation”) season on Monday mornings in December at an opening assembly that includes the lighting of candles on a wreath and the recitation of a verse that observe s the kingdoms of minerals, plants, animals, and humans.

SAINT NICHOLAS DAY

Celebrated on or around December 6th for Preschool through grade 4, a special visitor may leave some treats in the children’s shoes. St. Nicholas (the original Santa Claus or Sinter Klaus in Holland).

SANTA LUCIA

Following an old Italian and Swedish tradition, crowned with lighted candles, the oldest girl in the second grade leads a Santa Lucia processional with song, delivering traditional cookies or bread from class to class.

FAMILY CRAFT DAY

Family Craft Day is held on a Saturday in early December offering live music, storytelling, food, and the opportunity to make seasonal craft projects. Dipping candles, tin-tapping, building gnome homes, folding window stars, are just a few examples of the day’s activities. Family Craft Day is a non-commercial way to welcome in the holidays and to make handmade gifts for loved ones, while supporting our 6th, 7th and 8th Grades and handwork program with this fundraiser.

WINTER CONCERT

The winter concert is held on a December afternoon/evening concert, featuring seasonal instrumental music, poetry, and songs performed by Grades students and faculty. This can be joyous way to welcome in the holiday season and is a signature event that many grandparents and friends enjoy attending.

OPEN HOUSE

Held in February, our Open House showcases the work of the children! Each classroom, preschool – 8th grade, will be open with samples of work on display

(grades only). The multi-purpose room will showcase our grades subjects and the subject teachers will be on hand for you to meet. We will also have our summer camp represented. The Davis Waldorf Fiddlers will round out the experience. Open to the public, this is a great event to bring friends and family to show them what a Waldorf school looks like.

ST. VALENTINE’S DAY

Celebrated on or around February 14th, Valentine’s Day is celebrated by creating special crafts, a focus on kindness in our stories and songs, and sharing our sentiments of friendship with one another. Observation of Valentine’s Day is at the discretion of the class teacher.

ANNUAL BENEFIT EVENT

Our annual Benefit Dinner is always a fun evening out for parents and their friends and family to get together as a group and raise funds to support our school. A live and silent auction is part of the evening filled with food, drinks and dancing. Plan on supporting our school by bidding on unique items and class projects to support DWS.

SPRING CONCERT

Our springtime evening concert, features our strings and band classes in a variety of musical offerings, from small ensembles to large group numbers and usually featuring 8th grade soloists. This is an impressive event that many grandparents and friends enjoy attending.

MAY FAIRE

Our May Faire is a festive celebration of Spring filled with flowers and song. May Faire is held on the first Saturday in May and features festive music, arts and crafts, games and activities, food, a puppet show, a petting zoo and vendors offering unique items. Kindergarten students search for and find the members of the Royal Court(DWS alumni) and all students participate in the May Faire procession to their throne. Students of the eighth grade, clothed in all white, perform traditional May Pole dances with colorful ribbons. They are accompanied by live, traditional music performed by the 7th grade and others. We have a special area set up honoring grandparents and open classrooms for them to walk

through. Attended by as many as 500 community members, it is a beautiful way to welcome in Spring.

CLOSING ROSE CEREMONY– LAST DAY OF SCHOOL

We “promote” each class to their new grade at this gathering. All families are welcome to join us as we celebrate the year’s end. During the Closing Rose Ceremony, the 8th grade class is recognized by their teacher to acknowledgement and honor this time of completion of their education at our school. Each 1st Grader presents a rose to their 8th Grade Buddy in a parting gesture of warm appreciation and love.

GRADUATION

The Saturday after the last day of school, we welcome the whole community to the graduation of the eighth grade class. Students perform music, speak about their experience, and receive their diplomas and greet the community as Alumni for the first time. This is an inspiring and beautiful day.

DAILY SCHEDULES AND ATTENDANCE

Our school has staggered start times to reduce traffic congestion and increase student safety. Please see the first page of this Handbook for exact class start and dismissal times. Please arrive at least five minutes earlier than the starting time so your child can visit the bathroom, get a drink of water, or socialize briefly with friends. A relaxed rather than rushed arrival at school is a beneficial beginning to the school day.

Children should not be dropped off without clearly visible adult supervision. Students may be dropped off at 8:00 a.m. for supervised before-school care, provided at no additional charge. Please pick up your child promptly at the end of their school day. If your child is not picked up within 15 minutes of dismissal time, she or he will be signed into our Aftercare program at the drop-in rate for a

KINDERGARTEN BOATING DAY

A few days before the end of school, we invite parents and friends to join our individual classes on a field trip to a local river or lake for a sailing of boats

minimum of a half hour. If you know you will be late, please call the office at 530–

753–1651 to let us know. Grades students who are allowed to arrive at school or leave campus on their own by bus, bicycle, or walking must have a “Student Authorization to Bike/Walk” on file with the office.

ATTENDANCE AND PUNCTUALITY

When your child is not attending school, please call the office before 9 a.m. to report the reason for the absence.

It is the parent’s responsibility to ensure that their child(ren) arrive at school on time. In the case of older children, they will share in the responsibility for timely arrival on their own by bus, bicycle, or walking.

If we, as adults, have a good relationship with attendance and punctuality, our children will learn reliability and respect for others which comes from being consistently punctual. We ask that students arrive at school in a timely manner, ready to begin class when the bell rings. The beginning of the school day is an important time in a Waldorf class and helps to establish the mood for the day. Activities such as movement, speech and music bring the class together and prepare them for work. In addition, a morning verse is said each day by all of the students. It is important that your child is present for these activities, and it is equally important that the class not be interrupted by latecomers.

The curriculum is created to promote an unfolding of the day, the week, and the year in a rhythmical movement that then allows learning to take place in a balanced way. By promoting regular attendance, the students are able to reap the full benefits of a Waldorf education.

When children are ill, we want them to recover and to avoid infecting others. We recommend appointments for your child be scheduled during non–school hours, as much as possible. In the case of an elective absence, the lost instructional time directly affects your child’s academic progress. Absences for reasons other than

illness should be avoided whenever possible and should be coordinated with your

ARRIVAL, DISMISSAL AND ABSENCES IN PRESCHOOL AND KINDERGARTEN

We ask for your commitment to making a timely arrival at school an important component of your child’s education. In some cases, when you arrive late you may be asked to wait outside with your child so as not to disturb an activity already in progress.

Tardy Procedure – If you arrive later than 8:30 to the Kindergarten or 9:00 to the Preschool, you must go to the office to notify them that your child is in class for the day. This enables us to maintain accurate daily attendance records. Be sure to sign-in at the classroom as usual.

Sign-In Sheets – Please sign your child into class each day with a full signature in the notebook at the entry to your child’s classroom and sign your child out as well, either from their class at their regular dismissal time or from their Aftercare program. Although there is a 15-minute grace period for dismissal from the regular school day, the teachers often have parent or faculty meetings to attend, so please be prompt when picking up your child.

Absences – Please let your child’s teacher know in advance if your child will be

class teacher.

TARDY POLICY

Grades teachers will close their classroom door after shaking the hand of the last child in line. After the door closes, the student is tardy and must go to the office for a late slip. The student may need to wait to join the after the class has completed the opening exercises – please consult with your child’s teacher.

Grades students who are late to subject classes during the day will also be sent to the office for a late slip. Students need to report to the school office to receive a late slip if arriving after 8:15 a.m. (Grades 1–5), 8:25 a.m. (Kindergarten), 8:30 a.m. (Grades 6–8) or 8:45 a.m. (Preschool). The Registrar will call to check on any children who were marked absent in class and who have not checked-in as tardy.

Each month, a tardy record is kept in the school office. Tardiness response procedures below are reflective of activity for one month.

First Tardy: Student goes to the office to get a late slip, then goes on to class.

Second Tardy: Student goes to the office to get a late slip; an email is sent to the parents stating that a third violation would require that the parent come in to the office to sign the tardy book.

Third Tardy: The student receives a late slip for admittance to class. An email will be sent asking the parent to come to the office and sign the tardy book.

Fourth Tardy: The student will be admitted to class, and the Director of Pedagogy and Programs will notify the parent that a face-to-face meeting must be held as soon as possible. If a student is tardy subsequent to the meeting that month, then additional meetings/consequences may be determined by the Director of Pedagogy and Programs.

If a student has 10, 15 or 20 cumulative tardies within the school year, additional meetings will be held at each of those levels involving the parents, the teacher, the Director of Pedagogy and Programs and possibly the Student Support Committee.

ABSENCE POLICY

The Administrative office keeps attendance records of each student. If you know that your child will be absent or will need to be picked up early from school, please notify your teacher and the office in advance. Students who will be picked-up during the day need to be signed-out at the office front desk, and then signed-in again upon return.

Five absences: When your child has been absent 5 days during the school year, the class teacher will be notified by the office and will check in with the parents.

Ten absences: After 10 absences, the class teacher will be notified again. The Director of Pedagogy and Programs will request a meeting with the

family. The parents will be given a letter reminding them of our policy at that meeting.

Fifteen absences: After 15 absences, the class teacher and the Student Support Team will meet to discuss the situation and to determine next steps. A conditional enrollment may be developed with an attendance requirement. It is possible that the student may be dismissed from the school.

AFTER SCHOOL OPTIONS

SUNFLOWER (GRADES) AND JUNE BUG (EARLY CHILDHOOD) AFTERCARE

The purpose of our Aftercare programs is to provide a supportive continuation of the school day in a familiar and secure environment. Aftercare is available from dismissal until 5:30 p.m. on school days. Our Aftercare program is intentionally designed as a “breathing out” time for the children after their busy school days. Therefore, supervised play and free choice activities are offered as opposed to structured group activities requiring participation. Crafts, reading, homework, building, and game options are available by child choice. During the summer months we have summer camp available. Sunflower vacation care is by separate contract and may be available during school holidays and part of the summer, provided minimum sign-ups are collected. Vacation care for Early Childhood children is by separate contract, and occurs over most school holidays and most of the summer. Vacation care is not available the week after school dismissal in June, two–three weeks before school begins in September, and the weeks that includes Christmas and New Year’s Day. Minimum sign-ups are required to offer the program.

SIGN-IN AND SIGN-OUT FOR AFTERCARE

In the Sunflower program, there is a binder with a page to track monthly hours spent in aftercare for each child. Preschool through second grade children will be walked to the Aftercare program and signed in. Children in grades three and up are responsible for getting to the program and signing-in on their own. Aftercare billing begins when school is dismissed, regardless of sign-in time. When you (or a person authorized by you) picks up your child, the time is noted when an adult signs-out the child. Aftercare ends at 5:30 pm. You may pick up your child as late as 5:30 p.m. with the understanding that the final 30 minutes of the program

JUNE BUG AFTERCARE PROGRAM FOR PRESCHOOL AND KINDERGARTEN

School is hard work for children. We encourage those of you who pick up your children directly at the end of preschool or kindergarten to offer a quiet rest period for them at home after school. This allows them to better digest their school day and meet the last part of their day (dinner and bedtime) happily.

We offer the kindergarten and preschool children who stay after school the same opportunity to rest. Our goal is to provide a supportive continuation of the school day in a familiar and secure environment. The licensed June Bug Aftercare Program runs from 12:45 p.m. until 5:30 p.m. on daily basis in the kindergarten and preschool classrooms and playgrounds.

Although it is not necessary for them to actually fall asleep, we do hope to give each child the opportunity to come to a place of inner quiet. Because of this, each child who participates in the Aftercare program is asked to lie quietly for a portion of the program so as not to disturb the other children or prevent them from experiencing the benefits of this quiet resting time. If children fall asleep, they are allowed to follow their own sleep schedule and are gently awakened at 3:00 p.m. When they

includes cleanup. The aftercare teacher leaves promptly at the end of the day.

After 5:30 p.m., there is a late pick-up fee; please refer to your contract.

SCHOOL RULES AND POLICIES

STUDENT EXPECTATIONS AND DISCIPLINE

Discipline is striving towards a goal. Students are expected to respect themselves, others, the environment, the school, and to reflect this respect in their actions,

manner, and speech. In order to foster this attitude, we, as adults, should always strive to show care and responsibility in our communications and interactions with the students and with each other, for we are models for the children. Refer to the “Social Inclusion” section for further details.

At the Davis Waldorf School, teachers work to educate and teach in such a way that the students achieve well-balanced development. Achieving excellence in academic and social life, practical skills, and a growing capacity for self-discipline are characteristics of this well-balanced development. In order to grow into being self-disciplined individuals, consistent guidance is required in the classroom and on the school yard. It is important that the teachers and parents work in partnership to hold the same expectations; otherwise the message to the children will result in confusion. Classroom rules are set by the Class Teacher and must be respected. “Grades Areas/Playground Rules” and “Kindergarten Yard Rules” are shown in their respective sections.

Faculty and staff document incidents where a child causes significant harm to another child or adult at the school, or where their behavior could potentially cause significant harm, or property was intentionally damaged or other extreme behaviors. Parents will receive a copy of the Incident Report that goes into the child’s file. Parents may provide further explanation which will be attached to the report in the file. This must be done within 30 days of the original Incident Report.

STUDENT INTERVENTION AND SUPPORT:

The Student Support Group is called on to help in the academic/remedial realm, the social realm and the discipline realm. In all three realms, the basic outline is:

1. The teacher talks with the parent/s.
2. If it is determined that the student needs more support than the teacher and the parents can provide, the Student Support Group will be called in.
3. Support Circle meetings will be held. As needed, clear statements of expected outcomes, including possible dismissal if positive changes are not made, will be documented for all parties.

4. If there is insufficient progress made, despite the adjustments, the dismissal process will be implemented. This process can occur over the course of many months or, for a serious behavioral incident, immediate suspension and fast-tracked decision-making by the group may be implemented.

BASIC CAMPUS RULES

- Dogs are not allowed on campus unless they are “on-duty” service dogs.
- No smoking, alcohol, or drugs are allowed on campus.
- No weapons of any type may be brought on campus (even in closed and locked cars) unless prior written consent for such possession has been obtained from the Administration.

GRADES PLAYGROUNDS AND CAMPUS RULES

1. Close adult supervision required. Parents must be with their children when on the playground if no teacher is present.
2. No walking or sitting on the berm, wall or top of playground structures.
3. No foul language.
4. No hurting others (physically or with words).
5. No playing in bathrooms.
6. Teeter-totter: Maximum of 4 children, no standing or sudden jumping off.
7. No balls before school or after pick up times and no throwing any items other than balls.
8. Ropes are for jumping or harnesses, not tying to people, trees or structures.

DISCIPLINE IN OUR PRESCHOOL AND KINDERGARTEN PROGRAMS:

Young children in our Early Childhood programs learn best through imitation and example. The teacher may take a child by the hand as she picks up scattered toys or comforts the child who has been hurt. It is sometimes necessary for a child to be a helper to the assistant or to sit, watch and learn while the rest of the class engages in a group activity with the teacher. For ongoing disruptive behaviors, the teachers work closely with the parents to

9. No stumps or rocks under trees or playground equipment.
- 10.No climbing on trees higher than the bottom edge of the roof.
- 11.Tree branches for climbing must be as wide as the child’s thigh.
- 12.Grades 1 – 3 are not permitted to play organized ball games.
- 13.Grades 2 and up may play with rubber balls, with teacher supervision.

14. The Grades Garden area is only to be used by children when under teacher/adult supervision.

PARENTS AND VISITORS ON CAMPUS

All parents and visitors are required to check in with the Office Coordinator prior to entering any of our classes or joining our campus tours. They will be given a numbered badge to wear that identifies them as a visitor. Teachers will notify the Office Coordinator of any guests that they have invited to the school, including individuals or groups visiting classes (e.g., former students, alumni students, a group of firemen or a parent presenting in class on a particular topic.) Visitors that arrive without having made prior arrangements with a teacher will be asked to check in at the school office.

A request to have a guest visit the campus must be made of the Main Lesson teacher with at least 24 hours' advance notice. If the teacher approves the visit, he/she will notify the Office Coordinator and all subject teachers.

Parents/guardians of any visiting child who will be left at the school without parental supervision must complete a Medical Authorization/Release form as well as sign the "Agreement of Expected Student Conduct" form.

PARKING LOT RULES

Please observe the posted speed limit (25 mph) when approaching the school. Upon entering the school grounds, please drive slowly (5mph) through our parking lot as children may be crossing through the area.

Preschool through second grade parents may park on campus for no longer than 15 minutes when dropping off their children in the morning. 10-minute parking is available in the front or back parking circles before 9:00 a.m. for preschool families only.

Parents of third through eighth grade may drop off at the front or back parking circles. **NO PARKING** in the front or back parking circles before 9 am.

All families are welcome and encouraged to park and walk from the convenient lot at the Davis Christian Assembly at 3030 Sycamore Lane.

There are reserved parking spaces for faculty and staff. Please do not park in those spaces.

Dogs must remain in the car...no dogs on campus. Please be mindful of hot cars. There is no parking on the west side of Sycamore (this is clearly marked – you may be ticketed if parking in that area, especially if the neighbors

KINDERGARTEN YARD RULES

Some children and parents enjoy a play time in our yards after school. Please remember our playground rules and that the nap program is in progress after the regular school day ends.

Kindergarten Yard Use After School Hours:

1. Shoes Stay On – sorry, it is an insurance issue.
2. Tree climbing limited to designated trees, no stumps etc. should be under them, and not too high.
3. Chase Games must have direct adult supervision, be friendly, and take place in designated areas by the teacher.
4. Redwood Cottage curtains and the doorway should remain open. Please clean up afterward.
5. Building Materials may be used with adult supervision if used safely and put back

complain). When parking on the DWS side of the street, please make sure that all four tires are on the gravel (off the pavement).

All parents may park on campus for afternoon pick-up if there are legal parking spaces. Otherwise, please park at Davis Christian Assembly and walk. Don't leave valuables in cars as we have had a few break-ins in previous years.

BICYCLE SAFETY/SKATEBOARDS

Riders must wear helmets at all times. Following the bike lane, riders enter the campus using the pedestrian walk, walking their bike through the gate to the bike racks. Grades students who are allowed to arrive and leave campus on their own by bus, bicycle, or walking must have a “Bike/Walk Home Student Release Authorization” on file with the office. Bicycles and skateboards may not be ridden

on campus at any time – this includes in the driveway, parking lot, grassy area, or turn-around area.

DRESS CODE

The purpose of a standard dress code is to promote a serious learning environment with common expectations throughout the grades. We expect students to attend school wearing appropriate, practical and functional clothing that is neither too dressy, nor too casual, so that each student can engage with one another and his or her teachers appropriately. Our Dress Code has been reformatted into a convenient "yes" and "no" column, along with some helpful explanations.

<i>YES</i>	<i>NO</i>
<ul style="list-style-type: none">● Articles of clothing and jewelry that allow for freedom of movement● Sturdy footwear appropriate for Games class, including sandals with heel straps● Little to no make-up (6,7,8 grades only)● Subtle, not distracting nail polish.● Earrings, or jewelry smaller than a dime, including necklace pendants, bracelet charms, or rings.● Shorts and skirts that allow one to be sufficiently covered during all movement activities.<ul style="list-style-type: none">○ Active wear, such as leggings, bicycle shorts, etc. are encouraged to be worn underneath shorter articles of clothing for comfort and freedom.○ Leggings or shorts are highly encouraged under skirts or dresses that are shorter than knee length.	<ul style="list-style-type: none">● Articles of clothing with images, logos, writing or slogans bigger than one's palm● Clothing with rips, tears, frayed edges, and/or holes● See-through articles of clothing● Any article of clothing that exposes midriff when arms are raised● Baggy clothing that impairs movement● Clothing that shows undergarments, with the exception of a thick-strapped sports bra.● Hats, sunglasses, or hoods in the classroom● Large, distracting hair accessories● Low-cut, deep V, and/or shirts with gaping armholes.● Flip flops, other loose shoes, or bare feet● Dyed or bleached hair● Any dangly jewelry or hooped earrings● Media oriented images on clothing or jewelry

<ul style="list-style-type: none">● Davis Waldorf or Waldorf event t-shirts/sweatshirts● Long hair out of the face● Head coverings worn for religious purposes.● Raingear readily available, including rain pants, boots, and jackets	<ul style="list-style-type: none">● Temporary tattoos, henna and other forms of skin ornamentation and writing on skin with markers or pen.● Strapless, backless and spaghetti strapped attire.
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FREQUENTLY ASKED QUESTIONS ABOUT THE DRESS CODE

Why have a dress code at all? We believe that a dress code helps cultivate an expectation of serious academic learning. Taking the focus off the style and dress of other students allows for a direct learning environment.

How is the dress code enforced? When a student does not abide by the dress code, the teacher or adult in charge will handle the situation with a sense of immediacy and tact. Any time a child arrives at school with clothing that violates our Dress Code, alternative clothing may be provided, a teacher may ask that clothing be turned inside out to hide an image, or the child may be asked to go to the office to call a parent to bring necessary clothing to school. Faculty or staff members who know the student will employ care and consideration in guiding the child to appropriate attire when needed. Our Office Coordinator will have the final say as to whether clothing meets the ideals of the Dress Code or not. Repeated incidents of the Dress Code violations will result in a meeting of the parent, Student Support and the student, as appropriate.

Why not allow baggy clothing, including sweatpants, sweatshirts? When school begins, we hope that every child will be alert and ready for the day. Baggy clothing, while comfortable, does not cultivate an attitude of readiness for the school day. Baggy means sleeves long enough to cover hands, pants which drag on the ground and/or sag at the waist, and hoods which cover the face.

Why are logos not allowed? (Unless smaller than one’s palm). We understand that logos and advertisements are ubiquitous in our everyday lives, but here at DWS, we strive to make our campus an advertisement-free zone. Our school should be a place of healthy learning and relationships, and we find that logos are distracting

and may be inappropriate for the wide range of ages we have here on campus. It is impossible for faculty, staff, and administration to make a judgment call on each individual logo that may be printed on clothing, and therefore, all logos unless smaller than one's palm except for DWS and Waldorf event t-shirts should not be worn to school.

Are certain articles of clothing not allowed inside? Yes. Hoods, sunglasses, hats, and gloves should not be worn inside at any time.

Is rain gear required on rainy days? Yes. Classes such as Games and Gardening take place outdoors, and class curriculums often call for students to go outside and enjoy the great outdoors. All students should have rain gear available to them every day of the week. Rain gear should include a rain jacket with a hood, rain pants, and waterproof shoes. Items can be left in your child's classroom.

Why must long hair be kept out of the face? Hair in one's face or eyes impedes class work and participation, and can be a distraction for students, as well as their classmates and teachers. It is also a dangerous safety hazard for many of our specialty classes such as Games, Woodwork, Gardening, and Handwork.

Why must jewelry be smaller than a dime? We ask that jewelry, including rings, earrings, necklace pendants, charms on bracelets, and anklets, remain smaller than a dime so as to ensure all children are safe and unencumbered throughout their many daily movement activities. Large jewelry can be dangerous in classes such as Games, Woodworking, and Gardening, and can also be distracting.

If you have questions about the dress code, please contact the office or your class teacher. If you like advice about any item of clothing, please contact the Office Coordinator at office@daviswaldorf.org. Thank you for helping us to maintain our school as a place of learning!

CELL PHONE POLICY – WE HAVE DESIGNATED CELL PHONE USE AREAS

Cell phones may not be used during school hours (including recess, lunch, and breaks) for any reason. If a child needs to be in communication with anyone off campus during the school day, they may come to the office and use the school phone in our reception area. However, the office phone is available only for

school purposes (e.g., calling about a forgotten instrument/lunch/homework), not for children to make play dates. Impromptu play dates can put unwanted pressure on parents and crowd the office. Please ask children to set up play dates in advance. If the parent needs to contact the child, they may call the office and we will promptly relay the message.

Middle school students who need to carry a cell phone for before or after school communications with parents or to arrange for rides, activity schedules, etc. must have the phone turned off and stored within a backpack during school hours. The phone may only be used for those arrangements, before or after school hours, and only in front of the school office, in the front parking circle, or off campus.

If a student uses a cell phone during school hours, it will be confiscated and returned at the end of the day. On the 2nd offense, it will remain in the office for five school days. On the 3rd offense, the cell phone will remain in the office until a meeting occurs between the student, teacher, parent, and Director of Pedagogy and Programs. On the 4th offense, the cell phone will remain in the office or at home until the end of the school year.

Adults: We ask that you use cell phones only in your cars, the school office, or the front parking circle so that your focus is on the children here on campus.

PHOTOGRAPHY & VIDEOGRAPHY DURING SCHOOL EVENTS

It is important to consider the pedagogical purposes of plays, performances, festivals and school events in Waldorf schools which are not, primarily, for performance. Instead, they have a teaching purpose, whether that is to learn to read and speak fluidly with good inflection, to expand on a topic of class study, or carry a deeper purpose. The interaction between the children, as they engage in performing a play or as they participate in a festival or school assembly, is a rich experience for the students. The audience is as much a part of the performance as the performers, and the audience's presence, unhindered by cameras and other recording devices, is incredibly valuable. Students can often be self-critical when shown video footage of themselves. Because of this no videography or photography during any closed, private school festival event, assembly or class play at DWS (with the exception of the 8th Grade play). Everyone is welcome to take photos after the play, performance or event has concluded, while the children

are still in costume. Photography and videography will be allowed at events that are open to the public, specifically our All Hallow’s Eve Festival, Open House and May Faire.

SNACKS AND LUNCHES

Breakfast is considered to be the most important meal of the day. Please plan your mornings to include ample time for a relaxed and nutritious breakfast. Protein is especially important in the first meal of the day and foods with sugar should be avoided. The children need ample nutritious foods in a lunch basket, backpack, or other plain container. We have filtered water available at school for beverages. Some classrooms provide refrigeration and a microwave – please check with your Class Teacher. Teachers encourage the children to eat their protein course first, and to re-wrap and bring unfinished foods home so you can see what your child actually ate while at school.

Children in the grades need to bring a large morning snack that includes protein. A healthy mid-morning snack is provided for children in the early childhood programs (see below.) Afternoon snacks are provided for children in our grades and early childhood aftercare programs, if staying after 3:15 p.m.

Please do not send candy, gum, marshmallows, cupcakes, sodas, frosted bars, or other heavily sugared items. If sweets come in the lunch, they may be held and returned after school concludes. Occasional treats, such as a home-baked, low-sugar, nutritious cookie, or an “I love you” note are a welcome addition to a healthy lunch.

Waste reduction planning for packed meals: Please send your child’s food and beverage in reusable containers (no baggies, please) with a cloth napkin and metal utensils.

SNACK/LUNCH INFORMATION FOR PRESCHOOL AND KINDERGARTEN:

Snack – We prepare a healthy mid-morning snack for the children. We use organic whole grains, vegetables and fruits. Our meals are social events; we set the table with place mats and flowers, sing or say a blessing, and eat together. Your child’s teacher will provide a snack menu, and will be available to discuss alternatives due to allergies.

Lunch – Our preschool teachers provide the children with a healthy lunch as well as snack. In kindergarten, we ask that the children bring a nutritious lunch in a lunch basket or pack

BIRTHDAY INVITATIONS

If your child wishes to invite all of the children in his or her class, you are welcome to distribute the invitations at school. However, if invitations are selective, we ask that you extend them outside of the school environment.

TOYS

Students need to leave their personal toys, games, trading cards etc. at home. Some classes have a sharing day – check with your Class Teacher.

TOYS IN THE PRESCHOOL AND KINDERGARTEN

Special care is used in the selection of toys in the preschool and Kindergarten. They are available for all the children to learn to share. We ask that other toys be left at home. The

FIELD TRIPS – VOLUNTEER CHAPERONE GUIDELINES

Davis Waldorf School believes that field trips provide a valuable educational experience for our students. Without the help of volunteer chaperones, many field trips would not be possible. We thank parents for giving time and support to these important activities. In order to help ensure that school-sponsored field trips result in safe and rewarding experiences for all participants, we have prepared these guidelines to provide information about volunteering as a field trip chaperone.

Prior to your field trip, the teacher will provide you with information regarding the activities planned for the trip, expectations for supervising students, and emergency procedures. Please be punctual. While most trips unfold according to schedule, they are subject to the realities of traffic jams, last minute changes at the destination and bus company or public transportation glitches. Patience and flexibility are important criteria for being a successful field trip chaperone. In addition, we have developed the following general guidelines to help chaperones. If you have any questions regarding these guidelines, please contact the Director of Pedagogy and Programs.

1. In order to comply with school policy during school-sponsored events, all drivers/chaperones must complete a Volunteer Agreement. All field trip drivers for occasional short day trips will be required to undergo a “volunteer level”

background check. All overnight field trip chaperones must undergo a “supervisory level” background check, administered through our Director of Business and Operations. This requires fingerprinting through a LiveScan system, using a form provided by our Business Office. The school will pay the cost of the LiveScan service through the FBI and Department of Justice database system for a limited number of parents in each class. Two weeks advance notice is required.

2. All school rules apply on school–sponsored events. Chaperones are expected to comply with school policies, follow the directions given by the supervising staff member, work cooperatively with other staff and volunteers, and model appropriate behaviors for students. Chaperones:
 - may not use cell phones or text while driving
 - may not play music unless it’s acoustic
 - may not show movies or dvds
 - may not make unnecessary stops
 - may not use, sell, provide, possess, or be under the influence of drugs/alcohol
 - may not use tobacco in the presence of, or within the sight of, students
 - may not possess any weapon
 - may not administer any medications, prescription or over–the–counter, to students –this should only be administered by the teacher
 - may not conduct personal or business correspondence or calls while chaperoning
 - may not allow students to use cell phones without the permission of the teacher
 - must follow rules of what items and activities are allowed in the vehicle and on the trip
 - may not consume alternate food or beverages during class meals on a trip without prior approval from the teacher
3. Students must be supervised at all times while at school sponsored events. As a chaperone, you will supervise a small group of students, helping them learn and making sure they behave appropriately. Students must stay with you, their chaperone, at all times. Go over use of the buddy system with students under your care. Account for all participants regularly and before changing activities. Be sure you know when and where to meet the rest of your group at the end of

- the visit. Chaperones must be readily available, be mindful of safety concerns, and respond to student needs.
4. Student behavior is your responsibility. School rules related to student behavior apply. Go over rules and standards of behavior, safety rules, and any site-specific rules with students. Ensure that students do not get involved in extra activities that are not pre-approved.
 5. Eating, drinking and gum chewing are not permitted outside of designated areas and predetermined times.
 6. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.
 7. Family members, animals or friends of a chaperone may not participate in a school-sponsored field trip or event.
 8. Follow all emergency procedures (medical emergency, natural emergency, lost child, serious breach of rule, etc.) Know who is first aid trained, where the first aid kit is, where the cell phone is kept, and who has the copies of parental permission slips with emergency phone numbers and medical information.
 9. Student cell phones, iPods, gaming equipment and similar electronics are not allowed on field trips. Chaperones may collect and hold such items to return to the student at the end of the trip.
 10. Every driver must have an Automobile Usage Statement on file and meet all of the requirements of our Automobile Usage Policy, including providing a clean DMV report.
 11. Field Trip staging (especially for overnight trips) in the school parking lot and drop-off circle causes traffic congestion and student safety issues during the morning drop-off times and afternoon pick-up times. The church parking lot must be used unless departing before 7:45am or returning after 3:30pm.
 12. Students (the whole class) must be returned to the school at the end of the trip, not dropped off at alternate spots.

HEALTH AND SAFETY

STAYING HOME FROM SCHOOL

Please e-mail (preferred) to office@daviswaldorf.org or call 530-753-1651 before 8:15 a.m. when your child is going to be absent from school. If you do not call, we may call you to verify your child's absence.

In case of a contagious disease, please inform the office as soon as possible so that other parents may be informed quickly (child's identity is kept confidential).

If your child is sick (see Appendix D – Health and Illness Guidelines), please keep them at home until he or she is well enough to participate in all normal classroom activities. Sometimes it is necessary for a child to remain at home. There are several reasons to keep sick children home from school:

1. The child is well enough to return to school.
2. The child may be very tired, irritable or cry a lot.
3. The child needs more individual care than program staff can provide.
4. The illness or symptoms are contagious.

STAYING HOME SICK FROM PRESCHOOL AND KINDERGARTEN:

Please call or e-mail the office before 8:30 a.m. to let the school know your child will be absent. Colds and flu are normal illnesses for young children. All working parents know the desperate feeling of needing to go to work when a child is not well. We sympathize, but urge you to arrange for back-up childcare for these occasions. Our lively programs are not a soothing environment for a sick child. Children in our program should not go back to school until 36 hours after their temperature has returned to normal. For example, if a child's fever goes away at 10:00 a.m., the child should stay home for the next two days.

5. The child needs to stay home for 24 hours fever free before returning to school.

SICK AT SCHOOL

If your child becomes sick at school, they will be sent/taken to the office to rest and to wait for parent pick-up. Our Office Coordinator will first call all parent phone numbers and then emergency phone numbers until someone is reached. To reduce the spread of infection and for the comfort of your sick child, you need to pick up your child within one hour of being called.

MEDICAL TREATMENT

We will also call you or your emergency contacts if your child has an injury more serious than a minor cut (we will let you know at pick-up if your child has received care for a minor injury). We will obtain emergency medical treatment as necessary if you cannot be reached immediately or if we cannot delay in seeking treatment.

MEDICATION AT SCHOOL

For Grades students, we must have your written permission to administer medication at school. We administer non-expired medication in the original container, according to written dispensing instructions only.

GUIDELINES FOR MEDICATIONS IN THE PRESCHOOL AND KINDERGARTEN:

Please note, due to licensing concerns, the rules regarding dispensation of medicine in our Early Childhood programs are different from the rules for our grades programs.

In order to give medication to your child in our preschool or Kindergarten, we need your written permission, as well as your physician's written instructions, detailing the method, amount, and schedule by which a medication is to be administered. This restriction applies to both prescription and over-the-counter medications. All medication must be brought to school in its original container.

- *Short-Term Medication Request (14 days or less)* – You will need to give

HYGIENE

To help prevent the spread of colds, flu and communicable diseases, all teachers, assistants, aftercare staff shall request that students wash their hands with soap and water before snack or meal time and after using the restroom. Children should be taught to cover their nose and mouth with a tissue when they cough or sneeze, then throw the tissue away and wash their hands. Alternatively, they should cover mouth and nose with their sleeve, not their hand. If soap and water are not available, hand sanitizer may be offered as an alternative. Organic and chemical-free brands (such as E.O.) are used.

HEAD LICE

Please inform us immediately if you discover lice. We require that children with head lice be rechecked before returning to class. Children with visible lice in their hair are not allowed back into class. Children do not need to be nit free as long as they have been recently treated. When lice are found on any DWS children, we send an e-mail with treatment information to all families in the class and/or all families in Aftercare stating that a case of lice was reported. We keep the identity of the child with lice confidential. Parents of children with an active case of lice should work to make sure that their hair and environment is lice and nit free. Head lice are extremely contagious. An informational sheet is available in the office as well as at your local pharmacy should an outbreak occur. By working together, we can avoid the cycle of re-infection which causes missed work and school and can be extremely upsetting to families.

LINES OF COMMUNICATION

Please refer to our Communication Policy

STUDENT SUPPORT GROUP

Davis Waldorf School is committed to promoting a social environment in which working, playing, and learning take place in ways that foster inclusiveness and recognize mutual humanity. DWS recognizes that social conflict is an integral part of human growth and development that must be guided rather than avoided. As a school, we strive to help children learn how to resolve conflicts. With this goal in mind, DWS has adopted the ‘Social Inclusion Approach’ developed by Kim John Payne.

The ‘Social Inclusion Approach’ strives to strengthen the children’s capacity for empathy, compassion, and perspective-taking before a crisis; and, through the Student Support Response Plan (it provides a structure to guide students through conflict. This is an explicit process that provides practical tools for use at school and at home, which are implemented by the Student Support Group (SSG) comprised of faculty and staff.

The Social Inclusion Approach includes a process of intervention and mediation for issues of teasing and bullying, based on a “justice without blame” premise. By eliminating blame from the process, an environment of openness is created. This

encourages students to trust that problems can be genuinely resolved, but it also requires accountability. Naturally, interventions and mediations will differ according to grade level. This work will help support and maintain a healthy and safe environment for children and adults at DWS.

The Student Support Group (SSG) is responsible for creating a clear, fair and transparent process for resolving social difficulty and for seeing that these procedures are followed in a consistent manner. The SSG receives referrals about social tensions, identifies ways in which they can creatively resolve social difficulties, puts in place the resources to resolve issues, and monitors the success of these efforts.

NORMAL PEER DISAGREEMENTS, AGGRESSION AND BULLYING

Bullying is a term that is used in many different ways. Conflict happens in the course of human interactions. We use the following guidelines to identify and address each situation and address it appropriately.

1. Peer to Peer Conflict– in the course of normal child development there will be disagreements and even arguments over different topics. The conflict does not include the intent to harm and arises out of the situation at hand. It is not pre-planned.
2. Social Aggression– aggressive behavior without pre-planning i.e. telling the other children to put down or tease a child because of how the child looks or is dressed, or pulling a chair out from under a child when the child is sitting down
3. Bullying– always includes premeditation with the intent to cause harm, emotionally or physically. Bullying is persistent, prolonged and deliberate, targeted, has a power component, and happens over time.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature are prohibited by state and federal law.

Faculty and staff will promptly respond to any observed or reported incidents of aggression bullying, or other breach of the DWS Code of Conduct, involving DWS students during school hours or during school sanctioned activities such as field trips or Aftercare. School staff who witness bullying shall immediately intervene to

stop the incident. For severe or repeated incidents, the staff member will complete an incident report and notify both the teacher and parents/guardians.

Students who continue to engage in social aggression or bullying despite the efforts of the class teacher and parents/guardians will be brought under the care of the Student Support Group, who will work specifically with the teacher, parents/guardians and students to effect positive change. Parent and teacher attendance at Support Circle meetings is mandatory (see Appendix A, section B).

As a part of this process, students may be given a probationary period to effect positive change. If improvements are not realized during the time set, it may be determined that the student is not being best served in this educational setting and the suspension or dismissal policy implemented.

The teacher, and/or the Student Support Group may also recommend involving mental health counselors. Child Protective Services (CPS) and/or law enforcement may also be involved at any part of this process as needed.

BUSINESS MATTERS

COMMUNICATION WITH THE ADMINISTRATIVE OFFICE

The Administrative Office functions as a communication center for the groups that make up the life of the school. Virtually all school business – financial, enrollment, communications, site management, event planning – passes through the office. The school’s administrative staff works on a day-to-day basis to serve the needs of the students, parents, and faculty. It does so according to the policies, procedures, mandates and strategic vision established by the Board and Faculty.

DIRECTING COMMUNICATION

Contact the **Class Teacher** directly regarding any concerns about a child’s experience in the classroom. If the matter is not resolved, please communicate this to your child’s teacher. The next step is to confer with the Director of Pedagogy and Programs.

Contact the **Director of Pedagogy & Programs** at pedchair@daviswaldorf.org regarding questions or feedback related to curriculum standards and:

- Hiring of new teachers, teacher evaluations, mentoring and professional development
- Pedagogical policies, student assessment and support, parent education
- Facilitating communication around unresolved concerns including helping to frame concerns, bringing concerns directly to the other party and activation of the Student Support Group or the Trust Group

Contact the **Director of Finance & Operations** at business@daviswaldorf.org regarding questions or feedback related to business operations, including:

- All fiscal, grounds, landscaping, site and maintenance operations
- Budget development and budget management
- Management of human resources and policies
- Safety and health concerns
- DWS Tuition Assistance Program
- Student information and statistics

Contact the **Director of Community Development** at development@daviswaldorf.org regarding questions or feedback about any of the following:

- Fundraising, festivals, events and community development
- Recruiting, volunteering or assigning volunteer groups for events and activities
- Parent Council
- School Bulletins and Updates
- Maintaining relationships with Friends of DWS, Alumni, Grandparents and their families

Contact the **Board Chair** boardchair@daviswaldorf.org regarding questions or feedback about any of the following:

- Board Committees (see Governance and School Committees section of the DWS website)

- The Director of Pedagogy & Programs, the Director of Community Development and/or the Director of Finance & Operations
- Financial or legal policies and procedures

Contact the **Admissions and Outreach Coordinator** at enrollment@daviswaldorf.org regarding:

- Enrollment queries and enrollment deadlines
- School tours and Open Houses
- Outreach activities

Contact the **Marketing and Publications Coordinator** at outreach@daviswaldorf.org regarding:

- Marketing and Publications for the school
- Website and Social Media

Contact the **Bookkeeper** at bookkeeper@daviswaldorf.org regarding:

- Tuition, Aftercare billing/payments, accounts receivable and payables

Contact the **Office Coordinator** at office@daviswaldorf.org who:

- Is the main point of contact for parents/guardians to inform the school when a student will be absent, to sign up for drop-in aftercare, or to report a health or safety concern
- Acts as primary receptionist for the front office, which includes serving as the main point of contact for visitors, parents/guardians, students, telephone calls, mail, and email
- Cares for sick and/or injured students as necessary
- Manages the school calendar with the schedule of all events and meetings
- Tracks which teachers, substitute teachers and volunteers are on campus on a daily basis

The Office Coordinator can also direct you to the appropriate staff member if you are unsure who to go to with a question.

The **Registrar** is the person who handles updates and information changes regarding all students and families, maintains the student records, and manages

our school database and may be contacted at registrar@daviswaldorf.org.

For questions about the Sunflower Aftercare (grades 1 – 8) and Summer programs, contact the **Sunflower Aftercare Program Coordinator at sunflower@daviswaldorf.org**. For questions about the June Bug Aftercare (Preschool and Kindergarten), Vacation and Summer programs for Early Childhood students, contact the **June Bug Aftercare Program Coordinator at junebug@daviswaldorf.org**.

THE UPDATE – “MONTHLY NEWSLETTER” AND “BULLETIN”

On the second Wednesday of each month (excluding holidays and vacations), you will be emailed a “Monthly Newsletter” with articles written by the Administrator, Director of Pedagogy and Programs, parents, and the Faculty about classroom life and school events. Parents and others are welcome to submit articles to be considered for inclusion. The deadline for submission is Monday by 12 noon, the week of publication. The *Update* is also available in the parent’s section on our website, www.daviswaldorf.org (password: sycamore). The fourth Wednesday of the month (depending on holidays), we publish our summative and brief “Bulletin”, with dates and reminders.

It is vital that you read the *Update* and the *Bulletin* thoroughly when it is emailed to you. It includes important and timely information that may not be delivered through any other method. Please ensure that the office has your most current email address.

Parents and vendors that offer items of interest to the school community can advertise in the *Update*. Please contact the Office Coordinator at office@daviswaldorf.org for submission deadlines.

SOLICITATION FOR BUSINESS

Solicitation for business is not allowed in any form on campus. All enrolled families, board members, and employees receive the school directory and it is intended to be used for school and community activities and communication only. The directory or school emails may not be used for business solicitation or shared with any outside individuals or groups.

LEGAL NOTICE – Penal Code 290 Registrant

If you are a Penal Code 290 Registrant, you must notify the Business Manager promptly. Your access to the school will be strictly limited and clearly delineated in writing.

TUITION POLICY

As an independent private school, approximately 80% of our income comes from tuition payments. The tuition agreement that parents sign with the school is regarded as real funds and budgeted to cover our monthly fixed operating costs and other seasonal expenses. Our school employs a service to handle collection of tuition and childcare payments. SMART offers a simplified approach to increase the effectiveness of the Bookkeeper. All families must enroll in SMART. You can be invoiced or you can choose automatic deduction from your checking or savings account.

Tuition outlined in this agreement will be invoiced and collected on the School's behalf by SMART Tuition. Tuition is due and payable per SMART agreement whether or not a statement has been received. Past due accounts may incur a late fee of \$20. Returned checks will incur a \$20 fee. Students may be prevented from attending classes if their accounts are more than 45 days past due and no alternative payment arrangements have been made. If it is necessary to take legal action to collect any amounts payable, the Parent/Guardian(s) agree to pay attorney's fees and liquidated damages in the sum of 35% of the outstanding balance which shall be added to the amount due.

For a child new to the school, there will be a 6-week trial period, during which time the parent(s)/guardian(s) or Davis Waldorf School may terminate the enrollment agreement without further obligation. Tuition will be pro-rated for weeks of attendance. After 6-week trial period of attendance or if a continuing student withdraws from the school for any reason (e.g., illness, default of payment, move) after July 1st prior to the start of the school year, the parent/guardian will owe eight full weeks of tuition from the day of written notice to the Director of Business and Operations – the date of withdrawal will be determined by the date of receipt of written correspondence, but shall in any case be determined by and at the sole discretion of the Davis Waldorf School. The

amount due for eight weeks of tuition is determined by dividing the annual contracted tuition by 34 weeks and multiplying this number by 8.

CLASS FUND

Each child's account from preschool through 8th grade is assessed a fee to cover a variety of expenses that the class incurs each year. This amount is non-refundable, not subject to TAP reduction, and collected with your tuition. The funds are used for a variety of class needs at the class teacher's discretion including, but not limited to, field trip expenses, extra-curricular activities, May Faire flowers, the class auction project, eurythmy shoes for all students, and gardening supplies. The school collects the funds to relieve the Class Teacher and parents from the need to front costs or the burden of collecting repayment from the class community. Class Funds are not to be used to buy gifts (for teachers, class parents, of others) or to reimburse gas money for drivers on fieldtrips. If any Class Fund dollars are left over at the end of the year, they are returned to the general fund and do not roll over.

GIFT GIVING POLICY

Please keep in mind our School Employee Gift Acceptance policy when deciding on gifts for your class teacher. Policy reads: Employees may not accept collective gifts with a face value of more than \$500 per event (e.g., winter holiday, end-of-year gift or Gift givers are encouraged to show their appreciation for school employees in ways that do not exceed this limitation). The limit does not apply to circumstances of bereavement or serious illness.

FUNDRAISING

Davis Waldorf School operates through the generous and constant participation of all our families. We are a community as well as a school. As with any community, we function best when there is a shared distribution of participation on the part of all our members.

WAYS TO SUPPORT THE SCHOOL

- Contribute to the Annual Giving campaign. We strive for 100% participation and have achieved that goal thirteen years in a row!
- Share the school’s needs with friends and family.
- Participate in the Scrip program.
- Support class activities and roles in the festivals.
- Participate in fundraising events such as festivals, the benefit auction, etc.
- Provide or procure a gift or a personal service for the auction at the annual benefit dinner.

SCRIP PROGRAM

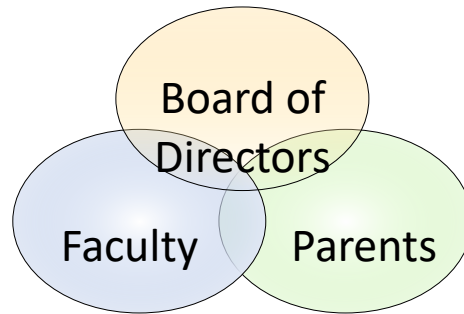
Davis Waldorf School has been participating in a scrip fundraising program. We hope that all families will use a scrip card when purchasing groceries from markets that provide this option. There is no charge to families, and DWS receives a 1–5% rebate of the purchase amount. Please register at the stores you frequent (such as Nugget Market, Safeway, Raley’s) and indicate DWS as the beneficiary. This is “free” money for the school and results in several thousand dollars towards our fundraising efforts.

CLASS FUNDRAISING

At the Davis Waldorf School, we strive to minimize fundraising efforts on campus; therefore, we only allow limited opportunities for 6th– 8th Grades to fundraise in the community. Please see our Director of Community Development. No other classes are allowed to fundraise. This includes benign activities such as “passing the hat” to purchase a small item for the classroom. Each class has a “class fund” to purchase needed items and every parent has contributed to this as part of their tuition invoices. Parents are welcome to donate anything they would like as

individuals – please let us know and we will provide a tax statement for your records.

COMMUNITY SPHERES



THREE ADULT SPHERES OF RESPONSIBILITY

*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.*

In addition to whole-school oversight by the Director of Pedagogy and Programs, The Director of Community Development, the Director of Business and Operations and the Administrative staff, the Davis Waldorf School recognizes three adult spheres of responsibility which provide essential support for the healthy functioning of our school and community.

- **The Faculty** provides the quality Waldorf education and pedagogy that the children receive.
- **The Board of Directors** is responsible for protecting the legal, financial, and physical well-being of the school in addition to strategic and long-range planning.
- **The Parents** provide financial and social commitment and volunteer contributions to make it possible for the school to effectively serve their children.

Although each sphere carries its own specific tasks and responsibilities, there are many areas of partnership and cooperative effort. Faculty, Administration and Parents work as members of the Board and they share the work of most of the school's essential committees. The Parent Council serves as a facilitator to

enhance communication within the classes, in the school community and with the Faculty and Administration. The administrative staff, teachers and parents also work together to put on many of the school's festivals and to support the education of the children in the classroom.

As a community, we are committed to working together with mutual respect, good will, and an earnest desire to help our school and Waldorf education thrive while providing an excellent elementary school experience for our children.

PARENT WORK

The Director of Community Development works with parents to support the community life and ongoing fundraising for the school. Parents fill these vital roles in the community:

- Through volunteer participation – from membership on committees to painting classrooms and organizing fundraisers – parents provide essential, on-going support of the activities of the school.
- Through payment of tuition and support of fundraising, parents provide the financial foundation for the operation of the school.
- As partners, parents bring their respectful questions and concerns to their child's Class Teacher or designated community members.
- Parents endeavor to provide a home environment compatible with the goals and philosophy of Waldorf education and the Davis Waldorf School's policies.
- Parents support their child's class and Class Teacher by attending parent evenings and helping with class activities and special events.
- Parents deepen their understanding of Waldorf education through class meetings, study groups, and lectures.
- Class Parents and other interested parent volunteers come together within the Parent Council to support a healthy dialog between the Administration and Faculty, as well as help with parent welcoming, parent education, festivals and fundraising.

FACULTY AND PEDAGOGICAL SUPPORT TEAM

The Faculty works together to realize the goals of Waldorf education and to deepen their knowledge, understanding, and capacities through necessary work and study. This forms the basis of classroom life, which is the central focus of each teacher.

They share aspects of the principles and practices of Waldorf education with parents in class meetings, study groups, parent–teacher conferences, and lectures/discussions.

The Faculty endeavors to enhance the healthy social life of the school, primarily through its daily interactions with parents and children during a school week and in the holding of the special events of festivals, assemblies, and ceremonies.

The selection of teachers is the responsibility of the Faculty. The work of the Recruitment Committee, which may include Faculty and the Director of Pedagogy and Programs to assist and guide the Faculty throughout the recruitment process.

The ongoing mentoring and support of the Faculty is the responsibility of the Director of Pedagogy and Programs and the Pedagogical Support Team, comprised of experienced teachers dedicated to upholding the values of Waldorf education and the spiritual principles of Anthroposophy. The Personnel Committee is responsible for the management of the evaluation of each Faculty member. We have implemented a 360° Evaluation process on a rotating basis for faculty members to include a self–evaluation, input from colleagues and parents, and an outside evaluator. This serves as the basis for an individualized development plan for each teacher that acknowledges a teacher's many gifts and supports areas in need of further growth. The Pedagogical Support Team helps teachers accomplish items in these development plans.

The Faculty acts in partnership with the Board and the Administrative Staff in the responsible running of the school. The Faculty sends a representative to all committees and cooperates with the parents and the Board in outreach and recruitment efforts.

Two Faculty members, along with the Director of Pedagogy and Programs, Director of Finance and Operations and the Director of Community Development serve on the Board and provides monthly reports to the Board. The entire Faculty meets with the Board at retreats scheduled twice per year to discuss matters of pedagogical progress, Faculty needs, social relationships in the school community, strategic planning, and the long range planning for the school.

The acceptance or non-acceptance of children into the classroom and the process of conditional acceptance, probation, suspension, and dismissal of children is the responsibility of the Faculty with oversight from the Director of Pedagogy and Programs and the Student Support Group.

BOARD OF DIRECTORS

The Board of Directors is the executive body of the Association for Waldorf Education in Davis (A.W.E.D.) A board of directors, with elected officers, is required to maintain the school's legal status as a 501(c)(3) non-profit corporation per the Internal Revenue Service. It is the responsibility of the Board to serve, protect, and help realize the school's goal of providing a Waldorf education to the children of this community.

The Board of Directors is made up of parents, Faculty members, the Director of Pedagogy and Programs, the Director of Community Development and the Director of Business and Operations and may include other members from outside of the school community. The Board is responsible for the selection of its own members. Board members serve out of a growing understanding of and commitment to the principles of Waldorf education and their fiduciary duties to the organization. The Board fulfills its responsibilities with the help of various committees working within the school. These committees interact with the Board by submitting reports about their particular goals, needs, and successes.

The Board administers the legal and economic affairs of the school. Activities include fund development, approval of employment and business agreements, and establishing tuition. The Board may establish committees or direct the Administrative staff to aid in fulfilling these responsibilities. The Board is responsible for maintaining and operating an adequate, safe site for the school, its students and employees. Additionally, the Board, along with the Faculty, is responsible for the long-range planning and development of the school.

The Board, Faculty, and key members of the Administrative Staff and Parent Council meet together at least two times a year to facilitate collaboration, communication and to further the development of the school. Emergency meetings may be called as necessary.

The Board keeps the school community informed of its activities and decisions through the timely publication of minutes available in the office and on the school’s website. Monthly Board meetings are open and community members are welcomed and encouraged to attend. After attending three meetings, community members may apply to be considered for Board membership. Please contact the Board Chair for further information.

COMMITTEES IN SERVICE TO THE COMMUNITY

The volunteer skill and labor provided to the school by the parents, teachers, and staff is an essential part of our school community. Many of our activities depend on work completed by our standing committees.

FINANCE COMMITTEE – The mission of the Finance Committee is to monitor the financial health of the school. The committee is responsible for formulating and reviewing the annual budget and for reviewing monthly financial reports. The finance committee is made up of a board member, our business manager, a Faculty representative and parent volunteers with a background in financial management.

SITE–LANDSCAPE COMMITTEE – The Site Committee provides prioritized facility and site improvement recommendations to the Board. Additionally, they work to plan and design our landscape to incorporate shade, play and sport spaces, gardening, farming, and beauty for all to share. They are charged with long–range planning and work from a Master Site Plan. They help to coordinate the “All–School Beautification Day” which takes place prior to opening day.

TUITION ASSISTANCE PROGRAM (TAP) COMMITTEE – It is the mission of the Tuition Adjustment Committee to implement the school's tuition policy, balancing the

needs of the school while striving to make Waldorf education more affordable for families who wish to provide this education for their children.

STUDENT SUPPORT GROUP – The Student Support Group is composed of select faculty and staff who have been trained using Kim John Payne principals. They meet weekly to coordinate activities that build social health in our community and resolve conflicts between students. Their work includes practical playground, classroom and home based tools to work with social exclusion issues such as teasing and bullying.

PARENT COUNCIL – Any parent that has a child at the school is invited to become an active member of Parent Council. Parent Council serves as a facilitator to enhance parents’ communication within each of the classes, in the school community and with the Faculty and Administration. The Parent Council considers parent initiatives, it holds the community life of the school, and it supports volunteerism and fundraising efforts.

DEVELOPMENT COMMITTEE – This committee works to positively impact enrollment, outreach, retention, marketing and financial support for and within our school through a focus on increasing demand for Waldorf Education (enrollment), improving community engagement (retention/outreach), improving funding sources (financial support) and increasing awareness (marketing/enrollment).

DIVERSITY COMMITTEE – Works toward building on the school’s existing culture and policies of inclusion to recruit and welcome individuals and families of all identities. Areas in which equity and diversity will be examined include: curriculum, festivals, outreach, enrollment, physical facilities, sports/extracurricular activities, paperwork/forms, volunteer opportunities, faculty/staff composition, visiting speakers, dances/social gatherings, field trips, classroom duties/jobs, playground interactions.

ADMINISTRATIVE STRUCTURE

Our administrative organization may be considered as having a threefold perspective, similar to Rudolf Steiner’s threefold view of the human being as head, heart and hands. Akin to our Community Spheres of Board, Faculty and Parents,

these three realms will be presented as Business Administration, Pedagogy, and Community Development (see Figure 1.) These three realms, working in conjunction, provide an operational stability such as that found in a three-legged stool.

The realm of Pedagogy maintains the responsibility for all aspects of the pedagogical life of the school, by consciously holding the spiritual welfare, vision, and long-term planning of the school. It includes implementing the pedagogy, setting and upholding curriculum standards, hiring new teachers, teacher evaluations and mentoring, professional development of teachers, encouraging collegial working within the Faculty, setting and upholding school policies, student assessment and support, new student screening/acceptance, support of budget for pedagogical priorities, and parent education.

The realm of Business Administration holds the responsibility for operating the front office, managing the budget, collection and disbursement of all funds, tuition contracts, administering the tuition assistance program, student records, ensuring compliance with laws and regulations, managing the admissions and reenrollment processes, maintenance of the campus buildings and grounds, ensuring the safety and security of the students and employees, insurance, legal, payroll and HR benefits management.

The realm of Community Development holds the responsibility of developing resources to support the school and its mission by organizing and managing the Annual Giving campaign and fundraising events, coordinating volunteers for all-school events, promoting the mission of the School to the community at large, marketing and outreach, school website, school newsletter and communications, alumni relations, presenting opportunities for parent education, and coordinating the efforts of the Parent Council as well as the group of Class Parents.

APPENDIX A

MIXED-AGE CLASSROOMS

Excerpts from the article *Mixed Ages in the Kindergarten: Oldest and Youngest Together, or Not?* by Nancy Blanning from the WECAN publication *Gateways*

School is a bridging step out into the world from the intimacy of the earliest years at home. In the home, the children are all together, learning through imitation as they observe the practical care of the household and family.

The family group has no segregation of ages. Everyone learns to adjust to the give-and-take of family life. Each one learns that personal needs will be met, but often we have to wait while someone more in need is cared for. Although there is the challenge of the practical adjustments within this family constellation, there is also the opportunity to draw out of the children flexibility, tolerance and generosity toward one another and individual needs.

Having younger children in the group may call for slowing down the pace for each day and simplifying our expectations around the contents of each morning. This can be a plus for everyone.

The step the six-year-olds will take into first grade will call for all the social skills the kindergarten environment can cultivate. The wider-age grouping can provide an even stronger foundation for creating class community over the next eight years. Years later, on the grade school playground, the grade two children will know many of the grade one and three children because they will have had many long hours of play with them in the kindergarten.

Over the years, there has been the opportunity to observe mixed-age groups in comparison with older kindergartens at our school. The consistent impression has been that the older groups became more quickly self-aware than their age-mates in the mixed groups. The older groups were more conscious of each other's capabilities or lack thereof. A more competitive mood arose in the older groups. This suggests that having to adjust to and hold the younger ones in mind, for both teachers and students, helps the older ones to stay sweeter and younger in consciousness for a little bit longer.

The question of protecting our children from the rampant, negative influences of the world is overwhelmingly challenging for teachers and parents today. Negative moods, attitudes and behaviors are imitated by children of all ages, not only the older ones. Whether littler children in the classroom or not, we strive for ways to redirect and transform the images the children are bombarded with. That we strengthen, intensify and potentize all of what we do with the children is imperative; and the presence of the younger children can help us to remain even more vigilant.

In a mixed-age grouping, the little ones bring their sweetness and a wide-eyed admiration for the competence and achievements their older classmates demonstrate. The older ones have a subtle incentive to display their best, for the little ones to look up to. They can have the experience of being older and more competent, seeing their accomplishments contrasted to the developing skills of their younger classmates.

APPENDIX B

TEACHING WRITING AND READING

An excerpt from “Teaching our children to write, read and spell, Part 11” by Susan R. Johnson, MD, FAAP, 2/11/09. This and other articles by Dr. Johnson are available in their entirety online at <http://youandyourchildshealth.org/>.

#1 Question: If I understand what you wrote in Part I, children that are pre-school age or in kindergarten should not be pushed to write, read or spell because it might create learning disabilities in the future?

Answer: Yes, this is true. Most young children, less than 7 years of age, have not finished developing their neurological pathways for writing, reading and spelling. First, children need to have fully developed their proprioceptive system so they can visualize and imprint in their memory the exact shapes of the letters and numbers they see.

Next, in order to read with comprehension and spell, children need to have developed their right brain for visual recognition of small words (ex. if, the, is, are, were, at etc.) and their left brain for phonetics, the ability to match a letter or letters to particular sounds. In addition, these children also need to have developed their bridge pathway or corpus callosum for simultaneous communication between the right and left sides or hemispheres of their brain. When all of these pathways for reading are developed, children will be able to instantaneously recognize small words by sight using their right brain, sound out larger words phonetically using their left brain and create imaginative pictures for the words they are sounding out, another activity of the right brain. When these reading pathways are fully developed, these children will be able to read fluently, make imaginative pictures from the words and sentences they are reading, comprehend what they are reading, and have a visual memory that enables them to spell more easily.

Now if young children especially 4, 5 and 6 years of age are pushed to read or spell, they can only do this activity by using their right brain since the left brain and bilateral integration of their cerebral hemispheres have not fully developed. These children will try to read all words by sight memory. They will look at the first and last letters of a word and make a guess. A word like stop could be read as stamp, stump, or step. The right brain is working so hard trying to visually figure out the shape of each word, both large and small, that it is no longer available for creating internal pictures of the words.

These children still may read fluently, but they won't be able to sound out words, spell or have lasting comprehension. The right brain reading pathway becomes over-worked and the children will end up being just sight readers with poor spelling and poor comprehension. Later on, these children often get labeled as having non-verbal learning disabilities since they have bright minds but aren't performing in reading, spelling, and also math (especially word problems that rely on children's internal picture-making capacities to solve the problem).

Another area of difficulty is writing. Often children’s hands do not functionally separate from each other until after ages 6 or 7. Prior to this age, the movements made by fingers in one hand are mirrored by movements of the same fingers on the opposite hand. This makes writing very difficult for young children. In addition, printing is an activity involving the left brain while cursive writing, that is flowing and not mechanical, requires both the development of the right and left brain as well as bilateral integration, the connection between the two hemispheres.

APPENDIX C

THE IMPORTANCE OF SLEEP

Excerpts from *The Physiological Basis of Sleep* by Lisa Gimmick from the WECAN publication *Gateways*

The young child has as one of its main tasks the development of a healthy body. This is so fundamental that we as adults often don’t realize its importance and may take it for granted. The fact is, however, that throughout life, every deed, thought, or word spoken is sounded through and limited by the physical body.

The capacity of the child to learn in grade school through the awakened cognitive senses, for example, presupposes the well-developed nerve-sense-brain and lower-will senses in early childhood. (Aeppli, p. 64). There is an increasing awareness of the importance of well-developed “lower” senses (touch, life, balance and movement) in order to have a strong foundation for future academic and social success.

The early growth years are crucial, and if we look harder at this enormous work of the young human being, we find that the only time that physical growth occurs is during sleep. In addition, sleep is the only time that the body restores and renews its forces from the demands of the day.

Recommended amounts of sleep for the child are: (Fried)

Newborn – 16 hours

8 mos. to 1 year – 15 hours

1 ½ to 2 years – 14 hours

- 3 years – 13 hours
- 4 to 5 years – 12 hours
- 6 to 7 years – 11 hours
- 8 to 9 years – 10–11 hours
- 10 years – 10 hours
- 14 years – 8 hours or more, dependent upon timing of rapid growth spurts

For young children, these sleep amounts include nap times. Naps allow a child's nervous system much needed rest. Children who do not nap have elevated stress hormones that also cause increased alertness and irritability.

The nap should last for at least 30 minutes (an hour is better) and is best spent in a stationary place (not in a car, rocking chair, etc.) Afternoon naps need to end by 2:30 or 3 p.m. The reason for this is because the liver begins its night restorative phase at that time¹ and sleeping later than 3 p.m. displaces the night-time sleep, causing the child to have difficulty falling asleep by 7 or 8 p.m. According to Philip Incao, M.D., "...the more hours of sleep before midnight, the better. Sleep after 3am is less restorative because of the liver rhythm, which begins its wakeful-will-stimulating (more active flow of bile) mode from 3 a.m. to 3 p.m., roughly."

Interestingly for children, the *more* regular sleep they get, the *easier* it is to fall asleep. "Children who are not overtired sleep much better and more quietly at night," writes Norbert Glas, M.D. (p. 76) A child of 5 years or more may give up the

¹ The liver's vitalizing-restorative, growth related processes occur in deep sleep. Its functions follow a rhythmic sleep-wake cycle. This is very important. Sensations from the day are received by the sympathetic nervous system and are reacted to by the metabolism, which secretes into the lymph response substances by the impacted organ(s). These secretions may be digestive fluids, insulin, adrenaline, cortisol (stress hormones), epinephine, etc. They are sensed by the liver and form a kind of fluid stimulus record which, through the building-up processes of sleep, become transformed into the lung, heart, kidney, nervous system, brain, the liver itself, etc. Carbohydrates are synthesized into sugars and stored in the liver during its night "assimilatory phase" from 3 p.m. to 3am. During its day "catabolic" phase from 3am until 3 p.m., the liver converts these stored sugars into the energy we need for our waking life. This explains why it is important to go to sleep early: 6:30–8:00 p.m. for children and 9–10 p.m. for adults. Staying up late causes the liver to reverse its storing-up activity intended for the next day and to instead begin converting glycogen to glucose for energy, thus we get a "second wind" (especially children). This explains the worn-out feeling the next morning and the daylong physiologic struggle to keep up. (Johnson).

nap *if* she is regularly going to bed early, by around 7 p.m., and is not showing signs of sleep deprivation which for children are the opposite of those shown by adults. Instead of yawning and becoming quieter, children become more excitable. Ina Schaenen makes a strong case for a 7:00 bedtime in her book entitled *The 7-O’Clock Bedtime*, saying that once the *parent* determines how much sleep the child needs, this need becomes “non–negotiable.” (p. 6)

Although some may not sleep, all children including “non–sleepers” benefit from a rest–time. Being able to pause (to be still and quiet) is a skill that eludes even many adults. Children need desperately to learn this. As always, a fair amount of firm inner conviction is required of the adult to secure for the child what he needs.

Steiner said that, “Before age nine, the most important thing is for children to learn how to properly sleep.” (Glocker, *Forces*, p. 47) Audrey McAllen describes sleeping as a “breathing rhythm between soul–spirit and the earthly body.” She adds that learning to sleep and learning to eat, “to take in substance and transform it, an action of the ego” are the two most “important educational factors” in the life of the young child. (p.24)

The body has been described as a temple. In whatever capacity we can manage it, much good can come from our attending to the needs of the child for adequate sleep, warmth, love, healthy food, and age–appropriate activities. This is truly a “gift that keeps on giving.”

APPENDIX D

HEALTH AND ILLNESS GUIDELINES – COMMIT TO BE WELL

This section is intended to provide you with information about Health and Illness Guidelines at Davis Waldorf School (DWS). These guidelines are based on State of California and Yolo County Health Department guidelines and school policy. Please read this pamphlet and refer to it whenever you have a question regarding your child’s health. The pages that follow will give you an overview of vaccination health, signing waiver forms if your child is partially or not vaccinated, detailed guidelines for what to do when your child is partially or not vaccinated, detailed guidelines for what to do when your child is ill and when you should keep him or her home from school.

Our hope is that all parents are compliant with the guidelines we have outlined. By keeping lines of communication open, we can make progress in boosting the immune health of our students, teachers and staff. Please join us in our commitment to maintaining wellness at the school.

Childhood Vaccinations

DWS does not encourage or discourage a parent’s right to choose on this matter. However, many of our families have chosen to not vaccinate, delay some or all vaccinations, or partially vaccinate their children. When making such a decision, they must comply with the guidelines of SB277, as presented on the website www.shotsforschool.org.

Community immunity is an important concept in immunization science and policy. Since our school has a higher-than-average percentage of non-vaccinated or partially vaccinated children enrolled, we must be vigilant when it comes to infectious diseases at the school.

The school will cooperate with the Yolo County Health Department to help control the spread of any infectious illness at the school and to ensure we are in compliance with California State Health codes. The school will also support all families as they search for appropriate, (allopathic or integrative) health care options for their child. We ask for your partnership in this effort. Please note the following California State laws:

Effective January 1, 2016, parents or guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine. Only children who have met all immunization requirements (or have provided a medical exemption or have a Personal Belief Affidavit transversal from another school in California) will be admitted to school, unless they are allowed to be admitted on a Conditional Enrollment (in limited circumstances, some children who have not received one or more required immunizations may attend child care or school while they catch up on these immunizations). These requirements must be met before the first day of school. Please refer to: **“Guide to the Requirements of the California School Immunization Law”**. Copies are also available in the office.

Medical and personal beliefs exemptions will be allowed from any new immunization requirement initiated by California Department of Public Health for attendance at school or child care.

When your Child is Sick (source – Yolo County Health Department)

You must keep your child home and notify the school if your child contracts any of the following infectious diseases:

Chicken Pox	Meningitis
Conjunctivitis (Pink Eye)	Mumps
Diphtheria	Pertussis (Whooping Cough)
Fifth Disease (Slapped Cheek Fever)	Poliomyelitis (Polio)
Giardia	Ring Worm
German Measles	Roseola
Hepatitis	Scabies
Hepatitis A	Scarlet Fever
Impetigo	Strep Throat
Measles/Rubeola	Salmonella/Typhoid Fever

Keeping Your Child Home

Early in the morning, it is often difficult to make a decision about whether or not your child is sick enough to stay at home from school. With minor symptoms, you often cannot tell whether your child is going to get better or worse during the course of the day.

As a general rule, children should be kept at home if symptoms will interfere with classroom activities. For example, if the child has nasal mucous described below, a persistent cough, or is irritable or very tired, the child needs to remain at home. Please see the Symptom Guidelines section on how to help determine if your child needs to stay at home or see a health practitioner.

It is helpful to notify the office of any symptoms that your child is experiencing when staying home from school due to illness. We keep a log in the office to track contagions and help raise awareness of “bugs” that may be “going around.”

Sick at School

In the event that your child is too sick to complete the school day and needs to leave school, we will call you and request that you make arrangements for your child to be picked up by a responsible adult within an hour. Please keep your daytime phone numbers on the emergency form current in order to avoid delays in reaching you. There is limited space at school for sick children to rest comfortably. Unfortunately, we cannot give a child any medications for any condition without written parental approval. For our licensed early childhood program, we also require your physician’s written instructions, detailing the method, amount and schedule by which a medication (prescription and over-the-counter) is to be administered.

Symptoms Guidelines (source – Yolo County Health Department)

1. **Runny nose:** Nasal discharge is the way many children respond to pollen, dust or a cold virus. Minor cold or allergy symptoms should not be a reason to miss school. Many healthy children have as many as six colds per year, especially in the early school years. A child should stay home if nasal mucous from a runny nose is not clear (is yellowish or otherwise) and too uncomfortable to complete class work or participate in other school activities.
2. **Coughing:** Keep your child home when a cough is persistent during the day as this can indicate a worsening of cold or allergy symptoms. It may be a sign of

a secondary infection (sinusitis, pneumonia), which may require medical treatment. It may also indicate mild asthma. If your child's cough is worse than you might expect with a common cold, you need to consult your child's doctor. You should do so immediately if the child is not acting normal, has a fever, or has any difficulty breathing.

3. **Diarrhea and vomiting:** It could be very uncomfortable and embarrassing for your child while in school. A child should be symptom-free for 24 hours and be able to hold down food and fluids before returning to school.
4. **Fever – (100°F or higher):** Fever is an important symptom especially when it occurs along with a sore throat, nausea, or a rash. Your child could have a contagious illness, which could be passed to classmates and teachers. While you can treat the fever, and usually make the child feel better temporarily, the cause of the fever (and the risk of passing it to others) is still there. **Children with a fever should stay home until there is no fever for 24 hours (without taking Tylenol, Motrin, Advil, etc.) or 36 hours for our preschool and kindergarten programs.**
5. **Sore throat:** Consult your child's physician for advice regarding diagnosis and treatment. A child should stay home if the sore throat is bad enough to prevent the child from talking or sipping liquid comfortably. If diagnosed with a strep throat, a child may NOT return to school until 24–28 hours after the first dose of antibiotics was given and is fever-free.
6. **Pinkeye, or conjunctivitis:** Pinkeye can be caused by a virus, bacteria or allergy. The first two are very contagious. The eye will be reddened and a cloudy or yellow discharge is usually present. The eye may be sensitive to light. Consult with your child's doctor to see if antibiotic eye drops are needed. Again, the child should stay home until symptoms subside and s/he has been on antibiotic eye drops at least 48 hours or until the doctor recommends the child return to school.
7. **Middle ear infections:** Ear infections by themselves can cause great discomfort and often fever, but are not contagious to others. The child should see their

doctor for diagnosis and treatment and should stay at home if s/he has fever or pain.

8. **Flu:** Flu is a contagious virus that usually occurs in the winter months. Symptoms include body aches, high fever, chills, congestion, sore throat, and, in some children, vomiting. The child should stay home until these symptoms improve, usually five to seven days. Consult your child's doctor for treatment suggestions to make your child more comfortable.
9. **Skin infection** – can be a staph or strep infection that creates a red, oozing blister-like area that can appear anywhere on the body. It can be passed to others by direct contact. Consult your child's doctor for treatment and length of time the child should remain out of school, especially if the area cannot be covered. Remember to make sure that the school knows how to reach you during the day and that there is a backup plan and phone number on file if we cannot reach you.

Personal Beliefs Affidavit – What Parents Should Know

If you have chosen to partially vaccinate, delay vaccinations, or not vaccinate your child, you must have submitted a Personal Beliefs Affidavit* before January 1, 2016 after consultation with your physician. Signing this waiver will exempt your child from the immunization requirements for school/child care entry until the stipulations of SB277 take effect at Kindergarten or 7th grade transition points. You have also agreed to temporarily exclude your child/children from school in the event of an infectious disease outbreak. For additional information, see www.shotsforschool.org. The Yolo County Health Department provides the following information for parents who make this choice:

1. Measles, Mumps, Rubella, Chickenpox, Pertussis, Diphtheria, Polio, Hemophilus influenzae type b, Hepatitis A, and Hepatitis B are infectious to others and are avoidable through immunization.
2. Please educate yourself to the symptoms and possible complications that can arise from a vaccine-preventable disease. Information for parents about these diseases may be found at the Centers for Disease Control <http://www.cdc.gov/vaccines> .

3. These diseases have many symptoms that require close monitoring and care to ensure that complications are minimized. It is essential to have a plan of care, coordinated with your health care provider, to act upon the mildest to most severe symptoms of the disease.
4. The school Registrar is responsible for maintaining a list of the children that have an exemption (signed by a parent or guardian and their physician) to immunization for medical, religious, or personal beliefs. This list allows the school to quickly identify children who are most at risk from exposure to a vaccine-preventable disease.
5. The County Health Officer may exclude children who are not immunized when a vaccine preventable disease is identified in the school. Exclusion from school may be necessary to contain an outbreak and prevent additional cases from occurring. The ill child will also be excluded from school as long as they are deemed infectious. The exclusion period varies according to the disease and may be as long as three weeks for exposed individuals who are not immunized.
6. When a child is excluded from school, it is the responsibility of the parent or guardian to keep the child isolated from the public at large to prevent spread of infection to the community. It is also our school's responsibility to determine whether any community event on campus should be cancelled as a precautionary measure. We appreciate your efforts in working with us on this matter.
7. Vaccine-preventable diseases are considered Reportable Communicable Diseases under the Health and Safety Codes of California. If your child contracts one of these diseases, a Public Health Nurse or Department of Health Services Investigator will contact you. Be prepared to provide information about the illness to the investigator. This information is confidential.
8. The parent/guardian and other members of the household, (including siblings), are also at risk of contracting any of these diseases when exposed to an ill child. If not immunized, household members may be considered exposed

and incubating the disease, since this may continue the cycle of infection to others. This in turn requires that household members remain in isolation from the community through the incubation period.

9. The child who is exposed to the disease may be offered preventive medication or immunization to prevent the disease.

APPENDIX E

INCIDENTAL MEDICAL SERVICES FOR OUR LICENSED EARLY CHILDHOOD PROGRAM

DWS staff are able to provide incidental medical services to children in our licensed program for blood glucose monitoring, and administering Inhaled Medication, EpiPen and Glucagon when the following conditions are met:

Glucagon Administration

DWS will provide glucagon administration in an emergency situation, to a diabetic child. The following are required:

- Written permission from the child's parent or authorized representative
- Staff administering glucagon must be trained by a person designated by the child's physician. This verification will be maintained in the staff files.
- At least one person trained to administer the glucagon must be available any time the child is in care.
- Staff must comply with the written instructions for administering glucagon, which will include:
 - How to recognize the symptoms of hypoglycemia and what actions to take
 - How to properly administer the glucagon
 - Recognize potential side effects of glucagon
- Call 911 and the child's parent or authorized representative immediately after administering the glucagon
- Review glucagon for expiration
- Document the child's file each time glucagon is administered
- Notify the Department in the event glucagon is administered

Blood Glucose Monitoring

- Written authorization from parent/authorized representative
- Written instructions from the child's physician, including:
 - Phone numbers of the child's physician and parent or authorized representative.
 - Proper use of the monitoring instrument and other items used while conducting the test. (Must comply with manufacturer's instructions).
 - Determine if the test results are within normal or therapeutic range for the child.
 - Any restrictions on activities or diet that may be necessary.

- Identify symptoms of hypoglycemia or hyperglycemia, and actions to take when results are outside what is normal or therapeutic.
- Each person administering the test must have written permission from the child's parent/representative.
- Staff will record each test and test results. Results will be kept in a binder in the child's classroom, where parents can check results daily.
- Safety precautions – Persons performing the test will wear gloves during any procedure that involves potential exposure to blood or body fluids, perform hand hygiene immediately after removal and disposal of gloves, and dispose of used instruments in an appropriate container.
- Transporting of medicine for field trips and emergencies – Medication, monitoring equipment and supplies, will be carried by the classroom teacher, except for those items that the child usually carries. Glucagon test and at least two forms of glucose will be included.

EpiPen Jr. and EpiPen

DWS may administer EpiPen Jr. and EpiPen to a hypersensitive (allergic) person in the event of an allergic emergency as prescribed by a physician. Such emergencies may occur from insect stings or bites, foods, drugs or other allergens, as well as from idiopathic or exercise-induced anaphylaxis. Whenever these devices are used, DWS must still obtain emergency medical treatment for the child.

The following conditions must be met:

- Written directions from the prescribing physician.
- Use in accordance with written directions.
- Keep ready for use at all times, including field trips.
- Protect from exposure to light and extreme heat.
- Note the expiration date on the unit and replace the unit prior to that date.
- Replace any auto-injector if the solution is discolored or contains a precipitate.
- Call 911 and the child's parent/authorized representative immediately after administering the EpiPen Jr. or EpiPen.
- Notify the Office, the parents, the paramedics if EpiPen Jr. or EpiPen are administered.

Administering Inhaled Medication

DWS staff may administer Inhaled Medication if the following are met:

- Written authorization from the child's parent or legal guardian to administer inhaled medication and authorization to contact the child's health care

provider. Authorization shall include the name and address of the parent or legal guardian.

- DWS staff must comply with written instructions from the child's physician, which shall include:
 - Specific indications for administering the medication
 - Potential side effects and expected response
 - Dose-form and amount to be administered
 - Actions to be taken in the event of side effects or incomplete treatment response
 - Proper storage of the medication
 - Phone number of the child's physician
- Instructions shall be updated annually.
- DWS staff shall record each instance the inhaled medication was administered and provide this record to the child's parent on a daily basis.
- At least one person trained in CPR and First Aid, including the general use of nebulizer equipment and inhalers shall be present any time the child is in care.
- Training materials shall be kept on file in the child's classroom.