



Aurora Waldorf School
Nursery through Grade 8
Parent Handbook

2019-2020 Edition

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Dear Parents,

For those of you who are new to Aurora Waldorf School, welcome! Waldorf Education is unique, and this Parent Handbook is a wonderful resource to help familiarize you with some of the ways in which we differ from other educational institutions. Furthermore, we encourage you to speak with your teachers and reach out to fellow parents; there are many people in our community who are eager to answer your questions!

For our returning families, the Parent Handbook is always a reflection of the growth and change within our school as well as the world at large. In addition to minor changes, we have revised the Tuition & Fees and added a Health Policies & Procedures subsection. Please let us know if you have any questions about any of the information in this handbook!

Kind regards,



Anna Harp
Administrator

Lisa Carrow
Faculty Chair

1. About AWS

Mission

Aurora Waldorf School provides a classical education, integrating rigorous academics with movement, as well as practical and artistic activities. We work with the ideals, insights, and principles of Waldorf Education, acknowledging the gradual unfolding of the human being. We encourage in our students, respect and reverence for the wonders of the world and their own humanity. AWS is a welcoming and inclusive learning community in Western New York, cultivating respect for diversity, and supporting the growth and development of students, teachers and the community at large.

Vision

We strive to educate children for all aspects of life, through the curriculum and educational principles of Waldorf Education. We foster the capacities within all students to become joyful, confident individuals, to think independently, and to respond to the needs of the world with creative intelligence, courage, and love.

Core Values

- We uphold with COURAGE the principles and practices of Waldorf education and commit to on-going accreditation activity through self-study and service to the larger Waldorf and independent school movement.
- We strive toward SELF-DEVELOPMENT and unfolding of the highest potential in ourselves and others in SERVICE to humanity.
- We honor the great heritage of Waldorf education through COMMITMENT to a culture of EXCELLENCE in and among the faculty, students, staff and parents of our school community.
- We strive to cultivate in our students a life-long LOVE of LEARNING and the capacities to selflessly CONTRIBUTE to a better world.
- We value diversity, and warmly welcome individuals of any socio-economic background, nationality, race, ethnicity, religion, sexual orientation, gender identity, or culture.

A Brief History

In May of 1987, a small group of parents began meeting to study the philosophy of the Waldorf approach to education, and in the spring of 1990, the Waldorf School Initiative of Western New York was formed. Enthusiasm for this new school initiative grew quickly, invigorated by visiting master teachers (experts in the field of Waldorf education) from all over North America. On September 4, 1991, on the top floor of a rented church school building in Orchard Park, 14 Kindergarteners, 12 Grade One students, and their teachers celebrated the grand opening of Aurora Waldorf School. During the summer of 1992, a new site for the school became available in the former West Falls Elementary School building, our current location. Amid rolling hills, woods, and open fields, with large sunlit classrooms, a gym, and an auditorium, the site satisfied virtually all of the school's needs. In the fall of 2004, Aurora Waldorf School was able to purchase the building along with 13 acres of surrounding green space.

Aurora Waldorf School, committed to the educational philosophy of Austrian educator, scientist, and artist Dr. Rudolf Steiner (1861–1925), is an independent, non-sectarian school offering a rigorous curriculum including an outstanding program of movement, arts, and practical skills. AWS is the only private, coeducational and non-sectarian school in the Southtowns that offers education for children from pre-school through eighth grade. Students come from 16 WNY school districts. AWS is a member of NYSAIS. As a sponsored member of the Association of Waldorf Schools of North America (AWSNA), we share an independent school association with Waldorf schools in the United States and Canada.

We are profoundly grateful to the founding parents and teachers for their dedication to this school. Their efforts have made Waldorf education possible in Western New York.

“The need for imagination,
a sense of truth and
a feeling of responsibility—
these are the three forces which are
the very nerve of education.”
—Rudolf Steiner

2. Organization of the School

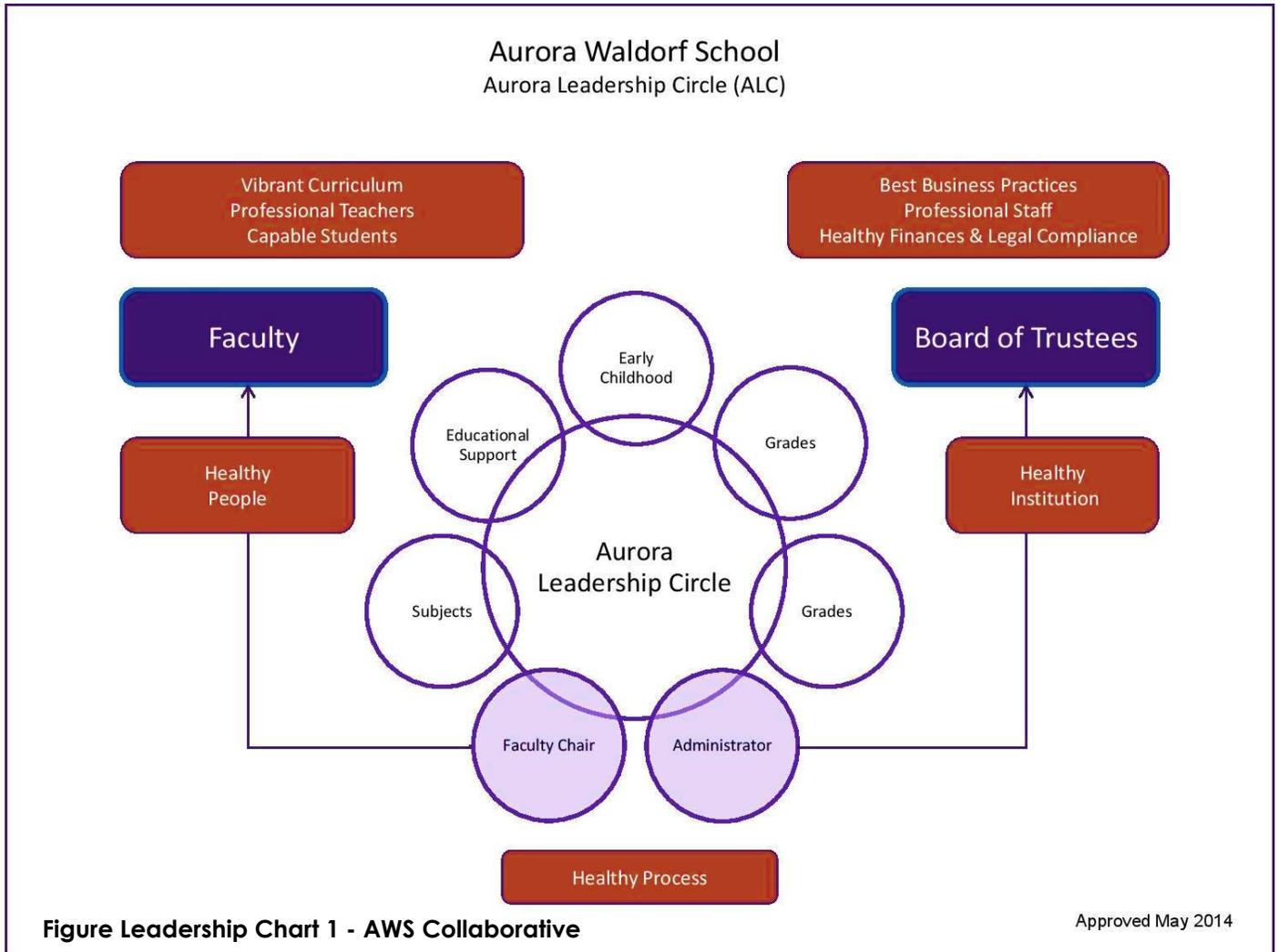
The primary task of the school is to provide the best possible education for our students, so that they may become not only knowledgeable but also inwardly free, secure, and creative adults. The school has four groups that carry out all the diverse functions of its life and activity. These are the Faculty, the Administration, the Board of Trustees and the Parents.

Faculty

The Faculty is responsible for carrying and implementing the pedagogical aspects of the school, as well as nurturing its spiritual life through study and artistic exercise. The Aurora Leadership Circle (ALC) is a faculty committee composed of Chairs from each department of the school (Grades, Subject, Early Childhood, and Educational Support) in addition to the Administrator. This group is tasked with making decisions on the day-to-day business of the school, with input from the respective departments, on behalf of the full Faculty.

Administration

The Administration ensures that the school runs smoothly, by supporting the Faculty and families, and implementing policies and procedures.



Board of Trustees

The Board of Trustees keeps the mission of the school in focus and works with the Administrator and the Aurora Leadership Circle to accomplish the Mission. The Board is responsible for the legal, strategic planning, budget approval, fundraising leadership and risk management oversight matters of the school. Monthly Board meetings, time and date noted in the newsletter, are open to all in the school community. Every Board meeting is recorded by the secretary with the original copy kept in the school office available for community members to read.

Parents

The Parents, through the Parent Council and as individuals, support the school in many ways, including fundraising, nurturing and supporting new school families, and fostering enthusiastic volunteer efforts.

Each group oversees committees that work together to support the education of our children. Committees that are open to Faculty, Board Members, and parents are listed under the Volunteers and Parent Involvement section (page 34) and in Appendix F – Committees of the Board of Trustees.

3. Waldorf Education

The Waldorf curriculum is coordinated with the three phases of growth and development through which children pass as they mature, from the imitative nature of the young child, through the imaginative middle years of childhood, to the thoughtful adolescent. Appreciation and reverence for

the natural world and the cultural heritage of humanity form the core of the curriculum. The curriculum reflects the understanding that each child's development retraces the progress of civilization. The child learns to read after gaining skill in writing, just as reading followed the development of systems of notation. Parents should not expect the sequence or method found in traditional schooling, and in choosing Waldorf it is wise to consider a commitment to at least the first three grades. Integration of knowledge with the child's own experience is stressed, and the resulting deep involvement between child and subject becomes a source of joy.

Early Childhood (EC)

Parent Toddler Groups

Parent Toddler Groups provide a supportive environment for parents to explore the joys and challenges of raising young children and are a good introduction to Waldorf philosophy. Parent Toddler Groups meet one morning per week for two hours. Separate sessions are offered in the fall and spring.

In Parent Toddler Group, children's ages range from infancy to three years old. While parents are talking or doing handwork, the children play together in a homelike setting. The morning also includes a snack, clean-up, and a special time for the little ones: songs, hand-games, painting, baking, simple crafts, or outside play.

1.1.1 Nursery/Kindergarten

Waldorf is a successful holistic education model designed to provide the right lesson at the right time, allowing each child's abilities to unfold. In the first seven years of life, the child seeks to see that the world is a place of goodness and will learn primarily through imitation and activity. In Nursery and Kindergarten, great care is taken in planning a curriculum that fosters wonder, joy, and possibility—the early foundations for creative thinking.

Nurturing and protecting the wonder of childhood is a key element in the Waldorf Early Childhood program. Rather than direct instruction, there is a focus on developing foundational skills in literacy and numeracy for the academic work that will be taken up in the grades. In a warm, home-like setting, the child experiences joyful and exuberant activity, imitating everything s/he sees. The teacher seeks to bring forth the activities in a kind, loving, and noble manner that is worthy of imitation. In a rhythmic way, the child's day flows between individual and social activities, reflecting the need for both quiet and active play.

The morning's activities in a Waldorf Early Childhood are rich with:

- Storytelling, singing, puppetry, dress-up, fingerplays, and games.
- Watercolor painting, crayoning, beeswax modeling, wool, and wood crafts.
- Baking, grinding grains, washing, cleaning.
- Nature walks and developmental movement.
- Foreign language (Kindergarten).

Full-Day Option

For students in Nursery and Kindergarten who need to stay past 12:15 pm, the school offers a "Lunch Bunch" program from 12:15 pm to 2:50 pm on Mondays, Tuesdays, Wednesdays, and Fridays. Aftercare is available on Thursdays from 12:15pm-6: 00 pm. The program includes lunchtime, a rest, supervised games, and free play. A nutritious lunch should be provided by parents for the children who stay for this program or can be purchased from our award-winning School Lunch Program.

Grade School

Students in the Grades experience a wealth of age-appropriate subject matter. Academic work is concentrated during the beginning of the day when children are most alert and receptive. A two-hour “Main Lesson” is presented by each class teacher at the start of the day. Main Lesson is followed by a morning snack, after which a lively rotation of academic and practical subject classes begins. These are outlined on the following pages.

Two great rhythms work concurrently in our grade school: the daily rhythm of lessons and the rhythm of seasonal festivals celebrated throughout the year. Grade-school age children need the ordering quality of rhythmic activity in order to develop the security and confidence necessary for academic achievement and self-disciplined work habits.

A sample grade school day's schedule:

8:30 – 10:30	Main Lesson (including Morning Verse and Circle Work)
10:30 – 10:45	Snack/Recess
10:45 – 11:25	Period 1 (Special Subject)
11:30 – 12:10	Period 2 (Special Subject)
12:15 – 1:10	Periods 3 & 4 Lunch/Recess/Gym
1:15 – 1:55	Period 5 (Special Subject)
2:00 – 2:40	Period 6 (Special Subject)
2:50pm	Closing Verse and Dismissal

Grade School Curriculum

<p>Grade 1</p> <p>Fairy and folk tales</p> <p>Introduction to the alphabet and writing</p> <p>Reading</p> <p>Qualitative aspects of numbers up to 10</p> <p>Arithmetic: the four processes (addition, subtraction, multiplication, division)</p> <p>Nature stories</p>	<p>Grade 2</p> <p>Fables and legends of saints</p> <p>Reading, writing, spelling</p> <p>Introduction to elements of grammar</p> <p>Arithmetic: the four processes; place value, carrying, and borrowing</p> <p>Nature stories</p>
<p>Grade 3</p> <p>Old Testament stories</p> <p>Cursive writing</p> <p>Reading, spelling, grammar</p> <p>Arithmetic: the four processes; linear, liquid, and dry measurement; weight; money; and time</p> <p>House-building</p> <p>Farming and gardening</p> <p>Nature stories</p>	<p>Grade 4</p> <p>Norse mythology</p> <p>Reading, spelling, grammar</p> <p>Language arts</p> <p>Arithmetic: the four processes; long division; fractions</p> <p>Local history and local geography</p> <p>Zoology</p> <p>Introduction of stringed instruments</p>

<p>Grade 5</p> <p>Greek myths</p> <p>Language arts</p> <p>Arithmetic: fractions, decimals</p> <p>Ancient history: India, Persia, Babylonia/Chaldea, Egypt, Greece</p> <p>North American geography</p> <p>Botany</p>	<p>Grade 6</p> <p>Roman history, medieval history</p> <p>Language arts</p> <p>Arithmetic: percentage, business math, geometrical drawing, ratio, and proportion</p> <p>Geography</p> <p>Mineralogy</p> <p>Earth-centered astronomy</p> <p>Physics: acoustics, optics, heat, magnetism</p>
<p>Grade 7</p> <p>Renaissance and Reformation</p> <p>Age of Exploration and Discovery</p> <p>Creative writing, poetry</p> <p>Mathematics: Algebra I, Geometry</p> <p>Geography</p> <p>Sun-centered astronomy</p> <p>Physics: mechanics, electricity, combustion</p> <p>Chemistry</p> <p>Physiology I</p> <p>Nutrition</p> <p>Cyber Civics</p>	<p>Grade 8</p> <p>Mathematics: Algebra II, Solid Geometry</p> <p>American history (to present)</p> <p>Language arts</p> <p>Geography</p> <p>Physiology II</p> <p>Meteorology</p> <p>Chemistry</p> <p>Cyber Civics</p>
<p>Activities recurring throughout the grades</p> <p>Eurythmy, developmental movement, gymnastics, athletics, games, form drawing, recorder, singing, music theory, instrumental ensembles, recitation and drama, painting, foreign language, beeswax, practical arts, handwork, and woodworking.</p>	

Combined Classes

A combined class is a group of students from two separate grades who work within one classroom setting. The teacher develops the program using the Waldorf curriculum from both grades according to the needs of the students in the class. It is important to note that the teacher does not maintain two separate grade-level main lessons. The teacher creates one main lesson that appeals to both grades of learners. Combined classes have operated successfully throughout school systems, both Waldorf and mainstream, for many years. See Appendix J: Combined Classes FAQs for more information.

Grade Teacher Variable Cycle Teaching

For some teachers and classes, the traditional eight-year class teacher cycle may be appropriate, while for others, a shorter term, focusing on lower, middle or upper grades, is healthiest for all. Our variable cycle teaching option permits the faculty as a whole to adjust the term of each class teacher, depending upon the best interests and needs of the students, and the realm in which each teacher is best suited. In addition, we have adopted a middle-school model, in which Grades 6, 7 and 8 teachers may share block teaching of main lessons, a slightly more "high school" schedule, and a homeroom-style beginning to the day, to help prepare these older students for the transition to high school.

Main Lesson Subjects

Each class teacher starts the day with a brief circle of awakening activities, usually including a verse, singing, rhythmic clapping, and moving games, recorder-playing, math games, and recitation. Then the concentrated work of the Main Lesson begins: In a three- to four-week subject block, the teacher has time to enter an important primary academic subject in-depth and to approach it in a variety of ways. (For instance, one class may have a Main Lesson on history for several weeks and then move on to science, math, language arts or geography.) The content is enlivened with poetry, painting, movement, music, beeswax or clay modeling, and drama. Thus, intellectual learning is always combined with artistic, rhythmical, and practical work. Subjects like English and mathematics, which need frequent practice, are taught in both Main Lessons and skills classes at regular intervals. The daily Main Lesson is concluded with work in the Main Lesson book; the student writes and illustrates the Main Lesson book in the course of each block, gaining much practice in handwriting, grammar, art, and composition along the way. The enthusiastic pride children take in creating their books shows that joy in learning has been preserved and promoted.

Reading

Children begin to write in Grade 1; as they go over what they have written, they begin to decode. Each letter has its own dynamics and personality, expressed in its shape. As the "M," for example, is presented as two mighty mountains that must be climbed by a story's heroine, the child's experience of the sound and the form will remain long after the mountain has been metamorphosed into the letter. In Grade 2 the students make the transition from reading what they have written and illustrated in their Main Lesson books to reading both aloud and silently from selected books. The teacher stresses enunciation and expression as much as phonetics. Throughout the remaining grades, the students read a wide variety of literature, including Norse and Greek sagas, Arthurian legends, poetry, tales of tribal life, adventure and discovery, ending with Shakespeare poems and plays.

Math

Students begin with whole numbers and Roman numerals presented qualitatively as well as quantitatively, and all four processes of arithmetic in first grade, progressing to Roman numerals, mental math, and measurement in grades two and three. Long division, fractions, and word problems are introduced in grade 4, with decimals, business math, geometry, graphing and algebra in later grades. Noting the amazing symmetry of number patterns, working from the whole to the parts, and building logically from lower to higher-level skills, are hallmarks of the Waldorf approach to math.

Science

All science begins with the observation of phenomena leading to the drawing of conclusions and the formation of concepts, rather than the other way around. Science study begins in the early grades with nature stories and continues through farming, soils, and the cycles of the year. Zoology, botany and geology, and the relationship of plants and animals to the earth round out the earth sciences in the middle grades. In the upper grades, students conduct and observe physics and chemistry experiments, and study astronomy and human anatomy/physiology, always with an eye for beauty, and a sense of wonder and respect.

History and Geography

Fairy tales, fables, and stories of heroes of many cultures launch the study of history and geography, followed in grade 3 by Native American and biblical (Old Testament) tales. The first historical concepts are presented through the study of the ancient cultures of India, Persia, Egypt and Greece, and the lives of Gilgamesh, Alexander the Great, Buddha, and others. Students compete in an Olympic decathlon, learn about Ancient Rome and the Middle Ages, research the explorers, scientists, and artists of the 1400-1700s, and in 8th grade (the age of the urge for independence!), study the French and American Revolutions.

Artistic and Movement Activities

Artistic and movement activities permeate every aspect of the school's curriculum. Among the many good reasons for this, two stand out: first, children experience accomplishment when they create something useful and beautiful with their own hands or conquer a new athletic skill. Second, artistic and movement activities help develop and round out academic skills. For example, learning to knit and crochet develops the powers of discipline, concentration, and skillfulness; painting, drawing, and clay or beeswax modeling develop the powers of observation and aesthetic sense.

Form Drawing

Form drawing is an integral and unique part of the Waldorf curriculum. The students trace invisible straight and curved lines in the air and through physical movement, then at last draw the same forms on paper. In the interplay of the straight and curved line, all possibilities of form live. Beautiful and intricate forms are created as the children progress through the Grades.

Special Subjects

Special subjects include eurythmy, German, gym and tumbling/gymnastics, handwork, woodwork, practical arts, and music. These subjects are taught by specialty teachers who work closely with the class teacher so that the students experience the curriculum as an integrated whole, with one lesson or activity enhancing another as much as possible.

Eurythmy

All students from Kindergarten through the Grades have the opportunity to experience Eurythmy, the form of movement introduced by the founder of Waldorf Education, Rudolf Steiner. Moving to live music and the spoken word (stories, poems, verses), the students make these sounds "visible," developing physical grace and coordination in the process.

German

The foreign language experience begins through the natural process of imitation in the Kindergarten and continues in the early Grades with poems, songs, and games. In the later Grades, there is more formal work with reading, writing, vocabulary, and grammar.

Gym Class and Tumbling/Gymnastics

Gymnastics, tumbling, acrobatics, games, and many other athletic activities complement the curriculum and meet and assist the child's development. (For instance, when the students are studying ancient Greek history in Grade 5, they will take part in sports that were part of the original Olympics.) Emphasis is placed on helping students acquire and improve their movement and sports skills. The natural desire for competition is directed to the goal of competition with nobility. Competitive sports are not started until 6th grade, at which time we begin to prepare our students for participation in high school sports.

Handwork

In the Handwork classes, boys and girls are taught many hand skills, including knitting, crocheting, sewing, and embroidery. The density of nerve endings in our fingertips is so enormous that it is of great value to develop this "sense," as well as the dexterity of fine motor movement that closely relates to flexibility in thinking and intellectual development. In Grades 1–3 we begin to introduce knitting and crocheting, gradually working toward more complicated projects using these skills (for instance, socks on four needles in Grade 5). Natural fibers and tools are essential to our work of creating practical items.

Woodwork

The Woodwork program begins in Grade 5. Using hand tools like the rasp and gouge, students create functional, beautiful objects - such as recycled paper seed pot forms, spoons, and bowls. The culmination of the four years of study in Woodwork is the creation of a wooden stool by each Grade 8

student, which incorporates the practical skills of wood carving, as well as mathematics and aesthetics.

Music

Singing together is an important part of every school day; students sing with their class teacher and with a music specialist. Music reading, theory, and part-singing are all part of the progressing curriculum, which supports and coordinates with the academic curriculum of each grade. In addition, all children in grades 5–8 sing in a school chorus.

The class teacher introduces the children to the pentatonic flute in grade 1, with simple pentatonic songs. Flute and recorder studies continue, with the class teacher, through the grades. General music, taught by the music teacher, begins in grade 1 and continues through the grades. All grade 4 students begin to learn a stringed instrument, either violin, viola, cello or bass. In Grade 5, students can elect to continue with a stringed instrument or to begin a woodwind or brass instrument. Beginning in Grade 5 students participate in the band or orchestra. Private lessons for the instrument are required for 5th grade through 8th-grade students. Additionally, audition/performance opportunities are available through All-County and other ensembles.

Educational Support

Throughout the regular program of Main Lessons and Subject Lessons, all students are provided with an education that is unusually rich in developmental movement, music and art, literacy and numeracy foundations, and health-strengthening rhythm. Thus, the regular day at AWS has therapeutic benefits that help every child. For those who need more support, the AWS Educational Support Team provides an intermediate level of intervention; it does not encompass the capacity to fully remediate learning disabilities. The EST consists of AWS teachers who directly provide extra academic or developmental support to students, together with other AWS teachers who study and work with the remedial aspects of Waldorf Education. Our goals are

- Provide individualized or small-group support by a team of trained teachers who are consistent in their approach and can work together on a student's challenges over a number of years;
- Strengthen correct practices in the classroom;
- Create learning environments that meet the different learning styles of all children;
- Assist teachers in a team-based approach for observation and intervention;
- Develop a repertoire of screenings, interview procedures and assessments;
- Guide faculty studies of the curriculum and its foundations; and
- Build bridges in the AWS community and with outside service providers, through communication and services. This includes maintaining a clear paperwork flow.

Supporting student progress

The Educational Support program at AWS emphasizes pedagogical methods and interventions based on our understanding of the Waldorf curriculum and of the universal progression of child development. By improving our abilities to perceive and respond to each individual whom we wish to further engage in the process of education, we can help students who meet challenges as they move up the grades.

Class Teachers and members of the EST work together to observe every child in the school, and to identify candidates for a program of extra support. However, we also want parents to let us know of any concerns about academic or developmental progress so that we can decide whether and how to intervene; please contact any member of the EST or your student's Class Teacher.

Standard Assessments provided by the EST

In addition to the many daily observations and assessments made by teachers throughout the school, it is a standard part of our program for students to receive the following types of assessments provided separately by an EST teacher.

Evaluation Lessons

When a Class Teacher believes that a student might need more support than he or she can provide via added in-class attention, the EST may provide a limited schedule of interim pullout evaluation lessons, and will report observations to the Class Teacher.

Developmental Readiness

Evaluation of developmental progress is provided by one of our Extra Lesson teachers before First Grade entry; during the Second Grade year; and when a student is applying to enter the lower grades at other points. Please note that children will not experience this assessment as 'testing', but rather as an interesting program of mostly movement and drawing activities. There's nothing to prepare for, except a special time for individual attention and interesting things to do!

Fourth Grade Reading/Writing and Math Assessments

Every Fourth Grader receives standardized reading/writing and math evaluations, given by the EST. The purpose of these assessments is to provide another avenue to support class teachers as they continue to observe and assess each student's unfolding abilities.

Educational Support provided by AWS

At this time, four modes of one-on-one or small group support are fully or partially funded by AWS as integral parts of the curriculum. Parent approval is required for any ongoing schedule of these services. Homework is very often a component of the programs provided by in-school Extra Lesson or Remedial academics.

Reading and Writing Support; Math Support

Academic intervention services consistent with our Waldorf approaches to literacy and numeracy are provided by AWS specialists in Reading and Writing, and Math Support. All lessons are in one-on-one or small group settings and run 20 to 45 minutes on a regular schedule. Reading and Writing Support assists students with difficulties in the areas of reading, writing, spelling, and auditory processing, among other educational issues. Math Support classes work on basic math skills, grade-appropriate math abilities, and support students who need additional practice to succeed.

Extra Lesson

Extra Lesson derives its name from work begun in the 1970s in England by Audrey McAllen. Taking up Rudolf Steiner's many lectures about the developing child, she was inspired to develop a curriculum of assessment techniques and movement, speech, drawing and painting exercises. (Her book, *The Extra Lesson*, is available through the AWS store.)

Development during the first seven years of life normally produces the capacities needed for classroom learning, including spatial orientation, movement coordination, the ability to change sight perception instantaneously between three-dimensional and two-dimensional space, good body geography and confirmed laterality. Without such faculties, no curriculum—even a Waldorf curriculum—fully works. The goal of our Extra Lesson program is to help the child awaken to and reach a new level of developmental readiness for learning.

Therapeutic Eurythmy

Eurythmy, which means "harmonious rhythm," was developed by Dr. Rudolf Steiner at the beginning of the last century in Switzerland, as a renewal of the movement arts. Therapeutic Eurythmy is a holistic therapy which addresses issues of imbalance on a physical, constitutional level as well as in the

emotional and spiritual realms. Through the active participation of the individual, a new balance can be achieved. At this point, Therapeutic Eurythmy is partially funded by AWS. Our goal is to make sure that Therapeutic Eurythmy can be financially accessible to all students who need this modality of support; families are welcome to apply for assistance.

Lesson scheduling

Lessons take place during the normal school day; for the most part, students are pulled out of a Subject class or an Extra Main Lesson class. (Some Extra Lesson sessions take place during the working portion of the Main Lesson.) In any event, the EST and the student's Class Teacher will work together to devise the least disruptive schedule possible given that some participation will need to be sacrificed.

Parent involvement

Written parental permission is required for any ongoing schedule of the above services. EST members and the Faculty work together to best allocate the resources for these services. Parents who wish their student to receive a higher level of help may elect to engage AWS teachers or other tutoring providers outside of the school day setting.

Academic Intervention Service (AIS) levels at AWS

Level 1 - Student has been identified with mild difficulty with progress; extra help is provided in a classroom setting, and a homework support program may be added.

Level 2 - After a period of extra in-classroom assistance, the student continues to have moderate difficulty with academic progress. Level 2 will include one or more of the following: (a) Guided homework program created by class teacher and/or EST teacher(s); (b) After-school tutoring by an appropriate AWS teacher; (c) One six-week block of once-a-week pullout support during the school day, in a small EST group and/or by an AWS teacher.

Level 3 - After the above, if student progress still is not as desired the pullout program may provide once-a-week, one-on-one lessons; the plan may include partial modification of regular academic goals and/or program. If we conclude that student needs are beyond the capacity of our EST intervention services, we will meet with parents to discuss the possible options for them to provide their child. These may include:

- A third-party Educational/Psychological evaluation;
- Outside tutoring;
- An individualized program at AWS, with modified academic goals; and/or
- Learning Disability Classification for an Individualized Educational Plan (IEP), and possible services from East Aurora Union Free School District under NYS law.

Please note that the available program of academic interventions at AWS does not conform to the amount of AIS level services usually required by the district prior to their provision of evaluation or services; therefore, AWS parents who wish to have their child evaluated or classified for a learning disability will probably need to secure outside services for a period of time prior to district intervention.

Other services that support the Waldorf educational approach

For needs which may go beyond the scope of our AWS resources, such as the need for a medical or an Educational/Psychiatric evaluation, the EST maintains a list of providers. These include the following resources consistent with our understanding of child development:

- Screening by an Occupational Therapist who specializes in Sensory Integration.
- Anthroposophic Medicine; this may include a recommendation for homeopathy
- Collot Therapeutic Painting

- Biodynamic Cranial Sacral Therapy
- Social Coaching
- Speech

To assist parents and teachers with any of the above, AWS has established the position of EST Coordinator, who can answer your questions or provide liaison with outside providers.

Team Sports Program

Aurora Waldorf School believes that interscholastic athletic activities have an important place in the overall development of students in grades six, seven and eight. It is an important arena for social and skill development and provides an opportunity for school pride. We believe that middle school athletics should be a participatory experience that stresses teamwork, sportsmanship, skill development, and discipline; currently, we offer soccer in the fall, basketball in the winter, and track and field in the spring. A link to our sports calendar is available on our website.

Sixth, Seventh and Eighth graders are required to play Team Sports for the full year. This will consist of soccer, basketball, and track. Sixth graders do not play in the annual basketball tournament in Toronto due to tournament regulations.

We strive to provide a quality athletic experience where players can expect to improve and excel. We expect dignified, focused, strong players who conduct themselves with pride and grace in competitive situations and represent the school well.

Health Assessments

NYS requires all students in sports programs to have annual health appraisals.

Home game policy

If your child is participating in a home game that starts within 30 minutes of school dismissal, the coach will be responsible for her/him. However, if your child would like to attend the game as a supporting fan but is not participating in the game, the coach cannot be responsible for your child. Please make arrangements for the proper supervision of your child.

Equipment/Uniforms

Students are responsible for the uniforms issued to them by the school and will be charged for any missing items. These uniforms must be returned immediately at the close of the season. The school does not provide footwear, knee pads, shin guards or socks. Uniforms consist of a jersey or, most often, a jersey and shorts.

Spectator Behavior

Appropriate spectator behavior is simply this: Please let the players play, the coaches coach, and the officials officiate. Please refrain from yelling at the students, issuing directives and/or loudly editorializing while they are playing the game. Instructions are all but impossible to decipher in-game situations and are confusing if they conflict with advice from coaches. Teams and coaches work together on game plans and this relationship should be respected. Please ask questions of your coach at the conclusion of games or at other times rather than during the game.

Fans are prohibited from talking to officials before, during and after the games. Parents are encouraged to be supportive of AWS athletic teams as well as visiting teams.

During contests in our gym, our coaches will supervise their players, but parents must supervise their other children including keeping them off all gym equipment and from being in the building unattended. No spectators should be on the court before or during games or at half times. Only approved scorekeepers are allowed to sit at the scorers' table.

Parents who have questions about our athletic program should contact the Gym Teacher.

4. School Life

Arrival and Dismissal Times

Students should arrive at school -- entering through the front door -- between 8:00 am and 8:25 am, as school will begin promptly at 8:30 am. The doors do not open until 8:00 am. Early Childhood parents are welcome to walk their child to his/her classroom where they will be greeted by the teacher. As the school is awakening and the teachers are busy preparing for the day, we ask that Grades parents say goodbye to their children in the lobby.

EC bussers and Grade students should enter through the lobby doors and proceed to their classrooms or playground. The upper and lower wing playgrounds are supervised for outdoor play between 8:00 am and 8:25 am daily.

The child who is late is at a considerable disadvantage entering into play or the Main Lesson and causes disruption to the teacher and the class. Students arriving after 8:30 am must have a note explaining the reason for lateness from a Parent/Guardian to hand in to the office upon arrival. The office will issue a late pass for the student to give to his/her teacher.

Please arrive promptly to pick up your child. The regular school day ends at 12:15 pm for Kindergarten students in the half-day option and at 2:50 pm for all others.

On Thursdays, Nursery through Grade 5 dismissal is at 12:15 pm, while Grades 6, 7 and 8 remain at school until the 2:50 pm dismissal.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Nursery	n/a	12:15pm	12:15pm	12:15pm	n/a
Full day Nursery	n/a	2:50pm	2:50pm	12:15pm	n/a
Morning Kindergarten	12:15pm	12:15pm	12:15pm	12:15pm	12:15pm
Full day Kindergarten	2:50pm	2:50pm	2:50pm	12:15pm	2:50pm
Grades 1-5	2:50pm	2:50pm	2:50pm	12:15pm	2:50pm
Grades 6, 7 & 8	2:50pm	2:50pm	2:50pm	2:50pm	2:50pm

Daily Dismissal Procedure

Students riding the bus will be dismissed to their bus through the Early Childhood, Upper Grades, and sometimes main lobby doors.

Parents/Carpool drivers are asked to park in the parking lot and wait in the lobby for their child at dismissal. Please keep the driveway in front of the school clear for buses and emergency vehicles.

Parents are asked not to engage teachers or staff in conversation until dismissal has been completed—this is still an important part of the school day and needs our full attention.

Once a child has been received by a parent/carpool driver, that adult is then responsible for the child. Children are expected to continue to abide by school safety rules; in particular, the following are not permitted: climbing trees, throwing snowballs, or running in the parking lots.

If a parent/carpool driver is late for the 12:15 pick-up, whether the office has been notified or not, the waiting child/ren will be delivered by the teacher to the Lunch Bunch/Thursday Aftercare program. The families of those children will be billed the full Lunch Bunch/Aftercare rate.

All after-school plans should be made before school; use of school phones by children will be limited to emergencies.

If there is a change in transportation home, parents must

- Send two notes: one for the teacher and one for the office. If you forget to send a note, please call the office as soon as possible, preferably before 10:00 am.
- If the child rides a bus, notify your district transportation office.
- If the change occurs during the day, phone the office as soon as possible and follow up by calling your district transportation office immediately. Do not email the office for transportation changes.

Most school districts will not transport students who do not live in that district. Please check with the relevant district transportation office(s) before you make alternate transportation arrangements.

Additional School Programs

For the safety of the children, we need adequate staff in the two programs listed below. If you will be using these programs on regularly scheduled days, please send a note or call the office to set that up.

Since children may not be unsupervised in or about the school building or grounds, any unsupervised child will be escorted to, and signed into, the appropriate program.

Billing for drop-in participants in the Aftercare program will be made on a monthly basis based on daily attendance records.

Lunch Bunch Program

For students in Nursery or Kindergarten who need to stay past 12:15 pm, the school offers a structured "Lunch Bunch" afternoon program from 12:15 pm to 2:50 pm on Mondays, Tuesdays, Wednesdays, and Fridays. The program includes lunchtime, a rest, supervised games, and free play. A nutritious lunch should be provided by the parents for the children who stay for this program. Please note: we no longer offer this program on a drop-in basis. We require advance registration for enrollment in this program; please contact the office with your request. There is limited space in this program and enrollment is not guaranteed.

Aftercare Program

For students in Nursery through Grade 8 who need to stay beyond dismissal, Aftercare program is available Monday, Tuesday, Wednesday, and Friday from 2:50 pm to 6:00 pm; and on Thursday from 12:15 pm to 6:00 pm. This program includes snack time, supervised games, space for homework, and time for free play. An additional snack should be sent with children who stay for this program.

To ensure we have enough children to cover the costs of the staff, parents are asked to register their children for Aftercare monthly for the upcoming month. Students not registered by the deadline will be considered drop-ins. See the office for the registration price, drop-in price, and the monthly registration deadlines. **A late fee of \$1/minute will be imposed for pickups made after 6:00 pm.**

Transportation

Busing

If you live within a 15-mile drive of AWS, school districts are mandated by New York State law to provide transportation. Parents are responsible for making these arrangements with their school district office, and care must be taken to observe proper deadlines. Each family is responsible for obtaining the official calendar for their school district so they are aware of which days during the school year bus transportation is not available. To help maintain district bus schedules and preserve good relations, it is imperative that parents call the bus garage if their child will be deviating from scheduled busing arrangements on a given day. If the bus garage does not get called and comes to pick up students that are not here, they may cancel this service.

Bus Conduct:

Students are expected to follow the same General Code of Conduct (page 24) on the bus as they do in school. In addition, please go over the following with your bus-riding child:

- Listen carefully and obey all directions of the Bus Driver.
- You can talk quietly with your neighbor while on the bus. A quiet, orderly ride ensures safe travels for all!
- Offensive language and/or material is unacceptable.
- You are not allowed to bring anything on the bus that you are not allowed to bring to school.
- Always treat the Bus Driver and other student passengers with respect; harassing, insulting and bullying behavior is unacceptable.
- You must remain seated at all times.
- Don't eat, drink, or litter while on the bus.
- Don't mark or damage the bus in any way.
- Keep all body parts inside the bus.
- Emergency exits must be used only for emergencies or safety drills. Never touch the emergency exit unless it is an emergency.
- You need a note from your parent/guardian or the school to the Bus Driver to get on or off the bus at a different stop.
- If the unacceptable behavior continues after repeated warnings, your child may be suspended from riding the bus.

Carpools

You may be able to join an existing carpool. Check the school directory, available from the office, or contact the Parent Council for help. Additionally, please read the following Field Trip Transport Policy.

Field Trip Transport Policy

Although this policy applies to field trips, we encourage all parents/carpool drivers to adhere to these rules during regular car rides to and from school:

- Any vehicle transporting children must have a current inspection sticker.

- Each child must wear a separate seatbelt, and no child under the age of 13 will sit in a seat equipped with an airbag.
- All drivers will adhere to all posted speed limits, as well as to all other rules of the road.
- Use of cell phones will be limited to the adults in the car and to times when the car is parked.
- No recorded music or television will be played in the vehicle.
- The use of handheld video games, music players or personal electronic devices will not be permitted in the car or at any other time during the trip.

Snow/Emergency Closings

Aurora Waldorf School **DOES NOT** close automatically when East Aurora Schools are closed.

Please look for a separate listing for Aurora Waldorf School.

School closing information will be communicated via School Messenger and posted on the [Aurora Waldorf School Facebook page](#) by 6:15 am whenever possible.

School Messenger is a communication system used to make calls, texts and/or email unscheduled school closings and other important events to parents, faculty, and staff. More information can be found at www.SchoolMessenger.com. If you would like to remove a contact number or email from that list, please call or stop at the front desk with your request.

School closings will also be broadcast on local media:

- WGRZ-TV channel 2 (www.wgrz.com)
- WKBW-TV channel 7 (www.wkbw.com)
- WIVB News 4 (www.wivb.com)

Lunches and Snacks

The school provides morning snacks in Nursery and Kindergarten that consist of whole grains and fruits. Organic ingredients are used as much as possible. For full-day Nursery and Kindergarten students, please provide a lunch from home or purchase one from our school lunch program (see below).

For children in the Grades, a wholesome snack for morning recess and a nutritious lunch are to be brought from home. We strongly discourage soda pop, candy, and overly processed foods. Examples of possible snacks include muffins, cheese and crackers, fresh fruit or vegetables, trail mix, and graham crackers with nut butter. A suitable lunch could include a sandwich (preferably on whole grain bread), a yogurt, and fresh fruit or vegetables (carrots, celery, and cucumber are enjoyed by most children). Filtered water is always available. Eating wholesome food not only helps to build strong, healthy bodies but also promotes optimal brain development.

Please note that our school is Peanut-Free. Please DO NOT send in foods that contain peanuts.

Our school lunch program is available on Mondays, Tuesdays, Wednesdays, and Fridays. It strives to provide local and organic foods and always includes whole and healthful menu items. Advance menus and more information are available from the office and on our website:

<https://aurorawaldorfschool.org/programs/lunch-program>.

Items from Home

AWS provides everything that your child will need during the day (except for snack and lunch for full-day students). Therefore, the following items should remain at home:

- Toys

- Sports Equipment*
- Electronics (cell phones, MP3 devices, cameras, iPods, Kindles, laptops, tablets, or other computerized information resources)

In addition, for the safety of all, the following may not be brought to school or on field trips:

- Weapons of any type (knives, guns)
- Explosives of any sort, including all fireworks
- Munitions of any sort, including bullets, casings (empty or full)
- Spray cans
- Matches and lighters
- Illegal substances

If these items are brought to school, they will be taken by the teacher and kept in the office until a parent can retrieve them in person. If the items return to school, they may be kept until the end of the school year. Depending on the intention of the student and the severity of the incident, a student may be suspended, and in some cases, asked to leave the school.

*In some cases, personal sports equipment from home is permitted. Please see the guidelines contained in the Playground Rules on page 25.

Lost and Found

Please mark all clothing with your child's name so the items may be returned if they are misplaced. The school maintains a Lost and Found in an alcove between the two Early Childhood bathrooms in the Lower Wing. Check it thoroughly any time an item is missing. At the end of each semester, unclaimed items are donated to a charitable organization.

School Office

The school office will be open from 8:00 am to 4:00 pm whenever school is in session. Additional office hours will be listed in the school calendar for half-days and days when school is not in session.

Visitor Policy

All visitors during school hours must enter through the front lobby doors, check in with the office, sign in and get a visitor's badge. Parents dropping off and/or picking up their children are not considered visitors. This policy applies to both scheduled and unscheduled visits.

School Store

Our school store is located next to the Eurythmy room and carries a beautiful selection of art supplies, silks, toys, games, books, hand-crafted items, and note cards, as well as Aurora Waldorf School gear: hats, fleeces, and shirts with our logo. Gift certificates are also available.

Hours vary, depending on volunteer staffing; please check the hours posted on store door or call to set up a shopping visit.

Community Room

If you are attending a room parent, or handwork gathering, interested in borrowing a book, or just looking for a place to rest after a long drive to school in a snowstorm, we have just the place. The Community Room is located in the upper-grades hall next to the ski hall. It is open during school hours and evenings. Please be aware that anyone who wants to use this room needs to keep in mind the following:

- Availability may be limited during the week if the room is reserved for a meeting.

- At the end of a meeting or gathering, please confirm that the room is still as clean as when you entered the space.
- This room may be reserved for evening or weekend meetings by completing a Room Reservation Request (available from the Office).

Kitchen/Gymnasium/Space Usage

Occasionally we make our facilities available to parents or community members, with the understanding that school lunch preparation and other school functions take precedence. Usage forms are available in the office; forms must be filled out completely and submitted at least 14 days before the requested use date. Usage must be approved by the ALC.

5. Student Evaluation

Parent-Teacher Conferences

Scheduled parent-teacher conferences twice per year provide an opportunity for parents and teachers to share their impressions and concerns. (Additional meetings with a teacher can be arranged at any time; teachers are helped by hearing immediately about significant changes in a child's life.)

Please arrange childcare or a play date for your child during parent-teacher conferences. Children are not allowed to be unsupervised on school grounds.

Student Reports

Grade Teachers and Subject Teachers write a report of each child's progress twice: at mid-year and year-end. Nursery and Kindergarten Teachers write one report at the end of the school year. The reports are given for the parents' information and are not designed to be shared with the student until s/he reaches 6th Grade. If you have questions about your child's progress, a meeting should be arranged with his/her teacher.

Graduation Requirements

Teachers will provide clear requirements for all subjects to students and parents. In order to achieve formal graduation, AWS students must successfully complete all Grade 8 academic requirements; a passing grade of 70 or above for all academic classes and blocks. In addition, all Subject Class requirements (handed out at the beginning of the year) are required to be successfully completed. Tuition and all fees must be paid in full.

6. Student Conduct and Disciplinary Policies

Meeting expectations and boundaries is part of the educational process and character-building undertaken at school. All teachers work to support each child's health and well-being so that appropriate behavior is a natural expression of that well-being. All members of the school community are responsible for treating each other with consideration and respect.

We also have rules to govern the collective life in the school. The purposes of these rules are:

- To aid in the moral development of the student.
- To protect health and safety.
- To facilitate schoolwork.
- To promote courtesy.
- To protect property.

Every child must be prepared to listen to every staff member in the building who finds a reason to speak to him/her; every staff member is concerned with the well-being of every child.

Teachers handle discipline in the lower grades, as part of the class's group process. The teachers may use stories and daily rhythms, as well as work with the parents. In the upper grades, more direct demand for individual responsibility is made.

General Code of Conduct

- Students will respect all teachers, staff, fellow students, and property.
- Students will meet all classroom expectations.
- Offensive language and/or material is unacceptable.
- There is a hands-off policy: no grabbing, jostling, etc.
- There is no running or yelling in the hallways. A child may be asked to walk back and try again.
- Students will not leave school grounds unauthorized.
- No tree, gate, or fence climbing.
- No snow throwing, ice throwing, stick throwing, etc.

Bullying Prevention and Intervention Policy

AWS is committed to providing a caring, friendly and safe environment for all our students so they can learn in a comfortable and secure atmosphere. Bullying or retaliation of any kind, including harassment or intimidation, is unacceptable at our school. We are a vigilant, informed school and community. This means that anyone who knows that bullying or retaliation is happening is expected to report it. Incidents will be dealt with promptly and effectively.

Although private schools are exempted from NYS law, this policy is designed to be in compliance with NYS law, which states: No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function.

New York State defines "harassment" as: the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

AWS additionally defines bullying as persistent, intentionally hurtful behavior towards another person, including cyber-bullying (using Facebook, social media, posting on YouTube, etc.) that affects students in the classroom. Please refer to Media Guidelines: TV, Movies, Internet, Computer Games, Cell Phones and Social Media (page 43).

Basic Principles

We strive to create an environment where our students grow naturally, feel secure, and approach each other confidently and without fear. In order to create a bullying-free school environment, both the bullied and those who bully need help to transcend the damaging and unproductive dynamics of abusive, bullying, or retaliatory behavior. Consistent with our disciplinary policies, we work

consciously to create an environment where bullying behavior is simply not an aspect of our school culture.

We do this by establishing respectful environments in all classrooms, beginning in Early Childhood. Pedagogical stories, modeling and encouraging appropriate behavior, and teaching the children to support one another are all methods we employ. As the children get older, more concrete tools for effective communication are taught, and the children are encouraged to create and follow their own class's "Code of Conduct." In addition, specific "Social Inclusion" exercises and workshops are often brought into the classroom to deal with issues that may be present. As always, the age of the children determines our approach; we are always working out of the knowledge of what is developmentally appropriate for the students.

In cases where antisocial behavior persists, please see 0 Consequences of Problematic Behavior.

Objectives of this Policy

In accordance with this policy, teachers will bring to students an understanding and awareness of various types of bullying and retaliation, how to prevent them, and how to inform their teachers of situations that may occur. Further objectives of this policy are to provide a statement to all teaching and nonteaching staff, parents, and guardians so that they:

- Have a clear understanding of what bullying and retaliation are
- Know what the school policy is on bullying and retaliation
- Report bullying and retaliation according to the procedures described in the full "Bullying and Intervention Policy" document, available from the Administrator

As a school, we take bullying seriously. Students, parents, and guardians should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

Bus Safety and Etiquette

See Bus Conduct on page 20.

Playground Rules

Our guiding principle is **harmonious play and safety above all**.

Always off-limits: tree climbing; running or dueling with sticks; snowball or icicle throwing; martial arts, including kicking or punching gestures; team games unless all in class are free to join in.

Playground off Early Childhood wing: Off-limits for all children on this playground: No toys or sports equipment from home are permitted. Games requiring an adult referee are not appropriate. No team games or games with a score (except for Grade 3 as below). No tackling or unsupervised ball-kicking.

Early Childhood – Free and directed play as per teacher; imaginative play encouraged. No sport-like play or sports equipment (except long jump rope turned by a teacher).

Grades 1 and 2 – As above. May begin adding some games requiring materials or equipment i.e. Hopscotch (chalk and bean bag); individual jump ropes; etc.

Grade 3 – Games which require slight adult supervision or refereeing should only be played with an adult present in that role; and if disputes begin the game must be stopped.

Playground off Upper Grades wing: At some point with this age, it can be beneficial to let competitors work out their own rules and calls; adults can begin receding to the "safety-monitoring periphery."

Grade 4 – A slight progression from Grade 3 (i.e. Capture the Flag, Kickball, catch, Frisbee, etc.) Fireball recommended. Football catch may be added. Also permitted are rough and tumble activities such as King of the Mountain when snow permits. Off-limits: basketball hoops; soccer.

Grade 5 – May begin adding following sports: softball; touch football; basketball workup games like 'Horse'.

Grades 6, 7 and 8 – All of the above; soccer is allowed on the far-field, so long as it does not become an attraction/distraction to younger classes as above. Heading soccer balls is never permitted (even during an intramural or interscholastic game) and offenders will lose their privilege to play.

Consequences of Problematic Behavior

There are times when children cross the boundaries for acceptable behavior. As part of our educational perspective, we feel that the teacher must relate to each situation and each child as s/he feels will best support that child and the group as a whole. For the most part, problematic behavior needs to be handled by the teacher involved; if that teacher is a subject teacher, s/he will inform the class teacher of any action taken.

Depending on the severity and frequency of the incident, the teacher in charge will:

- Ask a child to sit on a bench at recess
- Send a child from the class for a period of time, not to exceed that particular class period
- Keep a child in from recess
- Give extra work: schoolwork or jobs that relate to the offense or engage the will of the child and that provide an opportunity for reconciliation or restoration
- Send a child home early
- Require detention and/or silent study hall

Generally, discipline will be imposed in a progressive fashion, so that repeat offenses will warrant a more serious consequence than an initial occurrence.

Any child who, in the judgment of the teacher in charge, exhibits deliberate physical aggression or engages in malicious acts toward another person will be removed immediately from the classroom.

In this case, the school will telephone the parents, and the child will be sent home for the remainder of the day and possibly all the next school day. If neither parent can be reached, the child will be placed on in-school suspension. The details of the incident will be discussed with the parent at the teacher's earliest availability. Depending on the offense, a student may be suspended and allowed to return only after a conference and a behavior contract have been worked out by the student, his/her parents, and the teacher involved, in consultation with the Aurora Leadership Circle (ALC). In certain extreme circumstances, the ALC may determine that the student must leave the school.

Communications Notices Regarding Student Behavior

Teachers email Communication Notices to parents for informational purposes and to notify parents about misconduct. The latter are sometimes called conduct referrals. Communications Notices have 4 levels: Level 0 is informational, and misconduct is divided into Levels 1 - 3 depending on the severity of the incident. Level 3 is the most severe.

Level 0: Green – Informational

Teachers use Level 0 Communications Notices to provide information on good behavior or non-behavior related topics.

Level 1: Yellow – Minor Misconduct

Definition: (Disobedience) Any minor disturbances that interfere with classroom order and instruction. Any minor 1st time incident including, but not limited to:

- Distracting other students from learning
- Talking out of turn
- Not being prepared for class
- Chewing gum
- Minor dress code violation

Consequences: Conversation with the teacher. Possible call to parents. May be given extra work. May be benched or kept in from recess and/or attend a silent study hall.

Level 2: Orange - Moderate Misconduct

Definition: (Disobedience, Disrespect, or Defiance) Any repetitive level one incident. Activities and attitudes that show a lack of respect for authority. Examples include:

- Repeated level one incidents
- Cell phone use
- Leaving the classroom without permission
- Immodest clothing
- Talking back to the teacher
- Teasing
- Horseplay
- Cheating

Consequences: Conversation with the teacher. The teacher calls the parent(s). May be given extra work. May be benched or kept in from recess. May be sent out of class. Possible meeting with teacher(s) and parents. The student will attend a silent study hall.

Level 3: Red - Serious Misconduct

Definition: (Disobedience, Disrespect, or Defiance) Any repetitive level two incident. Any physical or verbal abuse. Any activity dangerous to self or others.

- Repeated level two incidents
- Fighting
- Bullying: Verbal, Physical, Electronic (Internet or Text)
- Public displays of affection
- Profanity
- Stealing
- Lying

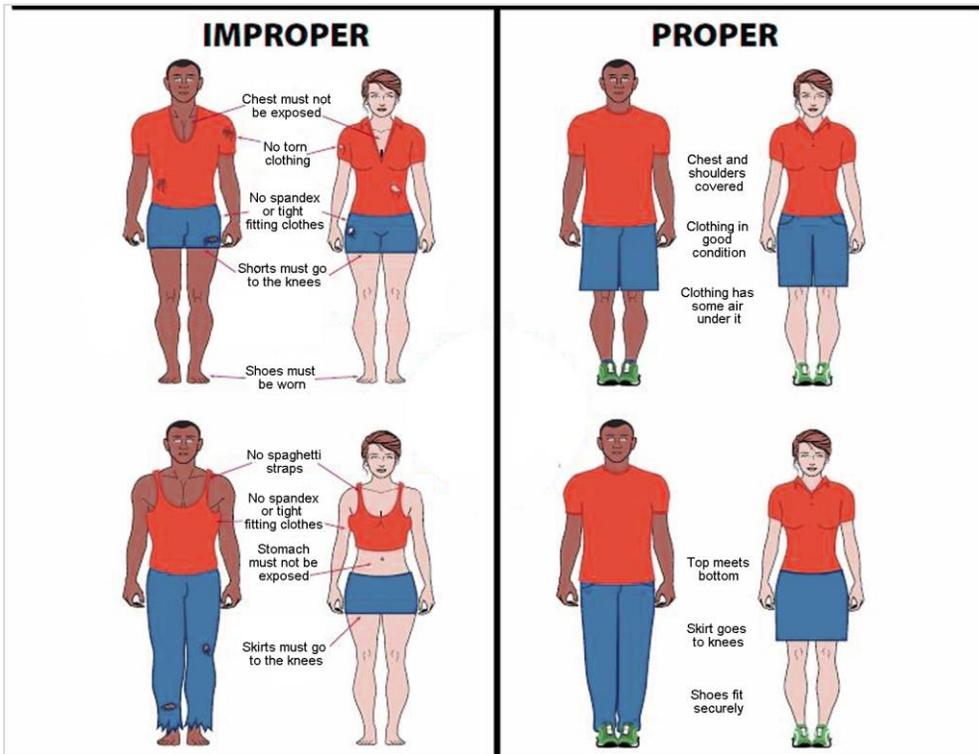
Consequences: Conversation with the teacher. The teacher calls the parent(s). Sent home from school. Possible suspension. Possible expulsion. Meeting with teacher(s) and parents.

7. Student Dress Code

We aim to focus on a positive learning environment by having a dress code for all students. Our school environment is intentionally kept free of distracting influences so children can explore their innate creativity, rather than focusing on commercial images designed specifically to sell something. Any media-inspired clothing, backpacks, lunchboxes and other items are considered a distraction to the carefully planned mood of the classroom and are not appropriate. Revealing clothing and extreme hairstyles are also not appropriate for the classroom. We ask all parents to fully support and use this chart to help their children understand and comply.

Dress Code Infractions

Students whose clothing does not comply with the letter and spirit of our dress code will be required to change into used but clean extra clothing supplied by AWS, or parents will be telephoned and asked to bring in something appropriate. If neither of these is possible, the student may be sent home.



Proper fit and appropriateness of all clothing will be determined by teachers and staff, who will have final authority. They will be guided by the following principles: clothing must be non-distracting and provide modest coverage of the torso and the ability to move freely without adjusting.

Dress Code Infractions for actions that may be taken if a student's clothing is not appropriate.

We also strongly recommend that all clothing be marked with the child's name.

Required Outdoor Gear

Coats – Spring/Fall jacket (fleece, hoodies and/or windbreaker), Raincoat, Winter Coat

Pants – Rainpants, Snowpants

Shoes – Mud Boots, Winter Boots, Sneakers (designated for outdoor use; optional for early childhood) Please, no light-up sneakers or rolling shoes.

Accessories – Hats (winter and sunhats), Mittens, Scarf

Acceptable Indoor Clothing for Regular School Days

Acceptable clothes are free of the following: media images, advertising logos and writing (which are larger than two fingers). Limited graphics that are appropriate for younger children to see are acceptable as well as clothing with the AWS logo.

Tops – must have modest necklines. Chest and torso must always be covered. Acceptable tops include collared shirts, T-shirts, hoodless sweaters and sweatshirts, polo shirts, and turtlenecks. Sleeveless tees with modest arm openings are acceptable in warm weather.

Bottoms – properly fitting slacks, sweatpants, or jeans. Pants, rather than skirts or dresses, are strongly encouraged because students have movement activities every day. Modest capris or shorts may be worn during the fall and spring. Knee-length skirts are acceptable.

Indoor Shoes – securely fitting shoes, such as plain low-top, lace-up canvas sneakers—the simpler, the better. For Early Childhood students, lightweight slippers may be used. Please, no light-up sneakers or rolling shoes.

Jewelry and Adornment: Modest jewelry consistent with a functional learning atmosphere is acceptable. All jewelry, including ear studs, must be removed or taped over for Gym class; therefore, to avoid loss or personal injury, we strongly recommend that jewelry stays at home. Studed necklaces or bracelets, long chains, and clothing with large zippers or attached chains or similar adornments are not acceptable. No body piercing except for the ears, and no makeup or nail polish will be permitted until Grade 8 when subtle daytime makeup (light applications of concealer, lip gloss, mascara, or sheer nail polish) will be allowed. No writing or drawing on hands, arms or any part of the body is permitted, unless as part of an all-class curriculum activity.

Assembly Clothes

Concert Dress (for Ensemble and Chorus performances for Grade 4 and up) – White loose-fitting tops, black or navy bottoms, and dark socks and dark shoes that adhere to the other guidelines above.

Festive Dress (for all other Assemblies, for all children, unless otherwise noted) – Colorful, festive clothing which otherwise adheres to the other guidelines above. Girls are welcome to wear skirts and dresses. Jeans, sweatpants or sneakers are not appropriate.

Gym Clothes

Students in Grades 1–8 have Gym or Tumbling/Gymnastics class throughout the week, and in order to be able to participate fully, safely and happily, they need to wear appropriate gym clothing. Students who cannot go barefoot for tumbling will need to bring gripper socks from home

Gym Uniforms – Gym uniforms, purchased from the school, are required for students starting in the second half of 5th grade (in January), through Grade 8.

If you have any questions about this, please refer to Gym Clothes and Equipment or contact your child's gym or class teacher.

Woodwork Clothes

Grade 5 to 8 students have Woodwork class. On Woodwork class days, students must wear denim jeans (more denim than lycra) that allow freedom of movement and reach below the ankle, socks that cover the ankles and sturdy shoes that completely cover the feet. Hair long enough to limit vision or be caught in goggle lenses must be pulled back or pinned up for safety.

8. Parent Involvement and Community Life

“The healthy social life is found when, in the mirror of each individual,
the whole community is reflected,
and when, in the community,
the virtue of each individual is living.”

--Rudolf Steiner

Being a Waldorf parent is a demanding and rewarding experience. Class parent meetings, conferences with teachers, lectures, and workshops provide you with a rich source of information

about the pedagogical and philosophical background of the school, while festivals and special events help connect us all and create community. Parental involvement is essential to the successful operation, prosperity, and future of our school.

It Takes More than Tuition

Tuition and fees account for roughly 90% of the total operating budget at Aurora Waldorf School. The remainder is raised through direct tax-deductible contributions and special fundraising activities. Because of our educational independence, Waldorf schools are ineligible for most government subsidies and grants. Our ability to make capital improvements, buy additional materials, grow our program, invest in experiences for our students, and develop our teachers mostly rests on funds from non-tuition sources such as gifts, grants, and fundraising. We rely on our community members far more than other institutions for the things that enliven and deepen this education.

We appreciate the difficulties that come with this level of engagement, but the more our parents, teachers, and administrative staff can participate in and support these efforts, the healthier we can be – both financially and socially. There are several ways that community members can support the school, whether it is through their commitments of time, financial support, or talent.

Gifts to Annual Fund: Monies gifted through Annual Fund supplement tuition to support educational programs in the school. Contributions have typically ranged from \$5 to \$10,000, and every school family is asked to offer what they can afford.

Fundraising Events: Our Annual Artisan Auction and Annual Winter Faire offer many opportunities to contribute time, goods, and services and allow community members to deepen their relationships with fellow parents and teachers. Without every family's commitment to work at least 1 shift (just two hours) at the Winter Faire, the event would not be possible. Without every family's commitment to helping create their class's auction donation basket, and without the commitment of many families to help with procurement and many other volunteer tasks the auction would not be possible. Other fundraising initiatives throughout the year also depend on the investment of the whole community to be successful.

Volunteer and Community Service Opportunities: In addition to fundraising events, parents and teachers support the school by volunteering for many other tasks. Volunteer opportunities are published in the newsletter or sent out via email.

Friend-Raising: Parents sharing their experiences at Aurora Waldorf School with other families are the best form of referral. By inviting interested friends and family to admissions & outreach events, Winter Faire, Artisan Auction, class plays, assemblies, festivals, and other such events, you can positively influence our community, enrollment, and budget.

Parent Participation Commitment

In addition to the prompt payment of tuition, all families are asked to make the following commitments:

We promise ...

- To actively participate in school-wide and class-specific fundraising events throughout the year.
- To support our teachers by sharing our time and special skills in service of the many committees that keep the school running.
- To attend class and all-school meetings so that I can hear what is happening and share my experiences in the service of this education.

- To take responsibility for knowing the school's policies and procedures by reading the Parent Handbook, school newsletters and other information provided by the school throughout the year.
- To work with the school's teachers and administrators and to maintain openness to the philosophy of education that makes this school a vital and unique option for my child.

Waldorf education is unique, not only because of what happens in the classroom but because of the collective efforts of the whole adult community. Our collaborative work as adults building a supportive community for all children in the school is just as important as the engaging main lessons, the brisk fall hikes and the singing, knitting, and jump-rope that underpin the development of whole human beings.

Joining a Waldorf community is an opportunity for each of us as adults to continue our own growth and contribute to a community that shares a commitment to wholeness, health, laughter as equally important educational goals.

This can be an overwhelming shift for parents to make and a lot to take in, so we offer all parents the opportunity to learn about who we are, what you can expect on your journey with us and why we do things the way we do. We ask that you attend the class meetings, parent council meetings, and parent education events throughout the year. Specific dates and times of these meetings and events will be available in the Fall and published in our newsletter as well as on our online school calendar. Please make time for these important gatherings in your schedule.

Festivals

In our celebration of festivals, we strive to find in each festival its human connection with the rhythms of the earth and universe, connections which are common throughout every culture and religion. We believe that festive ceremonies associated with these universal experiences help reveal the deeper significance in everyday occurrences. The living rhythms of the year help provide a common foundation for the students. In preparing for the festivals, the Faculty considers the mood of the season.

Michaelmas: Michaelmas is celebrated close to the autumnal equinox. The Archangel Michael—mentioned in the Bible and in the Koran—appears as a protector of humankind, inspiring strength and courage. In school, the students may hear stories about the brave knight Michael who overcomes the dragon with his sword of light. We encourage the wearing of red on that day, as a symbol of the fall season.

Martinmas: On the evening of Martinmas (in November), when days become short, the sun goes down early, and the stars appear in the skies, we encourage students and parents to attend a lantern walk. The lanterns are an outward sign of the inner light that wants to shine forth in this time of year. We may gather around a bonfire for singing and stories. As we approach the winter solstice, both Christian and Jewish traditions use the outward symbol of candlelight to remind us of the inner light of hope and renewal that shines in each of us.

Advent Spiral: Families and students gather together for an Advent celebration. Pine boughs are laid in a spiral pathway leading to the center, with its large candle—the place of light. Surrounded by music, each child walks the spiral holding an apple containing an unlit candle from home. At the center, the child lights his/her candle and then walks back through the spiral pathway, setting the candle down along the way. As the sunlight gradually fades outside the room, the effect is a growing light in the spiral, shining into the winter darkness and marking the beginning of the time of Advent.

St. Nicholas Day (December 6th): This festival is celebrated in Waldorf schools because St. Nicholas is such an example for the virtue of helping others, a quality which we hope to instill in our students. At

our school, letters from St. Nicholas arrive in the classrooms, citing his Golden Book wherein the deeds of all are recorded and he cites individual students for things done well or notes points that could be improved. We also follow the tradition of putting out shoes the evening before for St. Nicholas to fill with treats (often a Clementine, gold chocolate coin, and/or walnuts). Some families find that St. Nicholas also visits their children at home!

Candlemas: Though the cold of early February (Groundhog Day) continues, the forces of root and seed are stirring. Stubs of old candles are collected and melted, and the students celebrate by hand-dipping new candles, with light and warmth reflecting the earth's awakening.

May Day: In celebration of the coming of spring, seasonal songs and decorations fill the classrooms. Dancing around a beautiful Maypole is the highlight of our annual May Day. This is a celebration enjoyed by all!

Special Events

Over the years, we have held many special events (described below). Please refer to this year's calendar to see which events are happening this year.

Opening Rose Ceremony Assembly: At AWS, we celebrate the first morning of the school year. Students, Faculty, Staff, parents, and friends gather for an opening ceremony in which the community welcomes the First Graders with a gift of roses from the Eighth Grade. Brief remarks and the introduction of Faculty and Staff set the tone for a new school year.

Spring Concerts: The music program is highlighted in student choral and instrumental concerts in the late fall and spring.

Holiday Concert and Assembly: This assembly takes place right before the December break. The children share from the rich traditions of Germany and other cultures, with seasonal songs, poetry, and pageant.

Winter Faire: Each year, the entire Waldorf community comes together to create an event that is attended by the Greater Western New York community. The Winter Fair is an old fashioned, fun-filled event which serves as an outreach and community-building activity. A steering committee consisting of both Staff and parents organize this event. All parents are encouraged to participate in order to make this a successful event.

Community Lectures/Conferences: Each year AWS strives to offer free lectures and workshops on Waldorf education and child development. These are often open to the greater Western New York community.

Basketball Tournament: Each year, we participate in a round-robin tournament at Toronto Waldorf School with Grades 6-8 teams from several Waldorf Schools. Our regular opponents (schools we frequently see at our Grade 5 Olympiad) are from southern Ontario: Halton, Toronto, and Waldorf Academy Waldorf Schools.

Gratitude Brunch: Supporters, grandparents and friends of Waldorf families are invited to enjoy brunch, followed by a performance by each of the Grades. The Kindergarten classes have a special presentation before brunch. Classrooms are opened at the end of the day so that the children can visit with their guests, introduce their teacher and friends, and show their work.

Circus: Families are invited to come and see the "parade of animals," tumbling, juggling, tricks, and other feats, as well as demonstrations on gymnastic apparatus, all performed by our Grades students. This event occurs in May.

Olympiad: Each year, we host and welcome several Waldorf schools to participate in the Fifth Grade Pentathlon, modeled on the ancient Olympic Games.

Field Day: We celebrate one day during the last week of the school year with many outdoor races and games. Each team comprises students from each grade level, and the teams compete for the grand honor of being the first group to receive popsicles. Parents are invited to attend.

Closing Rose Ceremony Assembly: As the children in Grade 8 complete their year and move on to high school, families and friends join to celebrate this event on the last day of school. The Grade 1 class then says goodbye to the graduating Grade 8 class with a gift of roses.

Graduation: The school community celebrates the end of each Grade 8 Class's journey through the Grades with a ceremony open to all, which may include presentations by students and teachers.

Auditorium Etiquette

To help family and friends enjoy our school's programs (concerts, plays, assemblies, etc.) and to make it easier for the children to do their best on stage, the following reminders are offered to all our AWS audience members:

Please make an effort to be settled in your seats before the program begins. Make sure cell phones, watches, and any other electronic devices are turned off. A moment to relax and turn one's full attention to the program often enhances the enjoyment of the performance.

Performing on stage requires concentration. Video cameras and other recording devices with screens (including cell phones) are a distraction to others in the audience and should only be used from the last four rows of the auditorium and for personal family use only. Please be respectful of all the of those parents who do not use social media and prefer not to have their children's image used anywhere online. Please refrain from posting any footage or photos of others online. Flash photography is an even greater distraction to both performers and audience members and is prohibited.

AWS is not responsible for providing and distributing photos and videos of performances other than specifically noted.

Talking (even whispering) during the performance is disrespectful to the performers as well as distracting to others in the audience; it also sets a poor example. In fact, any excessive movement or commotion can be an irritation to those who wish to listen. Noisy infants or young children should be quietly taken from the auditorium.

Enthusiastic applause at the end of a complete performance or musical selection is encouraged and appreciated. Whistling, shouting, hooting, and stamping are not appropriate.

Parent Meetings

Parents of children in the school are strongly encouraged to attend class parent meetings with their child's teacher. These meetings are held at least twice a year and provide an important opportunity for the teacher to meet with the parents as a group and to convey a deeper understanding of Waldorf pedagogy. Presentations are often made by the teachers and there are discussions of life outside the school. These meetings enable parents to become better acquainted with their child's life at school, as well as with the other class parents.

Attendance at School Functions

Attendance at school functions (e.g., assemblies, open houses, concerts, festivals) is strongly encouraged as an important way of becoming more knowledgeable about AWS and its program. However, AWS reserves the right to prohibit attendance by anyone whose behavior at these functions is inappropriate or disruptive. Any such determination will be communicated in writing by the Faculty and Board and will remain in effect until revoked in writing by the Faculty and Board.

Volunteers and Parent Involvement

Volunteers are the lifeblood of Aurora Waldorf School. Each year AWS expects that all parents of children enriched by Waldorf Education find an individually appropriate way to support the needs of our school. Volunteering is one of the simplest and most effective ways to do this. Any task carried out by a volunteer helps reduce operating costs, and volunteering is also a great way to get to know the school and the community. The following is a list of volunteer opportunities:

These departments need volunteers on an hourly basis:

- Administrative Tasks
- Information Technology
- School Lunch Program
- School Store
- Enrollment
- Costume & Set support for class plays
- Gardening Maintenance

To volunteer on a more long-term basis you are encouraged to join one of the following committees*:

Accreditation: This group is tasked with guiding the process of our school's accreditation with the Association of Waldorf Schools of North America (AWSNA), as well as with the New York State Association of Independent Schools (NYSAIS). *

Buildings and Grounds: This committee oversees the care and maintenance of and future planning for our various buildings and grounds. *

Finance Committee: The Finance Committee oversees all financial issues at the school. *

Marketing and Enrollment: This committee researches and recommends improvements to the school's current enrollment processes, develops and maintain key marketing materials; and identifies opportunities to create new school-sponsored events or augment existing events with enrollment-focused outreach initiatives. *

Governance Committee: This committee makes sure that the governance documents of AWS set out living principles which help the school function effectively. *

Parent Council: Every AWS parent is considered a member of the Parent Council, which serves as the organizational structure for the parent voice. Within the structure, Room Parents (see below) serve as representatives for each class. There is also a Parent Council Chair or Co-Chairs that serves as a liaison to the Board of Trustees, the Aurora Leadership Circle and the Administration. Parent Council Meetings are attended by Room Parents and open to the AWS community. The dates for each meeting are listed in the school calendar and announced in the school newsletter. **

Room Parents: Room parents (RPs) assist their class teachers with activities such as festivals, workdays, class plays, trips, phone trees, and any practical matters that need tending. RPs attend Parent Council meetings. At these meetings, the RPs acquire relevant information to share with the teacher and the parents of their class and they tend to any matters of concern. Ideally, there are two Room Parents for each class including Early Childhood. **

* Please contact the Committee Chair or the School Administrator if you are interested.

**The contact for Parent Council and Room Parents are the Parent Council Chair.

Parent Engagement Hours

Guidelines: We are grateful to the many AWS families who already spend hours volunteering. We believe parents will not find it difficult to meet and exceed the participation requirement and reap the many added benefits of participating in this active and diverse school community. The minimum number of parent participation hours per family is based on the program in which their oldest child is enrolled:

- 20 Volunteer hours for the Grades 1-8 program
- 10 Volunteer hours for the Kindergarten program
- 6 Volunteer hours for the Nursery program

Please note that a minimum of 20% or two hours, whichever is greater, of these volunteer hours, must be fulfilled in designated Winter Faire tasks, which have always been dependent on everyone helping out. The remaining hours may be fulfilled by participating in other volunteer opportunities to be announced throughout the year in the newsletter and via email. Students in Grades 4 – 6 may volunteer with their parents and have their hours counted towards the family's requirement. Students in Grades 7 and 8 may volunteer without our parental supervision. Families may also donate volunteer hours to other families. Any parent engagement hours not completed by June 30, 2020, will be assessed \$10 per hour.

Recording Hours: Please record your family's volunteer hours in the Volunteer Logbook in the lobby. The family log sheets are ordered alphabetically. Whenever you volunteer, please take a ticket from the roll next to the logbook, write your name on the back, and put it in the jar. Each month during the school year we will draw a name for the volunteer reserved parking place!

9. Admissions

AWS admits students of any race or ethnic origin. AWS does not discriminate on the basis of race, color, creed, or national/ethnic origin in admissions, educational policies, or any school programs.

The school will strive, within the scope of the education that the Waldorf philosophy and curriculum normally offer, to fulfill the needs of all children enrolled. While we expect each child to thrive, we cannot ensure that services beyond our current capabilities will be offered for children with learning disabilities or other special needs.

Admission Procedure

The admissions process begins when a parent completes an on-line application and application fee.

After the teacher has received the completed application form, the parent(s) will be contacted to set up an assessment for the child and an interview with the parent(s) and child. "Shadow days" at the school and home visits with the family may also be conducted.

Once the student has been accepted, the school will send a letter of acceptance. After this, the parent(s) will be contacted by the School to complete the required forms.

New students will be admitted for a four-week trial period. At the end of this period, the teacher (and other Faculty, where helpful) will determine whether final admission is appropriate.

Withdrawal Policy

Each AWS family understands that in order to provide its service, AWS must make certain financial commitments for the entire school year and that these commitments are made in the expectation that the tuition will be paid in full. No pupil will be enrolled for any period shorter than the full academic year, except by special arrangement, as in the case of late enrollment or a trial period. If a student is withdrawn from the school during the trial period, then AWS agrees to make a pro-rated refund to the family based on the actual number of school days in the school year prior to the withdrawal.

Tuition Refund Insurance Plan: Due to low enrollment in the tuition refund insurance plan in 2016-17 and years prior, we are ineligible to participate in the program unless we make it mandatory for all to enroll.

Attendance Policy

The AWS Faculty expects that all students will be in attendance on all scheduled school days unless they are unable to attend due to illness or other excused absence. Therefore, we strongly urge that family vacations be planned to coincide with the vacation days listed on the school calendar.

Vacations and other unnecessary absences cause students to miss valuable classroom experiences and are disruptive both to a student's progress in school and to the teachers. Although every effort will be made by teachers to assist a child who has been absent due to illness in making up missed schoolwork, this same extra effort will be made for unexcused absences only at the teacher's discretion. Please inform the class teacher and the main office when there is a planned absence.

In cases of excessive absences (10 or more days are missed), the ALC may require a conference with the parents. In extreme cases in which a child has missed a significant portion of the program, the ALC will review the circumstances and, at its discretion, may determine that the child cannot advance to the next grade or graduate from the school.

The faculty strongly encourages parents to do whatever they can to promote good health so a child is able to attend school. A lot happens in one day and it can be difficult for a child to make up what has been missed. Although we do encourage sick children to stay home and rest, we also recommend such measures as healthy meals, appropriate clothing, stimulating activities, minimal amounts of media exposure, and early bedtimes.

The school is required to keep accurate attendance records for every absence. Please telephone the school office (655-2029) as early as possible on days when your child will be absent because of illness or for any other reason. You can leave a voicemail at the main desk if it is before 8:00 am; as a safety measure, the school will contact parents of an absent student to verify their whereabouts if we have not heard from you.

If a student is unable to participate in any subject class (including gym) a doctor's note must be given to the class teacher and main office in advance of that class.

Tardiness Policy

The Faculty expects all children to arrive for school promptly. One of the most important times of the day occurs when school begins. The initial activities set the mood and goals for the day, and tardiness impedes the students' progress. Children should arrive no later than 8:25 am, so they can be settled in their classroom and ready for Main Lesson to begin at 8:30 am. Tardiness is defined as not being in the classroom and ready to begin the Main Lesson at 8:30 am.

Students arriving late to school need a note from a Parent/Guardian to hand into the office upon arrival explaining the reason for the tardiness. All students arriving after 8:30 am must sign in at the office. The children will be given a late pass for the teacher and, in the case of younger children, an escort to their classroom.

The school is required to keep accurate attendance records. This includes keeping track of when a student is late. The number of acceptable instances of tardiness (barring emergencies) is three (3). After three instances of tardiness, the ALC may call a conference with the parents, teachers, and the Administrator to discuss how the situation can be remedied.

10. Health Policies and Procedures

Peanut-free: Due to an increased number of AWS students with severe peanut allergies, we will be a peanut-free school as of October 1, 2018. Our Nursery, Kindergartens, and Lunch Program are already peanut-free (sun butter - butter made from sunflower seeds - is a staple in the Early Childhood classrooms), so this change is only new for the grades. When packing school lunches, please be sure to read labels on

prepackaged items as a surprising number have peanuts in them. Thank you for helping provide a safer environment for all our students.

Immunization Requirements: At the Aurora Waldorf School, our students' overall health is always a priority and concern. The school follows immunization requirements put in place by the New York State Board of Education

Student Illness: A child who is ill does not belong in school, both for his/her own sake and out of consideration for the health of others. If the child has any of the following symptoms or diagnosis, s/he should remain at home:

- A fever of 100 degrees F or higher.
- Green mucus coming from eyes, ears, nose, or mouth.
- Vomiting or diarrhea within the past 24 hours.
- Weeping wounds.
- Weeping, wet poison ivy – unless it is sufficiently covered to prevent spread to others.
- Any communicable infection or disease, such as measles, mumps, chickenpox, hepatitis, pinworms, lice, scabies, pertussis, pink eye, impetigo, viral meningitis, rubella, salmonellosis, E. coli, staphylococcus, and smallpox. (Please promptly notify the school office or class teacher if your child has any such infection so that potential exposure to classmates can be [confidentially] assessed.)
- Influenza or flu-like symptoms; e.g., aches, fever, coughing, sneezing, headache, nausea.
- Any bacterial infection until on antibiotics for 24 hours.

If there is some question about wellbeing in the morning, it is better to keep the child at home. A child must be fever-free (without using fever-reducing medication) for 24 hours before returning to school. Children also recover more quickly given a chance to rest during an illness; therefore, we recommend that parents allow one full day of rest at home following an illness.

A child who becomes ill during the day will be allowed to rest in the nurse's office. Parents will be contacted to pick up the child as soon as possible if the child is too ill to remain in school.

Injuries: Children who incur a mild injury while in school are given simple first aid, either by the nurse on duty or a staff member. Parents will be notified by phone according to the information listed on your Emergency/Transportation form on file in the office, and/or by an accident/injury report at the end of the day, depending upon the degree of injury. If in the opinion of the staff on-site at the time, your child's injury/serious illness warrants emergency treatment, Emergency Medical Services (911) will be called and they will dispatch an ambulance. Parents will be notified as soon as possible if 911 is called, and told where to meet their child.

Medication: Any and all medications kept at school for students, whether prescription or over-the-counter, must be kept in the School Nurse's office, along with a note from an MD:

Over-the-counter medications, in the original packaging, with student's name affixed to the container, must be delivered to the school office in person by the parent along with the parent's written permission and a physician's order.

Prescription medications must be supplied in the original pharmacy-labeled packaging along with the parent's written permission and physician's order. (If you ask your pharmacy to fill the prescription in two separate labeled bottles, one can be left at school for the duration of the treatment.)

Lice: Head lice are common among children. They are not a health hazard or a sign of uncleanliness and are not responsible for the spread of any disease. Head lice are usually transmitted through sharing or mingling of personal items such as hats, combs, bedding, towels, etc. Therefore, the best way to prevent an outbreak is to instruct your children never to swap or share such personal items.

During an outbreak in the school, parents are encouraged to check their children daily for nits (eggs) and to please notify the office if any are found. Also, children with long hair should be encouraged to wear it braided or tied back securely.

If a child is found to have nits or lice, s/he will be sent home, and parents will be requested to follow treatment guidelines provided by the school nurse and their healthcare provider. Siblings of the child, as well as the other children in the same class, will be checked by the school nurse immediately. A letter to the entire community will be sent home, stating that a case has been found and recommending that all students' heads be checked for the possibility of lice, and treated appropriately before returning to school. Any child with nits or lice must stay home from school until they have been treated, and are nit-free. Parents must check for nits or live lice every morning and night for the two weeks subsequent.

Upon returning to AWS, children who have been treated for lice must be checked by the school nurse, or another designated adult, before re-entering the school.

Teachers will take measures to reduce the likelihood of transmission, including sending home articles such as pillows, smocks, and extra clothing for laundering in hot water.

Ticks Ticks are becoming more and more common in Western New York. Since our students are fortunate enough to enjoy the outdoors almost every day, it's important for parents to be vigilant.

The students in the lower grades wear rubber boots and rain pants most of the time for regular outside recess and hikes. During tick season extra caution is taken and lower grade students continue to wear rubber boots and rain pants in all-weather especially when playing across the driveway, on the near and far playgrounds, or in the woods.

The upper-grade students are encouraged to cover up and teachers discuss the importance of tick checks.

It is important for parents to adopt the habit of checking younger children from head to toe every evening and teach older children how to check themselves.

Hearing and Vision Screenings: Hearing and vision screenings are provided by the school nurse, following NYS guidelines. If the nurse has concerns regarding your child's hearing or vision results, a note will be sent home.

11. Security Policy

Doors: Lobby Doors will be unlocked from 8:00 am to 9:00 am and 2:50 pm to 3:30 pm and for special events. All other doors will remain closed and locked from the outside at all times. Propping a door open is against the security policy.

Keys: For the safety and security of our students and employees, it is against school policy to share keys or security codes. If you need to be issued a key, please fill out a key request form and return it to the Administrator for approval. Keyholders sign and agree to the key holder agreement before they are issued a key. Keys must be returned to the main office if/when you no longer need them.

Safety Drills: Fire and other safety drills are conducted in accordance with local regulations.

12. Child Abuse

Any AWS employee who receives a report of alleged child abuse or has reason to suspect abuse as defined in Article 6, Title 6, Section 412 of the New York State Social Services Law is required to report the allegation to the Child Protective Services (CPS) office associated with the county in which the alleged abuse took place. AWS employees are defined as mandated reporters (Section 413).

13. Communication

Communication is a cornerstone of Waldorf education. A healthy community relies on respectful, honest and direct communication between all. It is expected that all realms of the school (parents, teachers, staff and Board) will bring ideas, requests, concerns or complaints directly to the person or persons involved. In many cases, this important first step will be all that is needed. When effective communication is not possible without guidance or help, individuals are encouraged to refer to the Policy on Resolving Differences below.

Resolving Differences Policy

The intent of this policy is to describe the fundamental agreements we hold as a community about how to resolve differences of opinion and the process we will use to ensure that every member of our community has an appropriate, safe and respectful forum in which to bring concerns for resolutions. (See chart below; for more information, please see the Administrator.)

Where differences occur and remain unresolved, the following three-step process is made available and encouraged by the school. Any party to an unresolved difference may initiate the process at any time.

Step 1-- Individual discussion: All members of our community are expected to strive to resolve differences through respectful dialogue and honest exchange of the relevant facts and viewpoints between the people directly involved in the matter and within the framework of the normal day to day operation of the school.

Step 2-- Mediated Meeting: If for any reason step 1 is not successful or is not felt to be an acceptable method of resolving differences, either party involved at any time may speak to the Administrator to request a wider mediated meeting. The Administrator will set up:

Pedagogical Concern Meeting; when a parent and teacher cannot resolve an issue through direct conversation. Depending upon the nature of the concern and the judgment of the Administrator, the meeting may include the Administrator, the relevant Department Chair, a mentor, EST representative(s), Aurora Leadership Circle member(s) and/or a supportive friend for each party.

Common Concern Meeting; when the concern is non-pedagogical in nature. Depending upon the nature of the concern and the judgment of the Administrator, the meeting may include the Administrator, a neutral party as a mediator and/or a supportive friend for each party.

Step 2 meetings must be documented. Request for step 2 meetings must be in writing and have attached relevant background to the dispute including steps taken thus far to resolve it.

Step 3-- Collaborative Meeting: Where previous steps have not successfully resolved the difference, any party may make a request to the Administrator to proceed with step 3. The meeting may include representative(s) of the Board of Trustees, member(s) of the ALC, the Administrator, a neutral mediator and/or a supportive friend for each party. The Administrator will arrange the logistics of the meeting and inform the Board president. Requests for a step 3 meeting will be in writing and have attached the relevant background including steps taken thus far to resolve it.

All unresolved matters will be referred to the Board of Trustees for a decision. Please see the **Resolving Differences flowchart** on the next page..

Guidelines for Social Interaction

AWS is committed to positive adult communication that models a civil society for our students, as well as an overall atmosphere of respect and courtesy.

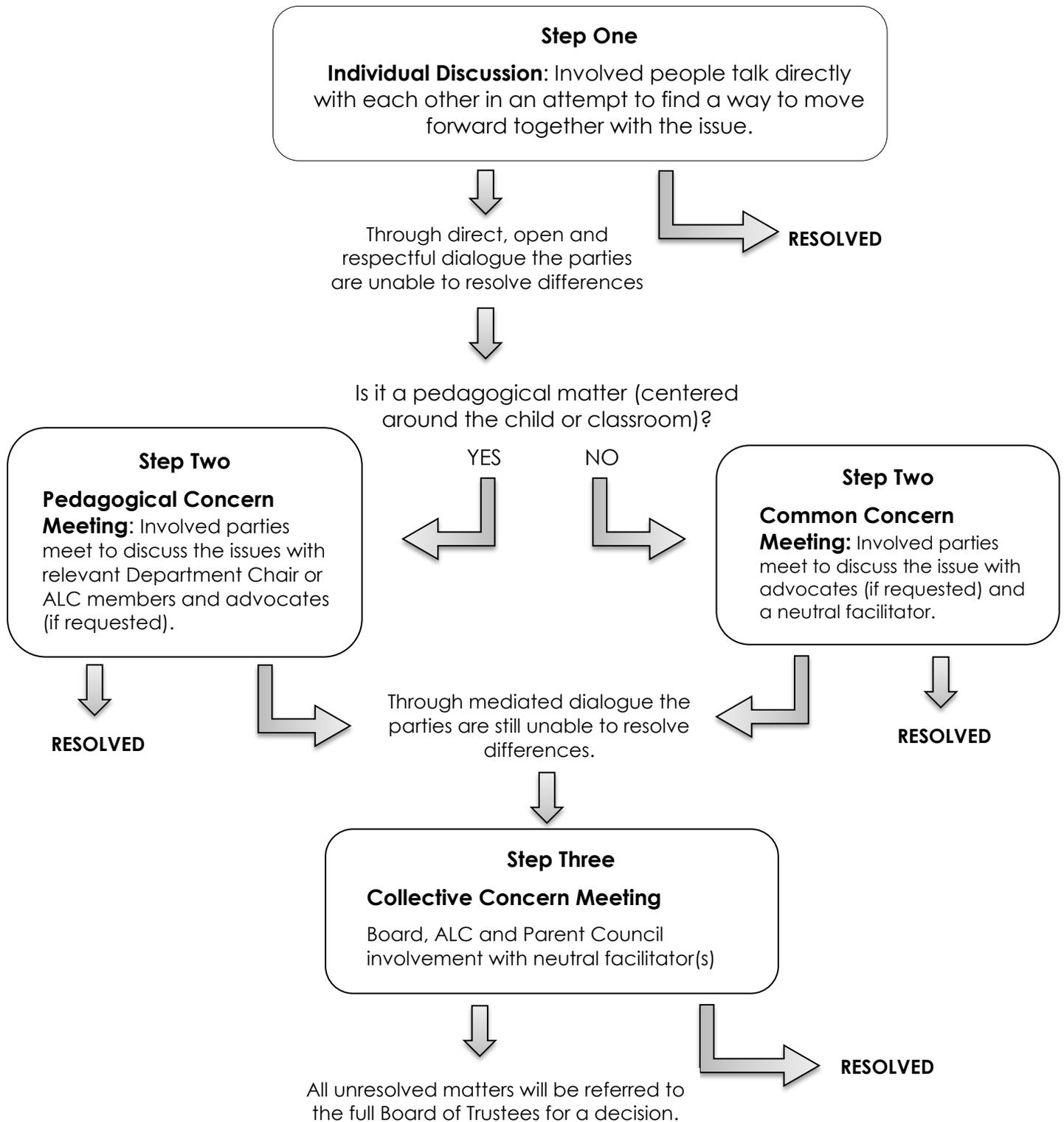
Email, voicemail and a fast-paced lifestyle present new challenges to effective and civil communication. All communication should foster mutual respect and a climate in which different perspectives are heard and valued. While it is natural for concerns to arise within any community, such concerns should be communicated in a productive and constructive manner. In addressing such issues, an important starting point is a recognition that the best interest of the students is the first priority. The Administrator is the first stop when there is a question or concern regarding these Guidelines for parents, faculty, and staff.

Basic Principles:

- Demonstrate respect, both in what is said and how it is said.
- Focus on issues, not individuals.
- Keep an open mind. Be positive and flexible. Ask questions first.

Guidelines:

- Raise concerns with the appropriate person.
- Use good judgment about the amount of contact that is appropriate.
- Be mindful of the amount of time an individual concern may take.
- Demonstrate public support for one another. Convey the message that parents and teachers are on the same team.
- Schedule appointments if a discussion is needed instead of dropping in or raising concerns in public settings, especially before school, after school or when faculty and staff are outside on recess duty.
- Keep in mind that voicemail and email are public documents and confidentiality cannot always be assumed.
- Understand that conversations may be documented and that a third person may be present.
- Verbal, physical, or sexual harassment will not be tolerated.
- Emails are considered "findable evidence" in a court of law. One rule of thumb to keep in mind is that you should not say or write anything that you wouldn't want to be printed in the newspaper.



School Calendar

The live school calendar, which lists all meetings, special events, and other school-related activities, is updated regularly. It is available on our website and on Google; a hard copy is available by request at the beginning of each school year. Confirm dates and times on our online calendar or in the Upcoming Events section of the newsletter.

School Directory

At the beginning of each school year, you will be provided with a current digital AWS Directory. This roster of the AWS school community is for your information and use only. It is provided as a courtesy to enable you to contact members of our community regarding official school-related issues.

As we live, trust, and support each other in our AWS community, there should be an awareness of the privacy that some families need. The AWS Directory may not be used to reach school families on a large scale for any purpose not related to AWS.

School Folders and Letters Home

Information travels each day to and from school; for that purpose, we provide a waterproof folder with the student's name on it. (Early Childhood children use felt folders.) Please use this regularly, and make sure it is in your child/ren's backpack daily.

Letters from teachers are periodically sent home with your child. These contain meeting and study group information, Main Lesson block summaries, field trip details, and other class-specific news.

Newsletter and Lobby Policy

AWS is a large and diverse community. Given the breadth of interests and involvement in many outside activities of our parents, teachers, staff, and trustees, it is important to clarify the appropriate use of two much-used, "public" realms of AWS. Our newsletter and front lobby strongly influence the first impression that people form about the values and priority of our school.

Newsletter: The Newsletter will be e-mailed on a regular basis; hard copies will always be available in the office. The Newsletter should be read in its entirety, as information pertaining to policies, upcoming events, calendar changes, and committee activity is published here, as well as helpful articles about Waldorf education that inform and educate parents. Please call the office if you do not receive yours via email.

Its purpose is to serve as the official communication to school families and other interested persons of class, office, board, and Parent Council information. Upcoming school events, classroom news, requests for help, employment information, and other important notices are published as "required reading for all AWS families." Information regarding other Waldorf schools is also included as appropriate.

The "Notes from Home" section is for the brief, one-time notices (sale of a home, lost or adoptable pet, babysitter wanted, etc.). Submissions are printed at the discretion of the newsletter editor. No advertising will be accepted. Submissions may be emailed to newsletter@aurorawaldorfschool.org or brought to the office.

Front Lobby: Given the wide range of all our outside interests, and since our front lobby is an immediate reflection of the values of the school itself, we must take special care to prevent this area of the school from becoming a general "community" bulletin board.

The Bulletin Board – This area is limited to posters and other notices which pertain to AWS, other Waldorf schools, or anthroposophical initiatives.

The Front Desk – This area is limited to flyers, pamphlets and other notices which pertain to AWS, other Waldorf schools, or anthroposophical initiatives.

The Lobby Doors – This area is reserved for posters for AWS events from Staff or Faculty. The front door closest to the call box is to be left clear at all times to maintain clear vision to the outside for the office staff.

14. Home Life

The more the child's home life harmonizes with and complements the experience at school, the healthier and happier the child will be. We encourage all parents to cultivate this harmony through attendance at class parent meetings, lectures, meetings for parent education and use of the many publications and other resources available through the school.

A key element at home and at school is maintaining regular rhythms of the day, the week, and of the seasons with their festivals. Daily rhythms give form and security to our lives, as the returning festivals bring deeper meaning and joy. Simple routines mark the school day: morning verse, a blessing at snack time, and another verse to end the day. At home, regular times for meals, chores, play, and bed are helpful in continuing this rhythm. Regular patterns of work and play, sleeping and eating, etc., strengthen the child and make life easier for the entire family. We strive to bring aesthetic wholeness to all we do at school; nurturing beauty and serenity at home—by lighting a candle at mealtime and bedtime, speaking a verse or blessing, and taking care that the environment is harmonious and beautiful—can bring healing and nourishment to all family members in our increasingly chaotic times.

Media Guidelines: TV, Movies, Internet, Computer Games, Cell Phones & Social Media

Aurora Waldorf School is dedicated to nurturing children's capacities for clear thinking, compassion, and purposeful action. It is our experience that these capacities develop best through warm human interaction, artistic endeavors, meaningful tasks, and by contemplation, exploration, and enthusiastic experiences in the natural world that engage all the senses.

The Waldorf curriculum is carefully designed to nourish the feeling life of children. The mood of sympathetic concentration—which demands not only the full art of a teacher, but the united effort of a class—allows subjects to touch the heart, the will, and the mind of each student. A child's imagination is the vehicle for learning and growth, and children need opportunities to develop this critical faculty.

Electronic media present children with strong, ready-made images, which require no active participation on the part of the viewer and, therefore, tend to numb the imagination and interfere in children's creativity and thought processes. The media also often present children with a pessimistic view of human nature and a distorted view of human relationships.

Television/Videos/Movies

As adults, we have developed filters for the barrage of electronic stimulation that we encounter each day. Many educators, both inside and outside of the Waldorf movement, have observed that television and video viewing can have detrimental effects on students' ability to learn and to relate. Children who engage in these activities are frequently unable to interact with their classmates and to adults in a creative and harmonious manner.

We therefore strongly urge you to minimize or eliminate television and video viewing by your children. If you do permit your children to view television or movies, we encourage you to limit this to non-school nights and to exercise parental oversight.

We also ask that you do not view school performances and plays that you may have videotaped of your children with your children.

Computer/Video Games

Children benefit from activities that include meaningful social encounters and an experience of nature. Although children may find computer, video and Wii games fascinating and fun, they are poor substitutes for active and creative play and other healthful activities. While these types of games may seem to develop the ability to think and respond quickly, they tend to narrow a child's capacity to think clearly, to consider emotional and social implications, and to follow through on tasks.

We therefore strongly urge you to minimize or eliminate gaming by your children.

Cell Phone and Handheld Electronics

Developments in online cell phone technology have changed the way many of us relate to one another and to the world. While adults have the maturity and experience to be able to view the online world with perspective, children do not. Children find it difficult to resist the addictive quality of the online experience and they can easily encounter harmful content. Electronic devices, such as cell phones, which serve as portals to the Internet, can also engage children in inappropriate experiences.

We therefore strongly urge you to minimize or eliminate your children's online activities and to actively monitor those in which your children do participate. If cell phones must be used, we strongly encourage the use of phones that do not have Internet connectivity, photographic and video capability, and we ask parents to limit their children's text messaging to essential communication. No cell phone use by children will be permitted during the school day.

We prohibit parents from videotaping classroom activities; we also ask that parents limit their cell phone conversations to emergency use within the school building.

Social Media

Social media such as Facebook, with their potential benefit of helping people connect with one another, are also subject to many types of abuses. We believe that cyber-bullying, for example, is made more possible by the impersonal nature of social media.

We therefore strongly urge you to minimize or eliminate your children's use of social media. In addition, AWS prohibits teachers and staff from Facebooking with current students and discourages Facebooking with current parents.

Effects of Media

Children who have fewer media experiences tend to:

Physically be...

- More comfortable in their bodies
- More active, better coordinated and are able to play more freely
- Have keener senses and better sensory integration
- Have better physical/intuitive sense for cause and effect

Emotionally and socially have...

- More relational skills, more interest in and response to other people
- Better ability to read social & emotional cues
- More patience with the process
- More ability to react to people and situations with genuine feeling
- A better sense of reality in social situations
- More empathy

Intellectually...

- Have keener and quicker attentiveness and ability to focus
- Have a deeper sense of curiosity, wonder, and interest
- Be more creative and open to new ideas
- Be better able to sustain intellectual engagement
- Be better able to differentiate what is real from what is fantasy
- Be better able to observe connections among things
- Be more positive and optimistic in their thinking
- Be more receptive and engaged in school activities

Some books for further reference:

- *Endangered Minds: Why Our Children Don't Think and Failure To Connect: How Computers Affect Our Children's Minds For Better and Worse* -- Jane Healy;
- *Four Arguments for the Elimination of Television* -- Jerry Mander;
- *The Plug-In Drug* -- Marie Winn
- *Evolution's End: Claiming the Potential of Our Intelligence* -- Joseph Chilton Pearce.

The faculty of Aurora Waldorf School wants to support families and students in their exploration and understanding of the complex issues surrounding media and technology in our culture. We are available to discuss these issues and look forward to exploring them together as a community.

Please see the appendix for books and other resources on this topic.

Birthdays

A child's birthday is a special time to honor and celebrate the unique individual that he/she is. At home, these celebrations can be as simple as a favorite meal with a special dessert, candles, song and a wish. They can also be quite elaborate with many family members and friends, games and activities, festive food, gifts, and prizes.

- As we attempt to build a strong sense of community at AWS and specifically in each class it is helpful to consider the following recommendations when planning your child's home birthday celebration:
- Either choose to invite the whole class/ all boys or girls/ or just one best friend. (When some children in a group are invited and others are left out it undermines the group consciousness we strive to promote.)
- There are many creative alternatives to gift-giving, for those trying to simplify and de-clutter their lives. You are encouraged to talk with the other parents in your child's class and collectively consider what everyone is comfortable with.
- Celebrate outdoors. Children are often very excited at birthday parties and a large space allows for lots of movement. There are many different activities possible during each season (see examples below). Also being outdoors for their birthday celebration helps children connect to the season in which they were born.

Sample Seasonal Outdoor Activities:

Summer: Swimming/water play, penny carnival

Autumn: Scavenger hunt, raked leaf maze (children can create and run through)

Winter: Sledding/ice skating, snow sculpturing

Spring: Hiking (discovering signs of spring), kite flying

Use your imagination and creativity! Remember less is more, especially for children – they could entertain themselves for hours with an empty box!

School-Related Customs

Some of the families from our school community have welcomed the following visitors into their homes:

Candy Fairy – After trick-or-treating, the Candy Fairy visits some homes to change a bag of candy into a small gift.

St. Nicholas – While all children are visited by St. Nick at school (see the Festivals section of this handbook on page 31), sometimes he will also visit a child's home if a shoe is left out.

Tooth Fairy – The loss of a tooth is an exciting event, which may be recognized by a small gift (jewel, shell, trinket, coin, etc.) from the Tooth Fairy.

Toys

The simpler a toy is, the more the child's own powers of imagination and creativity will be awakened and nurtured. Your child's teacher will have age-appropriate suggestions and resource ideas. The AWS School Store is also a good place for new ideas and inspirations.

15. Tuition and Fees Policies

In late December or early January, the tuition and fees schedule for the upcoming school year is published and an Enrollment Package is sent to parents. The Enrollment Package includes the Enrollment Timeline and Tuition and Fees Schedule with fundraising parent obligations and parent engagement requirements.

For more details, see the appendices for the current year's Tuition & Fees Schedule, Enrollment Timeline, and Terms & Conditions from the Tuition Agreement.

The tuition agreement must be signed and returned to the school before school attendance. Any questions regarding this process should be directed to the Business Manager.

Any change in enrollment (e.g., change from half-day to full-day Kindergarten) must be submitted in writing to the Business Manager. A revised tuition agreement and payment schedule will be generated.

It is each family's responsibility to read all correspondence from the school in order to be informed about deadlines and instructions regarding financial matters.

The first monthly payment is due in July which enables the school to prepare for the upcoming year and pay teacher and staff salaries over the summer.

Tuition Adjustment Policy

In choosing to send your child to AWS, you are making a significant commitment. If a Waldorf education were free for all participants, this commitment would be much easier. The reality is that it is a very costly venture, and most people will be required to examine their financial resources and their spending priorities. We are committed to making a Waldorf education available to all who want it and will attempt, whenever possible, to give tuition adjustment to those who need it.

When you request tuition adjustment, we ask you to keep in mind that even if everyone paid "full" tuition, this in itself would not be sufficient to keep our school alive. Contributions from outside the immediate school community are also vitally important. These come from friends who support our school and its

endeavors solely because of their commitment to the goals of Waldorf education. In addition, volunteering at the school as requested, assisting in fundraising, or carrying out other tasks help reduce the cost of running the school.

For those families who feel that they are unable to pay full tuition, a Tuition Adjustment Committee exists to undertake the difficult task of evaluating each application individually, while seeking to be fair and consistent to all. This committee will make every effort to find an affordable path for those families who are willing to make the sacrifices that all parents must make when they commit to Waldorf Education for their children.

To do their work properly, the Tuition Adjustment Committee requires that families complete their financial assistance application online, at www.factstuitionaid.com. You will be guided through the process, which includes submission of the following supporting documentation:

- A completed, signed copy of the most recent federal tax return filed.
- Copies of pertinent W-2 and/or 1099 statements for the current year.

Tuition adjustment awards are for one year only; a new request must be submitted each year. Applications for tuition adjustment will be considered only for those families whose accounts are currently paid up to date.

16. Development

Aurora Waldorf School exists through a combination of hard work, dedication, and collaboration, as well as through the generosity and giving of the Board of Trustees, faculty, staff, parents, families, friends, and community. This spirit of giving is essential to our success. The responsibility for raising money is an ongoing, continuous process for each and every member of the AWS community. The Institutional Advancement Committee coordinates fundraising on behalf of AWS by working to develop additional resources to support our day-to-day activities and future needs. In conjunction with the Business Office, Institutional Advancement maintains records of and acknowledges all gifts to the school, maintaining an ongoing relationship with all donors.

So that donors are not overburdened with requests, all class fundraising, including any solicitations for donations of goods, services or money, must be submitted in writing for review and approval by the ALC Fund Raising Task Group. (See Appendix B for our Class Fundraising Proposal form.)

Development Initiatives

Each year there are a number of events and programs to raise money and develop relationships for the school. These may include:

- **Annual Fund Campaign** – In our school, as is true for most independent schools, tuition does not cover the cost of providing a complete Waldorf education. We respectfully ask that every family consider a gift. All gifts are deeply appreciated, regardless of the size. 100% participation is our goal, which assists our efforts in securing grant and foundation money.
- **United Way/SEFA/CFC Campaign**
- **Artisan Auction**
- **Gratitude Brunch**
- **Book Sale**
- **Alumni Relations and Reunions**
- **Rummage Sale**

17. Marketing

Marketing AWS is a multi-layered process. Our Admission events are the most clear and convincing example of our strengths in action. Please take advantage of these by encouraging those you know to join us to see for themselves why Waldorf Education works.

Our website is constantly updated. Our Facebook page to which we post-school happenings, reminders, articles of interest and you-heard-it-here firsts has a very strong following with over 1,500 people viewing it in any given week.

Some of our best marketing comes from those who know us best: our school families. While we all can tell stories of the love our children have of learning or a classroom anecdote, it can be a challenge to succinctly describe our school and in doing so, pique someone's interest. If asked, here are some points that may be helpful in defining who we are and what makes us different:

- Not only does AWS uphold rigorous, classic academic standards without the burden of standardized testing, but we also introduce skills and concepts when the child is most ready to grasp them.
- We believe there is more to education than just reading, writing, math, and science. Our graduates are required also to compose and perform music, build a three-legged stool, sew pajamas, cross country ski, and juggle.
- AWS graduates have the creativity, independent thinking, and moral responsibility that our rapidly changing world demands.
- Our children love school. Why? Playing outdoors and indoors every day; joyful, purposeful engagement through the arts and hands-on projects; and a beautifully warm environment make AWS students not want to miss a single day.
- Our Early Childhood programs preserve the innocence of childhood with unrushed days full of wonder and play. Children bake, garden, sing, hike, build and paint in a nurturing and home-like environment.

18. Outreach

Aurora Waldorf School maintains a strong commitment to sharing the principles of Waldorf education with the larger community. Since we are the only Waldorf School in Western New York, the role of community outreach as a means of building greater awareness of the unique education and resources we offer is a prime responsibility.

Outreach Events

Even with an extensive community outreach program, word-of-mouth from our present families remains the most effective means to increase interest in the school. We design seasonal events to attract the community at large, and we invite you to share your time, energy and expertise with us, with the promise that we will put your talents to good use. These events may include

- Tours
- Lectures and Parent Education
- Winter Faire
- Participation in community events and festivals

- Placement of student artwork in libraries, galleries, businesses, and other public buildings
- Presentations by experienced faculty and staff to community organizations about different aspects of Waldorf education

19. Appendices

School Song

The Light of Aurora

Aurora Waldorf School Song

Lyrics by Mary McLaughlin, 2015, music by Franz Schubert



The light of Au - ro - ra shines bright from with-in. With



hand shake and hard work our jour-neys be - gin. In



class-room, at creek-side we learn and we play, Our



cour - age and wis-dom un- fold-ing each day. The



fut-ure a - waits the light we'll bring, Au-



ror - a Wal-dorf School joy - ful - ly sing.

AWSNA Principles for Waldorf Schools

1. The image of the human being as a spiritual being informs every aspect of the school.

Waldorf schools work actively with insights from Rudolf Steiner about the incarnating human being. One core insight is that the human being is a threefold being of body, soul, and spirit. Waldorf Education enlivens the physical, emotional, intellectual, social, artistic, and spiritual capacities of the human being as the individual moves through the phases of this life.

2. Waldorf schools foster social renewal by cultivating human capacities in service to the individual and society.

Waldorf schools foster development so that, throughout life, individuals are motivated to serve humanity with strength of will, depth of feeling, clarity of thought, and the ability to work with others. The educational program is designed to strengthen these fundamental human capacities in our students.

3. Anthroposophical understanding of child development guides the educational program.

Waldorf schools work with the gradual development of the human being from child to adult. This development follows an archetypal sequence of three seven-year phases. During this time, the soul and spirit progressively take hold of the physical body. Each child's development is a unique expression of the human archetype. Each phase has characteristic physical, emotional, and intellectual dimensions.

The educational program is developed out of this understanding. Core components of the educational program include the student-teacher relationship; the artistic approach; working from experience to concept; working from whole to parts; use of rhythm and repetition; and observation as the foundation for assessment. Each approach is tailored to meet the students in each phase of child development.

Thus it is essential that teachers have formal preparation in Waldorf pedagogy or are engaged in such preparation.

4. Waldorf schools support freedom in teaching within the context of the school's shared agreements.

The educational program of each Waldorf school is founded on Rudolf Steiner's insights about the growing child, informed by the teachers' ongoing study of anthroposophy and their professional development in Waldorf Education.

The faculty of the school works collaboratively and cooperatively to develop, refine, and periodically review the educational program. Individual teachers work creatively with curricular, pedagogical, and assessment components of the program out of freedom and in a way that serves their individual students, the class as a whole, and the school community. This work reflects and respects the shared educational understandings and agreements of the faculty.

5. The conscious development of human relationships fosters individual and community health.

Enduring human relationships between students and their teachers and among the children themselves are at the heart of Waldorf Education. The teacher's task is to work with the developing individuality of each student and with each class as a whole within the context of the entire school. These relationships gain in depth and stability when they are cultivated over multiple years.

Healthy human relationships with and among parents and colleagues are essential to the well-being of the school. Members of the community are invited to join in developing meaningful, collaborative, transparent forms for working together. Each individual's self-development is encouraged since it is key to the well-being of the whole.

6. Spiritual development in support of professional growth is an ongoing activity for the faculty, staff, and board.

Members of the faculty, staff, and board work in an ongoing way to cultivate their spiritual development with the help of anthroposophical and other study. Waldorf schools create opportunities for shared educational study, artistic activity, mentoring, and research to further this growth and development in service to the students.

7. Collaboration and shared responsibility provide the foundations of school leadership and governance.

Waldorf schools are self-administered. This work is strengthened by cultivating a shared anthroposophical understanding of social interaction. Faculty, staff, and the board share responsibility for guiding and leading the school in the following manner:

- a) The educational program is developed by the faculty under the guidance of the pedagogical leadership of the school.
- b) Administrative activities further the educational program.
- c) The board works strategically to enable legal and financial health in order to realize the mission and vision of the school.

Governance of the school is structured and implemented in a manner that both cultivates collaboration and is effective.

AWSNA Policies and Practices for Waldorf Schools

1. Independence.

The school is established as a 'not for profit' entity, or equivalent in Mexico, with an organizational structure that safeguards the integrity of its independence. Decisions to establish relationships with outside entities that affect the school's purpose, programs, governance, personnel, and community are made only after fully conscious discussion with appropriate members of the school community.

2. Responsible Self-Reflection.

The school is committed to a seven_year¹ cycle of self-study and peer review. It is also committed to implementing the self-identified priorities for growth and change that emerge during the self-study process and the recommendations made by the visiting team.

3. Support for Students and Families.

The school is committed to supporting students and their families and establishes and implements documented policies and practices that demonstrate this in the following areas:

- a. Application and acceptance
- b. Assessment, support, supervision
- c. Graduation requirements, as applicable
- d. Behavioral agreements and expectations, for students and families/adults, including communication protocol
- e. Contracts, including refund policy
- f. Tuition and tuition assistance, and as appropriate, financial accessibility
- g. Family/adult commitments, including volunteerism and parent education
- h. Record-keeping
- i. Suspension, dismissal
- j. Grievances, for students and families/adults
- k. Conflict resolution, for students and families/adults

4. Support for Faculty and Staff.

The school is committed to supporting faculty and staff and establishes and implements documented policies and practices to demonstrate this in the following areas:

- a. Recruitment, hiring, and orientation
- b. Mentoring, professional development, and assessment
- c. Compensation, including benefits
- d. Professional behavior and expectations, including communication protocol
- e. Record-keeping

¹ The length may vary depending on joint accreditation. AWSNA will work to be in alignment with any joint agencies process.

- f. Dismissal
- g. Grievances
- h. Conflict resolution

5. Engaged Community.

The school is committed to developing a healthy vibrant community in service of the school's mission. The school consciously builds relationships with current and alumni/ae members of its community, as well as the community beyond the school. It also identifies its commitment to diversity in the school community. The school establishes and implements documented policies and procedures in the following areas:

- a. Friend and fundraising
- b. Community events
- c. Alumni/ae
- d. Diversity statement

6. Articulated Educational Program.

The school is committed to consciously creating a clearly described educational program. It establishes and implements documented policies and procedures to create and review the following areas:

- a. Annual programming schedule
- b. Curriculum
- c. Methodology
- d. Assessment methods
- e. Supplementary programs

7. Articulated Decision Making.

The school is committed to establishing and implementing a documented governance structure that defines and delineates responsibilities for each leadership position and group. The documentation includes a clear description of how these groups collaborate, communicate, and make decisions. Policies and procedures address the following areas:

- a. Governance structure, including major areas of responsibility, authority, and accountability
- b. Strategic planning
- c. Crisis and risk management
- d. Conflict of interest

8. Sufficient Resources.

The school is committed to ensuring there are sufficient financial, human, and material resources to support the stated mission of the school. The school establishes and implements documented policies and procedures in the following areas:

- a. Financial, facilities, and material management
- b. Budgeting, including three- to five-year planning
- c. Annual audit reviews
- d. A full audit, occurring within two years prior to the accreditation site visit

9. Prioritized Health and Safety Considerations.

The school is committed to the health and safety of students, colleagues, community members, and other individuals on campus. It establishes and implements documented policies and practices to ensure health and safety in the following area:

- a. Student safety and protection, including abuse reporting
- b. Harassment prevention
- c. Emergency preparedness, including natural or human-caused emergencies
- d. Field trips
- e. Medication management, including first aid
- f. Allergy management
- g. Public health notices
- h. Visitor and volunteer screening

10. Prioritized Legal Compliance.

The school is committed to being aware of and meeting all legal requirements, and adopting policies and practices that are applied equally. It establishes and implements documented policies and practices to ensure legal compliance in the following area:

- a. Federal regulations
- b. State/provincial regulations
- c. Local regulations

Resources

General Books

Free Range Kids: How to Raise Safe, Self-Reliant Children (Without Going Nuts With Worry) - Skenazy

Simplicity Parenting: Using the Powers of Less to Raise Calmer, Happier, and More Secure Kids - Payne and Ross

The Blessing of a Skinned Knee: Using Jewish Teachings to Raise Self-Reliant Children - Mogel

How to Talk So Kids Will Listen and Listen So Kids Will Talk - Faber and Mazlish

Child Development Series - Ames:

Your Five Year Old: Sunny and Serene

Your Six Year Old: Loving and Defiant

Your Seven Year Old: Life in a Minor Key

Your Eight Year Old: Lively and Outgoing

Your Nine Year Old: Thoughtful and

Mysterious

Your Ten to Fourteen Year Old

Why Children Don't Listen: A Guide for Parents and Teachers - Monika Kiel-Hinrichsen

Yardsticks: Children in the Classroom Ages 4-14 - Wood

Northwest Earth Institute: Healthy Children, Healthy Planet Discussion Course

Adolescence

Adolescence: The Search for the Self and Weaving the Social Fabric of the Class - Schwartz

Between Form and Freedom: A Practical Guide to the Teenage Years - Staley

Thirteen to Nineteen: Discovering the Light, Conversations with Parents - Sleigh

Early Childhood

But Who Made God? Religion: Your Growing Child - Anschutz

Childhood: A Study of the Growing Child – Von Heydebrand

Healing Stories for Challenging Behaviour - Susan Perrow

Heaven on Earth: A Handbook for Parents of Young Children - Sharifa Oppenheimer

The Incarnating Child - Salter

Insights into Child Development - Benians

Parenting Path Through Childhood - Coplen

Parents as People: The Family as a Creative Process - Kane

Rhythms and Turning Points - Schwartz

Waldorf Parenting Handbook – Cusick

Well, I Wonder: Childhood in the Modern World: A Handbook for Parents, Teachers, and Carers – Sally Schweizer

You Are Your Child's First Teacher - Baldwin

Fairy Tales

Grimm's Fairy Tales - Pantheon Ed.

Poetry and Meaning of Fairy Tales - Steiner

Russian Fairy Tales - Pantheon Ed.

The Wisdom of Fairy Tales – Meyer

Festivals, Activities

The Children's Year - Cooper, Fynes-Clinton, and Powling

Christmas Craft Book - Berger

Echoes of a Dream: Creative Beginnings of Parent and Child - Smith

Festivals, Family, and Food - Carey and Large

Steiner

The Essential Steiner - McDermott

Toys / Play

Children at Play: Preparation of Life - Britz-Crecelius

The Doll Book: Soft Dolls and Creative Free Play - Neuschutz

Television

Who's Bringing Them Up? How to Break the TV Habit – Large

Waldorf Education

Child's Changing Consciousness and Waldorf Education - Steiner

Computers in Education - Setzer

Confessions of a Waldorf Parent - Gorman

Creativity in Education: The Waldorf Approach - Querido

The Education of the Child - Steiner

The Four Temperaments - Steiner

Gratitude, Love, and Duty: Their Unfolding in Waldorf Education - Schwartz

An Introduction to Waldorf Education - Steiner

Additional Resources

AWS Class Teacher

AWS School Store

auroawaldorfschool.org

www.awsna.org

waldorfeducation.org

www.waldorfearlychildhood.org

Festivals with Children - Barz

The Nature Corner - Leeuwen and Moeskops

Pentatonic Songs - LeBret

Painting with Children - Muller

Toymaking with Children - Jaffke

The Waldorf Song Book - Masters

The Plug-In Drug: Television, Children and the Family – Winn

Kingdom of Childhood - Steiner

A Modern Art of Education - Steiner

The Recovery of Man in Childhood - Harwood

Rudolf Steiner Education - Edmunds

Rudolf Steiner Education and the Developing Child - Aepli

Steiner Education in Theory and Practice - Childs

Summer Children: Ready or Not for School - Uphoff and Gilmore

Teaching as a Lively Art - Spock

www.allianceforchildhood.org

www.healingeducation.org

www.movementforchildhood.com

www.waldorfresearchinstitute.org/pdf/BANonVerbGlockler.pdf

www.simplicityparenting.com

FAQs: About Waldorf Education

What is Anthroposophy and how does it inspire Waldorf Education?

Waldorf Education, established by Rudolf Steiner and Emil Molt in 1919, has its foundations in Anthroposophy. At the heart of Anthroposophy is the belief that humanity has the wisdom to transform itself and the world, through one's own spiritual development. To that end, Waldorf Education holds as its primary intention the ideal of bringing forth—in every child—his or her unique potential in a way that serves the further development of humanity. The curriculum, pedagogy, and teaching methods are designed to nurture this potential.

Are Waldorf schools religious?

Waldorf schools are non-sectarian and non-denominational. They educate all children, regardless of their cultural or religious backgrounds. The pedagogical method is comprehensive, and, as part of its task, seeks to bring about recognition and understanding of all the world cultures and religions. Waldorf schools are not part of any church. They espouse no particular religious doctrine but are based on a belief that there is a spiritual dimension to the human being and to all of life. Waldorf families come from a broad spectrum of religious traditions and interests.

Is Waldorf similar to Montessori?

These two educational approaches began with a similar goal: to design a curriculum that was developmentally appropriate to the child and that addressed the child's need to learn in a tactile as well as an intellectual way. The philosophies are otherwise very different. For more information, please see <http://blog.sgws.org/waldorf-vs-montessori/>.

When do Waldorf schools introduce reading?

Our goal is to foster passionate readers who continue reading for pleasure throughout their lifetimes. To that end, we introduce reading in a developmentally appropriate way, when students are more comfortable with written words and fully ready to engage with them.

Waldorf teachers begin teaching reading in the first couple months of first grade by teaching consonants and vowel names and sounds through an artistic approach of drawing, painting, movement, and speech. This artistic, deliberate process engages the children with great interest, and by the end of first grade, children are writing and reading sentences and short texts. Students typically begin reading printed readers with their teacher during the second half of second grade. This thorough and artistic approach to teaching literacy has been proven to build a solid base for advanced comprehension and vocabulary skills in later years.

Are Waldorf schools art schools?

Waldorf schools are not art schools. The curriculum offers a classical education in all academic disciplines that fully integrates the arts into its teaching methodology. Why? Because research continues to show that the inclusion of the arts in academia increases aptitude and creative thinking in areas such as math and science, and has a positive effect on emotional and social development as well.

What does the music curriculum in a Waldorf school look like?

Music education plays a significant role in Waldorf schools from grade one through high school. All students learn to play flute or recorder in first grade, and are encouraged to take up an orchestral instrument beginning in grade three. In many schools, wind instruments are offered as an alternative to strings in the middle grades. Vocal music is also introduced in Grade I, with the complexity of choral material increasing by age level. High school music programs vary, but often include students' musical performances in theater, orchestra, jazz band, and chorus.

What is Eurythmy?

Eurythmy is the art of movement that attempts to make visible the tone and feeling of music and speech. Eurythmy helps to develop concentration, self-discipline, and a sense of beauty. This training of moving artistically with a group stimulates sensitivity to the other as well as individual mastery. Eurythmy lessons follow the themes of the curriculum, exploring rhyme, meter, story, and geometric forms.

When do children begin learning World Languages?

People assimilate language most easily when young. This language 'window' is recognized in Waldorf schools, and virtually all schools teach one or two world languages beginning in first grade.

What is Waldorf's approach to teaching science?

All sciences begin with simple nature experiences in kindergarten and the early grades, and advance with the study of acoustics, heat, magnetism and electricity in Middle School to chemistry, biology, botany, zoology and modern physics in High School. The emphasis is on direct encounters with observable phenomena - "Describe what happened. Evaluate what you have observed. What are the conditions under which the phenomena appear? How does this relate to what you already know?" Then students are asked to think through the experiment and discover the natural law that stands behind and within the phenomena.

Why do Waldorf Schools suggest limiting media?

Waldorf teachers appreciate that technology must assume a role in education, but at the appropriate developmental stage, when a young person has reached the intellectual maturity to reason abstractly and process concretely on his or her own, which is at around the age of 14. Society might challenge this principle, as many young children are well able to complete sophisticated tasks on a computer; the Waldorf perspective is that computer exposure should not be based on capability but on developmental appropriateness. While many applaud adult-like thinking in young children, we observe that a child's natural, instinctive, creative and curious way of relating to the world may be repressed when technology is introduced into learning environments at an early age.

Excerpt from NYTimes Opinion, 5/2014, *Author, Beverly Amico*

How is technology integrated into the Waldorf curriculum?

Computers and digital technology are not part of the early grades curriculum, although mechanical technology and the practical arts are incorporated at all levels. In high school, computers and digital aids are used in the classroom as teaching tools across disciplines, and computer-specific courses may be taught. Waldorf high school students utilize computers and digital equipment at home for research, to aid in their schoolwork and for in-class or school-wide presentations.

How do children do when they transfer to a Waldorf school?

Children who transfer to a Waldorf classroom from a more traditional setting are typically up to grade in basic academic skills, and have little problem adapting academically. Those entering in the middle school and high school will need to learn to approach the arts in an objective and integrated way and may be required to take music lessons or world language classes, for example, to prepare them for classroom work. We find that most students new to Waldorf Education embrace this engaging and artistic style of learning with excitement and enthusiasm regardless of grade level.

How do children do when they transfer from a Waldorf school?

Children who transfer from a Waldorf school into a more traditional school setting during grades 1-3 will likely need to spend time over the summer refining their reading skills, as Waldorf schools' approach to teaching reading is a more graduated approach. On the other hand, students often

find they are more advanced in speech and language, social studies, mathematics, and artistic activities. Children moving during the middle and upper grades should experience no academic problems. In fact, in most cases, transferring students of this age group find themselves ahead of their classmates and with an eagerness to learn.

Why does a Waldorf class teacher stay with their class for multiple years?

A Waldorf teacher typically remains with the same class for more than one year. In this way, the teacher is better able to assess each individual's development, needs, and learning style—and the children, feeling secure in this long-term relationship, are more comfortable in their learning environment.

What if the teacher is not a fit for my child?

A Waldorf class is something like a family. Problems between teachers and children, and between teachers and parents, can and do arise. Schools typically work to resolve such problems through a conflict resolution or grievance procedure. With the goodwill and active support of the parents and the teacher concerned, schools do make the necessary changes needed to ensure the best situation for all concerned.

How does grading work?

Assessment may vary slightly from school to school, but in most cases, a full assessment of each student's progress is provided in the form of a year-end narrative assessment in all subject areas. These assessments are supported by teacher conferences and class meetings throughout the year. In high school, GPAs are included in unofficial transcripts to indicate a student's academic standing to colleges and universities.

How do Waldorf students perform on standardized tests?

We believe that standardized testing is not an accurate or complete reflection of a student's knowledge, intellectual capacities, or ability to learn. Thus our curriculum does not put focus on standardized test-taking preparation, particularly in the lower and middle grades. In high school, SAT and ACT preparation courses may be offered, or interested students may pursue independent or external preparation coordinated through college counselors.

How do Waldorf graduates do after graduation?

Waldorf students have been accepted in and graduated from a broad spectrum of notable colleges and universities. Waldorf graduates reflect a wide diversity of professions and occupations including medicine, law, science, engineering, computer technology, the arts, social science, government, and teaching at all levels.

According to a recent study of Waldorf graduates:

- 94% attended college or university
- 47% chose humanities or arts as a major
- 42% chose sciences or math as a major
- 89% are highly satisfied in the choice of occupation
- 91% are active in lifelong education
- 92% placed a high value on critical thinking
- 90% highly value tolerance of other viewpoints

Fundraising Proposal Form (2 pages)

AWS Fundraising Policies and Guidelines

Fundraising Policy

1. Fundraising events **must** be approved by the ALC Fundraising Task Group before the event occurs.
2. Fundraisers that benefit AWS have a higher priority over Fundraising for individual Classes.
3. Annual Fundraising opportunities such as Harvest Dinner, Bake sales and Holiday Market are offered to Grades 6-8 first.
4. For pedagogical reasons, only students in Grades 6-8 are allowed to staff fund raisers and teacher oversight is required.
5. Money from Class fundraisers are deposited in class accounts. Once the class graduates, any remaining funds are transferred to the AWS general account.

Fundraising Approval Process

1. **Contact the Office** - At least 6 weeks in advance of the event, check for possible conflicts on the school calendar and building use. The office will pencil in activity as "tentative" on the calendar pending receipt of a completed Fundraising Request Form and action by the ALC Fundraising Task Group.
2. **Submit a Fundraising Request Form** - At least 6 weeks in advance of the fundraising, submit the form to the business manager so that it can be added to the ALC Fundraising Task Group meeting agenda.
3. **ALC Fundraising Task Group Reviews** – All fundraising requests are reviewed and approved/denied as part of the ad hoc meetings by the ALC Fundraising Task Group. In some instances, requests may require additional review by the ALC, Faculty and/or Board.
4. **Publicize your Fundraising Project** - Once the fundraising project is approved, the activity may be publicized in the Newsletter and/or backpacked home. All publicity must be submitted to the office in a format that can be edited. The office will post and print the fundraising publicity after approval has been confirmed. Remember that a successful fundraiser relies heavily on your publicity.

Fundraising Guidelines and Practices

1. Building community and service to the community are important goals of these activities, together with raising money. All members should be encouraged to participate.
2. Products offered for sale should be handled in a low-key manner.
3. The fundraising should complement and not detract from other financial stewardship efforts within the school.

Fundraising Request Form

Fundraising includes any activity that asks for money or goods. Please complete and return this form to the Business Manager at least 6 weeks prior to the activity. The Fundraising Task Group will review it.

Today's Date: _____

Your Name: _____ **Phone:** _____ **Email:** _____

Activity Organizer(s) & Contact(s):
(If Different) _____ **Phone:** _____ **Email:** _____

_____ **Phone:** _____ **Email:** _____

Name of Activity: _____

Renewal: Existing New **Frequency:** 1-Time On-going

Start Date: _____ **Start Time:** _____

End Date: _____ **End Time:** _____

Adults Staffing Activity: Parents in Grade(s) _____ Faculty/Staff _____ Community

Students Staffing Activity: Grade (circle grade(s)): 6 7 8 Faculty Supervising Students: _____

Brief Description (Attach Documents):

Fundraising Type: Money Goods Both

Proceeds go to: AWS Early Childhood Class of 20 Other _____

Logistics: Require the use of church facilities (auditorium, gym, kitchen, classrooms).
 (Please complete a Building Use Form.)

Require a table or display set-up (Please fill out work order for setup and placement)

Require a cash box & cash (Please fill out a cash box request form at least 1 week in advance)

Publicity: Would like to post a flyer or sign-up sheet on a bulletin board.

Would like to publish an article in newsletter (Please Attach printed article or email text to newsletter@aurorawaldorfschool.org. Please note that activities are publicized in the 2 newsletters preceding the activity.

Please describe any additional publicity or publication requests. _____

Office Use Only

Office Received Date: _____ Received By: _____

Fundraising Task Group Approved Date: _____ Approved By: _____

Activity Requestor Notified Date: _____ Notified By: _____

Comments: _____

Gym Clothes and Equipment

	ITEMS	REQUIRED	RECOMMENDED
GRADES 1 to 4	Gym friendly clothing on any day when there's Tumbling, Games or Enrichment	Y	
GRADES 1 to 4	Indoor sneakers – the lighter and lower the better- with laces	Y	
GRADES 1 to 4	Outdoor boots	Y	
GRADES 1 to 4	Outdoor sneakers (it's harder to run in boots!)	Y	
GRADE 5	Gym friendly clothing on any day when there's Tumbling, Games or Enrichment	Y	
GRADE 5	AWS Gym uniform (issued in January)	Y	
GRADE 5	Indoor sneakers – basketball/court/cross-training type	Y	
GRADE 5	Outdoor boots	Y	
GRADE 5	Outdoor sneakers	Y	
GRADE 6, 7 & 8	AWS Gym uniform (issued in September)	Y	
GRADE 6, 7 & 8	Indoor sneakers – basketball/court/cross training type	Y	
GRADE 6, 7 & 8	Outdoor boots	Y	
GRADE 6, 7 & 8	Outdoor sneakers – running or cross-training	Y	
GRADE 6, 7 & 8	Soccer shoes and shin guards	Y	
GRADE 6, 7 & 8	One-piece bathing suit (Nov.-Dec.)	Y	
GRADE 6, 7 & 8	Mouth guard (optional)		Y
GRADE 6, 7 & 8	Lacrosse stick (optional; spring)		Y

Typical Gym Activities by Grade

1st Grade: Skipping, running, jumping, tag and gentle wrestling games; ball tossing and bouncing activities; very mild dodge ball games; running up to 1

0th mile in school fields; basic tumbling including handstands, cartwheels, and forward rolls; beginning play on gymnastic apparatus; introduction to acrobatics including shoulder stands and partner balancing.

2nd Grade: Above plus beginning rough and tumble games; running up to 1/8th mile in school fields; progression to rope climbing, walking on the high balance beam, inverted stunts on parallel and uneven bars.

3rd Grade: Above plus an introduction to ball games of all kinds; running up to 1/6th mile in school fields; walking (with a little jogging) on roads within one mile of the school; possible progression to intermediate apparatus skills; advanced partner acrobatics.

4th Grade: Above plus rough and tumble games like "chicken fighting," group wrestling games; running up to 1/5th mile in school fields; possible progression to advanced apparatus work such as front handsprings over the vault, cartwheel dismounts from the high balance beam.

5th Grade: Above plus training for participation in Pentathlon events of long jump, running, discus, javelin and upright wrestling; intermediate games for an introduction of team sports.

6th Grade: Above plus beginning of team sports such as basketball, softball and volleyball; jogging or running up to one-half mile away from school (total up to 1 mile) on roads or park trails; cross country skiing throughout park adjacent to school field; Greco-Roman wrestling; introduction to weight lifting; fencing with staves; flag football and rugby-type games.

7th - 8th Grades have Gym class every day. Team Sports (Thursdays) are soccer, basketball, softball, and lacrosse. Life Sports (Wednesdays) are ballroom dancing; swimming and diving including high diving board; cross country skiing throughout park adjacent to school field; Greco-Roman wrestling and introduction to weight lifting; advanced apparatus at Summit Gymnastics; African dancing; volleyball. Lunchtime Fitness class (Mon., Tues. & Fri.) includes calisthenics; jogging or running up to one mile away from school (total up to 2 miles) on roads or park trails; flag football and rugby-type games.

Combined Classes FAQs

What is a combined class?

A combined class is a group of students from two separate grades who work within one classroom setting. The teacher develops the program using the Waldorf curriculum from both grades according to the needs of the students in the class. It is important to note that the teacher does not maintain two separate grade-level main lessons. The teacher creates one main lesson that appeals to both grades of learners. Combined classes have operated successfully throughout school systems, both Waldorf and mainstream, for many years.

How do combined classes work?

Regardless of grade level, in a Waldorf classroom, there are three main priorities for the creation of the block rotation and the lessons themselves:

- **Story Curriculum** or Contextual backdrop (Norse mythology, Greek mythology, Roman history, the Renaissance, the American Revolution, the Civil War, Botany, Geology, Astronomy, Physics, Chemistry, Meteorology, Aerodynamics, Hydraulics, Fractions, Decimals, Geometry, Algebra, etc. are all introduced through storytelling.)
- **Skills Curriculum** or Academic skills (mathematics, grammar, writing, critical and scientific thinking, etc.)
- **Human Capacity Curriculum** or expectations and capacity development for the child (self-confidence, perseverance, accountability, ability to focus attention, flexibility in thinking, problem-solving, ability to visualize)

The goal is for each child to receive an engaging learning experience within the context of the class functioning as a whole. Larger classes help create social richness, full drama and music productions, and a dynamic learning and social environment with the full spectrum of temperaments and learning styles. For an in-depth look at the story, skills, and human capacity curricula, please read *The Threefold Waldorf Curriculum* by Merwin Lewis, available from the AWS office.

How can grade combinations work?

There are several methods of teaching combined classes. Teachers may choose one method or a combination of methods depending on the students in his/her class.

One method for achieving this in a combined class is to change the curriculum in January (midway through the year) instead of in September (at the beginning of the school year). In this way, the curriculum can still follow its developmental nature.

Another option is to have the whole year be more of an interweaving of subject matter to appeal to the development of students. In this model, the curriculum as a whole is still geared more to the higher grade by the end of the school year in May, but the curriculum change is not a hard and fast rule-based simply on the calendar. A teacher might choose this method if she or he felt it would suit the class composition.

For a description of additional methods, please read Merwin Lewis' article, Teaching Combined Classes in a Waldorf School: Achieving the Potential of Each Child in a Multi-age Classroom, available from the AWS office.

When did AWS make the decisions to combined classes?

The seventh and eighth grade was combined for 2017-18. Many of the parents of students in that combined class spoke enthusiastically about their child's academic and social experiences in the

combined class. The decision to combine more classes was made for the 2018-19 school year as a health-driven and positive solution to lower enrollment and small class size. This vision created a predictable model that reflects the true needs of our community.

Are there benefits of a combined class?

Yes! There are many socio-emotional benefits to be gained by having students of various ages together. Peer interactions are often seen to be more positive in a combined class setting (just as they are in our multi-age kindergarten where a leader/follower dynamic aids child development naturally). There is greater development of social skills and more cooperation. Students develop a feeling of comfort and security, a positive self-concept, and satisfaction within their achievements.

In any group of learners, achievement can be measured on a bell-shaped curve with a few students functioning at the high end of the curve, a few at the low end, and the majority somewhere in the middle. In a combined class, the bell-shaped learning curve tends to be a bit broader, and teachers find that students occupy one place on the curve for mathematics, another place for foreign language, another place for handwork, etc. It has been our experience that the broader curve gives students room to find their varying levels of achievement; the fact that a student can experience high achievement in one area and low somewhere else can help the student's developing academic self-esteem and their capacity for persistence as they work to master challenging material.

The combined larger classes have more opportunity for social development. Younger students will also benefit from interaction with students who have had an additional year of academics. Older students have the benefit of review as well as the experience of being a peer tutor; for example, teaching another student how to multiply fractions solidifies the process in their own minds.

Students in combined classes can look forward to many unanticipated experiences and successes like performing a large cast play together or working on a three-part musical harmony. Simply having more students makes many more things possible.

Are there any disadvantages to combined classes?

In all classrooms, teachers provide for the individual needs of students. Teachers constantly use a variety of methods to assess the needs of each student and then focus on skill development for each student.

In Waldorf schools, subjects are taught in blocks of three to five weeks. Blocks can be shortened, and the Waldorf curriculum will continue to be brought in a way that meets the development of each class.

Will the teacher have as much time for each child in a combined class?

The amount of time for an individual student is determined by the number of students in the class and the efficiency of the lesson plan, not by the grade structure. Generally, combined classes are the same size as other classes or smaller. At Aurora Waldorf School, grades classes are limited to 24 students, with exceptions being made on a case-by-case basis.

How will the teachers of combined classes be supported?

Each class teacher will be mentored by an experienced teacher at AWS and when needed by an external mentor with experience in teaching combined classes. Depending on the class size and the needs of the teacher and students, there will be assistant in the combined classes for the main lesson who will be able to offer individual assistance if needed.

What is the role of an assistant?

When needed, a dedicated assistant will be paired with each combined class for the morning main lesson. Under the direction of a class teacher, assistants may provide small group instruction, as

needed. They will actively support classroom management by redirecting students and encouraging student participation when appropriate. Assistants will be involved in preparing, maintaining, and organizing classroom materials for instructional activities. They may offer one-on-one academic support, and regularly support the class teacher with correcting/grading, tracking, and recording student progress. Assistants will monitor students on the yard during recess and during some field trips and be first in line to substitute. The class teacher will determine how to best utilize the assistant and if an assistant is no longer needed.

Will a student miss or repeat curriculum material?

Learning is about building capacities – capacities for memorization, for synthesizing material, and more. The emphasis is on skill-building, concept acquisition, processes, and attitudes. Because of the rapid changes in science and technology in our society, it is most important to learn how to learn, to evaluate and judge, to transfer and apply knowledge, to understand processes and to know how to access information. The Waldorf curriculum is the means through which these skills are learned. Students at many levels study similar subjects. The topic might be the same, but the depth, focus, and evaluation of knowledge are different.

Other Waldorf schools that have implemented combined classes have experienced that parents who were anxious about a combined class placement not only have been satisfied with their child's progress but have become positive supporters of this type of classroom organization.

Do other Waldorf schools have combined classes?

About 10 percent of Waldorf schools that are either accredited or in the process of becoming accredited by the Association of Waldorf Schools of North America (AWSNA) have combined classes.

We continue to consult with the London Waldorf School, Pine Valley Waldorf School, Alabama Waldorf School, The Bay School, and Detroit Waldorf School for new ideas and best practices for combined classes.

Tuition & Fees Schedule 2019-20



Tuition & Fees Schedule 2019-20

Approved 12/20/2018

NURSERY & KINDERGARTEN	Tuition (per child)	Program/Supply Fees (per child)	Registration Fee (per child)	Fundraising Commitment (per parent)	Parent Engagement Hours or Dollar Value (per family)
NURSERY PROGRAMS					
N3.0: 3 mornings, no afternoons	\$4,365	\$170	\$250 (max \$500 per family)	\$300	6 hours or \$60
N3.1: 3 mornings, 1 afternoon	\$4,944				
N3.2: 3 mornings, 2 afternoons	\$5,523				
N3.3: 3 mornings, 3 afternoons	\$6,102				
KINDERGARTEN PROGRAMS					
K5.0: 5 mornings, no afternoons	\$7,275	\$285	\$250 (max \$500 per family)	\$500	10 hours or \$100
K5.1: 5 mornings, 1 afternoon	\$7,854				
K5.2: 5 mornings, 2 afternoons	\$8,433				
K5.3: 5 mornings, 3 afternoons	\$9,012				
K5.4: 5 mornings, 4 afternoons	\$9,591				
K5.5: 5 mornings, 5 afternoons	\$10,170				

Nursery and Kindergarten morning dismissal is 12:15 pm. The afternoon dismisses at 2:50.

GRADES 1-8	Tuition (per child)	Program/Supply Fees (per child)	Registration Fee (per child)	Fundraising Commitment (per parent)	Parent Engagement Hours or Dollar Value (per family)
Grades 1 through 2*	\$10,950	\$325	\$250 (max \$500 per family)	\$500	20 hours or \$200
Grades 3 through 5*	\$11,700				
Grades 6 through 8	\$12,450	\$870			

*Thursday dismissal is 12:15 pm for Grades 1 through 5. N-K dismissal is 12:15 pm all days.

Application/Assessment Fees

An application fee of \$50.00 for new students or students moving from Parent-Toddler to an Early Childhood Program must accompany all applications. For students moving from our Early Childhood Program to First Grade, there is an assessment fee of \$50.00. These fees are non-refundable.

Registration Fee

A registration fee of \$250 per child to a maximum of \$500 per family is payable at the time that the Tuition Agreement is signed. This must be **paid by February 15, 2019 OR by the date printed on the tuition agreement** whichever is later.

If all of the following conditions are met, then the Registration Fee will be deducted from the last tuition payment for the 2019-20 school year.

- Tuition Agreement is signed and returned to the Business Office by **February 15, 2019**
- Registration Fee is paid by **February 15, 2019**
- Bank or credit card information is confirmed in FACTS by **February 15, 2019**

If all of the above conditions are met and the tuition and the supply fee are paid in full by February 15, 2019, then the Registration Fee is waived. If any of the above are conditions are not met, then the registration fee becomes an added fee.

Parent Fundraising Commitment

Kindergarten through 8th Grade parents are required to commit to the raffle fundraising project with responsibility for \$500 per parent. Nursery-only-parents (no children in K – 8) are required to commit to the fundraising project with responsibility for \$300 per parent. This is in addition to Annual Giving and other fundraising activities.

If a current family refers a new family and that referral results in a new grade student enrolling for the 2019-20 school year before January 2020, the current family's full raffle commitment for 2019-20 will be waived. Note: The referring family must be listed on the student's application. If more than one family is listed, then each family will be released from a proportionate amount of the raffle commitment.

Parent Engagement Hours

Waldorf schools traditionally operate with generous contributions of volunteer hours, contributed talents, and donations from their families. This responsibility not only enhances the running of the school but also strengthens the diversity and fabric of our school community. At AWS we require a **minimum** number of parent participation hours per family based on the program in which their oldest child is enrolled: 20 hours per year for the grades program, 10 hours per year for the Kindergarten program, and 6 hours per year for the Nursery program. **For families with children in multiple programs, total required hours are not cumulative but based on the program of the oldest child.** Parent Participation hours can be fulfilled with a wide range of activities both on and off campus. Some examples include: school event planning and execution, committee work, maintenance projects, clerical work, or grounds care. **Participation hours not completed will be billed at the rate of \$10.00 per hour to be paid at the end of the school year.**

Program/In-School Supply Fees

Because of the high-quality supplies used at Aurora Waldorf School, there is a Program/Supplies Fee for each student. In addition to the supplies students use in school, this fee includes: food in the Early Childhood programs; extra Life Sports field trips for the Sixth, Seventh and Eighth Grades; and the Thursday afternoon program, including sports and academics, for Sixth, Seventh and Eighth Grades.

Additional Costs

In Third or Fourth Grade, the class takes a weeklong trip to a Waldorf Farm School, the cost of which is approximately \$700 per student. Parents are responsible for buying or renting musical instruments in Grades 4 through 8. From Fifth Grade on, parents are also responsible for arranging and paying for instrumental lessons. In Seventh Grade, the class goes on a three-day trip, which costs approximately \$150-\$200. In Eighth Grade, the class takes a weeklong trip, which usually costs between \$400 and \$700. Parents are also responsible for tutoring, external consultation or evaluations, and any other special services deemed necessary for the student to perform at grade level. These fees are not included in the above table.

Aftercare and Beforecare

Beforecare is available daily beginning at 7:00 am. Aftercare is available every day from 2:50 pm to 6:00 pm and on Thursdays additionally from 12:15 pm to 2:50 pm. Both Aftercare and Beforecare are signed up for and paid for on a monthly basis separately from tuition to allow parents greater flexibility.

Early Payment Discount

An early payment tuition discount is available for those families enrolling their child before the beginning of the upcoming school year and paying in full by check or cash as follows:

- Tuition discount of **2%** if full payment received on or before **February 15, 2019**
- Tuition discount of **1.5%** if full payment received on or before **March 15, 2019**

The tuition discount does **not** apply if a credit card is used to pay in full.

Payment Options

Unless paying in full, all families must set up a Payment Plan online in FACTS. Below are the payment options:

- Lump sum payment (cash or check) received by **February 15, 2019**: **2%** discount on Tuition
- Lump sum payment (cash or check) received by **March 15, 2019**: **1.5%** discount on Tuition
- Lump sum payment received by **July 1, 2019**: no discount, no surcharge
- Two payments (**July 2019 & January 2020**) set up in FACTS - no discount, no surcharge
- Ten monthly payments (**July 2019 to May 2020**) set up in FACTS, with the enrollment month (February 2020) skipped: no discount, no surcharge

Tuition Assistance Program

The deadline for the tuition assistance application for CURRENT FAMILIES is January 18, 2019. NEW FAMILIES should apply for tuition assistance at the same time they apply for admission.

Tuition assistance (TA) is available to support students in the Grades and Kindergarten programs. There is no tuition assistance available for Nursery or Parent-Toddler classes. All awards are based on financial need. Parents of Kindergarten – Grade 8 students, if eligible, are required to apply for the **BISON Children's Fund Scholarship** (<http://bisonfund.com/our-scholarships/>) in addition to applying for tuition assistance through Aurora Waldorf School.

Tuition Assistance applications are made through the online application service FACTS Grant & Aid. This helps standardize the tuition assistance application process and supports an equitable balance of awards. The system has an early and non-rolling deadline. Completed online TA applications, with supporting documents uploaded, are due **January 18, 2019**. TA Applications received from currently enrolled families after that deadline will have **\$500** deducted from any award. **Note: FACTS will accept 2017 tax returns if your 2018 return is not complete.**

2019-20 Enrollment Timeline



2019-20 Enrollment Timeline

approved 2/6/2019

December 22 th	2019-20 Enrollment Package is mailed to current families by this date.
January 1 st	2019-20 BISON Scholarship online application process opens.
January 1 st	2019-20 AWS Tuition Assistance online process opens in FACTS.
January 18 th	<p>Deadline for applying for tuition assistance and uploading financial materials online to FACTS. Please upload your 2017 tax documents if your 2018 taxes will not be done by the January 18th deadline.</p> <p>Families without online access may contact Nicole Covert, AWS Business Manager, at 655-2029 x112 or ncovert@aurorawaldorfschool.org to arrange for the use of a computer and/or to have materials scanned and uploaded to FACTS.</p> <p>Applications for current families completed after this date will have \$500 deducted from any tuition assistance award. New families should apply for tuition assistance when they apply for admission.</p>
February 8 th	Tuition Contracts, health appraisal & transportation forms are mailed to current AWS families.
February 26 th	Enrollment Deadline: Families who turn in their signed contract, confirm their bank or credit card information in FACTS, and pay the registration fee by this date (or by the date printed on a contract, whichever is later) will have their registration fee credited towards their last 2019-20 tuition payment.
February 26 th	2% Tuition Discount applied and Registration Fee waived if tuition and supply fee are paid in full by check or cash by this date.
February 28 th	2019-20 BISON Scholarship online application process closes.
March 15 th	1.5% Tuition Discount is applied if tuition, supply fee, and registration fee are paid in full by check or cash by this date.
March 15 th	Transportation Forms are due for 2019-20 bus riders.
June 1 st	Annual Health Appraisals and updated immunization records are due.
July 5 th or 20 th	First FACTS payment is due for the 2019-20 school year. Parents may specify in FACTS their monthly payment date of the 5 th or 20 th .
August 24 th	Information on the AWS Portal for each student and household is reviewed and updated by parents no later than this date.

Mission Statement of Aurora Waldorf School: Aurora Waldorf School provides a classical education, integrating rigorous academics with movement, as well as practical and artistic activities. We work with the ideals, insights, and principles of Waldorf Education, acknowledging the gradual unfolding of the human being. We encourage in our students respect and reverence for the wonders of the world and their own humanity. AWS is a welcoming and inclusive learning community, cultivating respect for diversity, and supporting the growth and development of students, teachers and the community at large.

Aurora Waldorf School, 525 West Falls Rd, West Falls, NY 14170, (716) 655-2029, www.aurorawaldorfschool.org

2019-20 Tuition Agreement Terms and Conditions

Aurora Waldorf School 2019-2020 Tuition Contract

THIS CONTRACT by and between Aurora Waldorf School, a New York non-profit corporation located at 525 West Falls Road, West Falls, New York 14170 (hereinafter referred to as AWS), and parents or guardians on the named student listed in this contract (hereinafter referred to as FAMILY). WHEREAS, AWS conducts a non-profit school for children supported entirely by tuition, grants, and donations; and WHEREAS, FAMILY wishes to enroll named student listed in this contract. NOW, THEREFORE, in consideration of the mutual promises and contracts contained herein, the parties agree as follows:

Period of Enrollment: FAMILY understands and agrees that the term of this contract shall be for the entire school year, or, in the case of a student enrolling after the school year has begun, from the date of enrollment through the last day of the school year.

Trial Period: There is a 4-week to the 8-week trial period for new students after which time a determination is made by AWS as to whether final admission is appropriate. Trial periods for students enrolling at any time after the first scheduled day of school in September will run for four weeks from the first day of the student's enrollment, excluding the scheduled Winter, Mid-Winter, and Spring breaks. If final admission is not attained, tuition payments made-to-date will be reimbursed on a prorated basis.

Commitment for Full School Year: FAMILY understands and agrees there is no reduction, refund, credit, or other allowance made for snow days, absence, illness, missed classes due to tutoring or other programs, dismissal with cause, or withdrawal except as noted elsewhere in this contract.

Tuition: FAMILY agrees to pay AWS the tuition for the 2019-20 school year for the student listed in this contract and in accordance with the selected payment plan. Students may not attend school and are not considered enrolled until a tuition contract has been fully executed and all required tuition and fees have been paid. If the student withdraws between July 1 and September 1, the FAMILY assumes liability for one-fourth (1/4) of the year's full tuition.

Registration Fee: A registration fee of \$250 per child to a maximum of \$500 per family is payable at the time that the Tuition Agreement is signed. This fee is to be paid by the contract date printed on the tuition agreement. If a payment plan has been finalized and the signed contract and Registration Fee are returned to the office by the contract date, then the Registration Fee will be deducted from the last tuition payment for the school year. If the signed contract and the full tuition and supply fee are paid in full by the contract date, then the Registration Fee is waived.

Early Payment Discount: An early payment tuition discount is available for those families enrolling their child before the beginning of the upcoming school year and paying in full by check or cash. If full payment received on or before March 19, 2019, then there is a 2% tuition discount. If full payment received on or before April 19, 2019, then there is a 1.5% tuition discount. The tuition discount does not apply if a credit card is used.

Monthly Payments Through FACTS: FAMILY understands and agrees that if they do not pay the tuition in full, they must register online with FACTS Automatic Tuition Payment and make payments to FACTS through automatic deduction from their checking, savings or credit card (MasterCard/Discover/ American Express (VISA is not accepted)). There is a convenience fee of \$2.75 per \$100 associated with all FACTS credit card transactions. In the event a payment is returned, FACTS will bill your account a \$30 fee for each returned payment attempt.

Late Payment Fees: AWS has the discretion to add a late fee of 1.5% or a minimum of \$25.00 per month for any amount owed the school which is not received within 10 days of the due date as set forth on the tuition payment schedule. FAMILY agrees to pay any late fees. In all events, all payments are due to AWS for tuition or other charges for the 2019-20 school year must be paid in full by May 30, 2019.

Returned Check Fee: A \$25 fee will be charged for returned checks or automatic payments that do not clear. Checks will not be re-deposited.

Withdrawal of Student: FAMILY understands that in order to provide its service, AWS must make certain financial commitments for the entire school year and that these commitments are made in the expectation that the tuition will be paid in full. No pupil will be enrolled for any period shorter than the full academic year, except by special arrangement, as in the case of late enrollment or a trial period. If a student is withdrawn from the school during the aforesaid 'Trial Period', then AWS agrees to make a pro-rated refund to the FAMILY based on the actual number of school days in the school year prior to the withdrawal.

Classroom Privileges: FAMILY understands and agrees that AWS shall have the right to deny any student from attendance, temporarily or permanently, under any circumstances determined in the sole discretion of AWS, including, but not limited to, student interference with the health, safety, or educational development of the student or any other student, unsatisfactory student progress or conduct, and past due tuition or other fees owed the school. AWS further reserves the right to deny continued enrollment or re-enrollment to any student if AWS reasonably concludes that the actions of FAMILY are inconsistent or in non-support of the educational environment or are counterproductive to a positive working relationship between AWS and FAMILY.

Activities: FAMILY gives permission for the student named in this contract to take part in any and all activities authorized by AWS. This includes, but is not limited to, sports and any trips that may be made away from AWS. FAMILY releases and agrees to indemnify, defend and hold harmless, AWS and its teachers, coaches, employees, independent contractors and agents from any liability, claims, causes of action, damages, costs and expenses (including, without limitation, reasonable attorney's fees and disbursements) for any accident in connection with these activities or any claim that is submitted by or on behalf of the students with respect to these activities or which otherwise incurred by AWS as a result of these activities.

Collection: In the event that AWS must engage counsel or collection services to collect on past due accounts, FAMILY agrees to pay the expense of enforcement and collection of the tuition, any fees, and related expenses, including, without limitation, attorney's fees and costs.

Withholding of Records: In the event that FAMILY has outstanding financial obligations, AWS may withhold parental access to the AWS Portal and any diploma, progress reports, or other records until those financial obligations have been met.

Responsible for Loss or Damage: FAMILY agrees to be responsible, upon written request of AWS, for the replacement cost of any supplies, materials, or equipment which a student breaks or damages. Further, FAMILY recognizes that the school is not responsible for damages to, or theft of, personal property brought to or left on school grounds.

Agreement and Signatures: This contract represents the entire contract of the parties; it shall be governed by the laws of New York State; and it shall be binding upon and inure to the benefit of the parties' heirs, successors and assigns. ALL parents or guardians who are financially responsible for payment must sign this tuition contract to properly execute the contract. Please keep a copy of this contract for your reference. A copy is available from the school upon request. Any changes made to this contract will result in AWS creating a new contract and the FAMILY signing a tuition contract which will supersede any earlier contracts. If any part of this contract is found to be unenforceable, the remaining provisions of this contract will remain enforceable.

School Policies: By signing this tuition contract and enrolling the aforementioned student, FAMILY agrees to adhere to the policies and procedures as set forth by AWS in the document entitled "Aurora Waldorf School Nursery through Grade 8 Parent Handbook" and in other publications such as but not limited to the AWS Newsletter. These policies and procedures may be amended at any time by AWS.

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