

Family Handbook 2026-27



Welcome to Spring Garden Waldorf School!	4
The Family Handbook	5
Statement of Non-Discrimination	5
Spring Garden Waldorf School Diversity, Equity and Inclusion Statement	6
The Role of the Parent/Guardian	7
Spring Garden Waldorf School Parent and Guardian's Pledge:	7
About Spring Garden Waldorf School	8
The History of Spring Garden Waldorf School	8
How Spring Garden Waldorf School Is Organized	9
School Personnel and Working Groups	11
Curriculum	13
The Early Childhood Component	13
Curriculum in Grades One through Eight	16
Assessment, Testing, and Promotion Criteria	18
Student Assessment	18
Testing and Grades	19
Standardized Testing	19
Promotion and Retention	19
First Grade Readiness	20
Homework	20
Instrument Guidelines	21
Educational Support Services	22
Festivals and Celebrations	25
Severe Weather Plan for Outdoor Activities (Michaelmas, May Day)	26
Student Performances	27
Communication	27
Communicating With Spring Garden Waldorf School	27
Communication from Spring Garden Waldorf School	29
Admissions	30
Admissions Procedure (each step will follow completion of the previous):	31
Toilet Training Policy for Early Childhood Children:	32
New Student Probationary Enrollment Period	33
New Student Full Enrollment	33
Concerns during Probation Period	34
Financial Obligations	34
Tuition	34
EdChoice Ohio	35
Tuition Assistance Policy	35
Contract Service Hours	36
Work Days	37

Fundraising	37
Daily Procedures and Policies	37
Arrival and Dismissal	37
Carpool Lane Expectations	38
Dismissal:	38
Transportation	39
Student Attendance	39
Absence and Tardy Policy	39
Tardy Students	40
Results of Absence or Tardiness:	40
Participation in Extracurricular Activities for Absent Students:	40
EdChoice and EdChoice Expansion Attendance Records	41
Before Care and Aftercare Program	41
Lunches and Snacks	41
Meetings	42
Parent/Guardian-Teacher Conferences	42
Class Meetings	42
Parent/Guardian Council meetings	42
Parent/Guardian educational opportunities	42
School committees	42
Admission Events	43
Outside Play	43
Athletic/Sports Program	43
Student Dress Standards	44
Media	45
Cell Phone Policy	46
General Information and Guidelines	46
SGWS Approach to Student Behavior	47
Student Code of Conduct	47
Behavior Policy	48
Parent/Guardian Responsibilities in Supporting the Disciplinary Process	49
Teachers' Responsibilities in Supporting and Guiding the Disciplinary Process	51
Communication with other Teachers:	51
Communication with Parents/Guardians:	51
Teacher's Responses to Inappropriate Behaviors	52
Child Study	52
Implementation of Consequences	53
Consequences In the Early Childhood classes	54
Consequences In the early grades classes (generally classes 1-3)	54
Consequences In the middle grades classes (generally classes 4-5)	55
Consequences In the upper grades classes (generally classes 6-8)	55
Student Removal from the Classroom	56

Behavior Policy Timeline	57
Prohibited Behavior Management Techniques	59
Guidelines for Faculty Relative to Discipline Consequences Teachers Strive to Avoid	59
Disenrollment	60
Anti-Discrimination and Harassment (Bullying) Policy	61
Response to Harassment Involving Students	63
Response to Harassment Involving Employees	64
Health and Medical Procedures	65
School Nurse	65
Medical Emergency Form	65
Early Childhood Child Medical Statement	65
Special Health Concerns	65
Medications Policy	66
Prescription Medications:	66
Non-prescription Medications and Topical Lotions:	66
Emergency Care	67
Emergency Action Plan for Use of an Automated External Defibrillator (AED)	67
Illness and Injury Policy	71
Immunizations	73
Spring Garden Waldorf School Allergy Policy	73
Risk Reduction Plan	74
Emergency Allergy Response Plan	78

Welcome to Spring Garden Waldorf School!

It is always a joy to welcome students and their families to Spring Garden. We are eager to help you feel at home, make friends, and discover the talents you can share with this unique community.

By choosing Spring Garden for your child, you have become part of a community of students, teachers, and parents/guardians whose approach to education embodies meaning inherent in the Latin roots of the word educate: *ex duco*, to lead forth. This "leading forth" of each student's special gifts and capacities is accomplished through a dynamic method of integrated education that instills strength of will, moral responsibility, and clarity of thought.

A Waldorf school bases its educational methods and administrative structure on the principles and philosophies of Rudolf Steiner. The Waldorf teacher brings to the classroom a comprehensive understanding of the physical, mental, and spiritual aspects of child development. Students in a Waldorf school engage in creative and artistic activities that stimulate perceptual skills and build learning capacities. Every year, new educational research confirms the value of the Waldorf model of education. If you are interested in learning more about Steiner or Waldorf education, please join us for one of our many parent and guardian education opportunities throughout the year.

We are eager to nurture and cultivate relationships of understanding and trust with the families of the students we teach. Through discussion, study groups, and conferences, we join with you to develop a shared understanding of your child and to encourage harmony between home and school life.

You have embarked on an exciting journey, and we are happy to be a part of it.

> The Family Handbook

The purpose of the Family Handbook is to welcome you to our school, to present our history, to set forth your role of the parent/guardian in the school community, to describe the admissions procedure and curriculum, to outline the everyday workings of the school, and to offer guidelines for working within the Spring Garden Waldorf School community.

Please note that the policies, procedures, and statements in this Handbook are subject to change. Please keep this Handbook in a convenient place and refer to it as needed. The most up-to-date version of the handbook is on our website.

> Statement of Non-Discrimination

Spring Garden Waldorf School recruits and admits students and personnel of any racial identification, ancestry, nationality, native language, socioeconomic background, family structure, age, religious beliefs and/or belief system, gender, sexual identity, appearance, occupation, and political affiliation, or any other protected class or group, to all the rights and privileges of all of our programs and activities. In addition, the school will not discriminate on the basis of any racial

identification, ancestry, nationality, native language, socioeconomic background, family structure, age, belief system, gender, sexual identity, appearance, occupation, and political affiliation or any other protected class or group in the administration of our educational policies, scholarships, loans, fee waivers, educational programs, and athletic or extracurricular activities. All are encouraged to apply.

> Spring Garden Waldorf School Diversity, Equity and Inclusion Statement

Spring Garden Waldorf School believes people of any racial identification, ancestry, nationality, socioeconomic background, family structure, age, religion, belief system, gender, sexual orientation and appearance should feel welcome at our school. We strive to ensure students and community members feel respected and celebrated while seeing themselves reflected in the school's culture, curriculum and policy. Our school has no tolerance for intolerance, bigotry and oppression.

Waldorf pedagogy invites us to study and understand all of humanity. Spring Garden Waldorf School has a duty to the world and our children to study subjects objectively and ensure our curriculum connects students to many cultures and people. Our students deserve to learn about diverse peoples and learn within a school where they see themselves, their families, and the wider community reflected in curriculum and experiences.

We take responsibility for ourselves, our choices and our mistakes, as individuals and as an institution. We are committed to the ongoing work of cultivating a diverse, equitable and inclusive environment. We are committed to leveraging our strengths as a school to create structural, cultural and institutional change.

We promise to use our gift of community to create opportunities to express diverse, equitable and inclusive viewpoints and give constructive feedback without fear of recrimination. We promise to use community resources to offer opportunities for people to experience diversity and unity. We promise to use our fiscal responsibility to invest in this work through Seeking Education Equity and Diversity training for the community, updating resources supporting our DEI work, and expanding DEI initiatives and professional development opportunities.

We promise to leverage our rich community life, relationships and resources to:

- Ensure our curriculum is diverse, reflective and responsive
- Engage the Board of Trustees in DEI training and policy accountability
- Reform school policy to reflect diversity, equity, and inclusion work
- Establish BIPOC, LGBTQIA, and other diverse voices in leadership
- Report to and be held accountable for DEI work through AWSNA Accreditation
- Center inclusive language and thought in our classrooms

- Attract and retain diverse hires through intentional hiring practices; appointing diverse hiring committee members; and providing a supportive workplace for all employees.
- Address and change systemic discrimination that exists in our policies and procedures
- Develop and articulate our DEI work clearly, transparently, and in community
- Celebrate tolerance, inclusivity and difference in community
- Teach empathy, compassion, moral strength and courage
- Learn from communities including SGWS (Spring Garden Waldorf School), AWSNA (Association of Waldorf Schools of North America), WECAN (Waldorf Early Childhood Association of North America), SEED (Seeking Educational Equity and Diversity), and more.
- Never stop prioritizing this work and remain accountable to its fruition

> The Role of the Parent/Guardian

Spring Garden Waldorf School is a community where cooperation and collaboration between parents/guardians, teachers, and staff create a supportive educational environment. Our community embraces active parent/guardian involvement, openness, economic and social diversity, consensus, and teamwork. Our families, teachers, and staff share the responsibilities and rewards of participating in our school community. Parents and guardians play essential roles as advocates for their children and as partners in enriching our community with their ideas, interests, talents, resources, and concerns.

As part of the enrollment contract, parents/guardians complete mandatory Service Contract hours. This commitment to the school builds community and offsets operating costs. Parents/Guardians make an especially significant contribution to the school in the area of enrollment by inviting friends to events at the school. Simply talking about the school and how Waldorf education works for their children will bring other interested families into contact with the Waldorf community.

Parents/Guardians contribute to the health of the school by supporting school policies and procedures. This allows families to experience the warmth of a community, working together with shared values and a common interest in its students' education. In recognition of being part of the larger community, parents/guardians agree to abide by the Parent/Guardian's Pledge.

> Spring Garden Waldorf School Parent and Guardian's Pledge:

There are many diverse personalities, qualities, and experiences that make the Spring Garden Waldorf School community unique. By respecting and embracing these seeming differences, we can unite our hearts with those seeking the same

goal of educating our students in a compassionate environment. As a member of the Spring Garden community, I pledge the following:

I will ADHERE to the policies outlined in the Parent/Guardian Handbook. I will stay informed about community life at Spring Garden Waldorf School by reading school communications.

I will ATTEND class meetings and teacher conferences to ensure that my child's class has an informed, active, and supportive parent/guardian body that understands the curriculum and its foundations.

I will PARTICIPATE in fundraising. I recognize that tuition alone does not meet the school's budgeted expenses and will strive to participate in fundraising with heartfelt gifts to the best of my ability.

I will DIRECT any question, concern, or complaint to the appropriate person or group according to the Communication Section in the Family Handbook.

I will RESPECT others in the Spring Garden community and strive to hold each member in the best light. I will value others' differences and recognize that each member of the community brings unique talents and insights to all situations.

I will ENCOURAGE volunteerism through my actions and words. As a member of the community, I am called to serve and will do so to the best of my abilities. I am ever mindful that Spring Garden could not exist without volunteers who are similarly giving of themselves for the goal of educating our children. Therefore, I will treat every other volunteer with respect and appreciation.

I will COMMUNICATE openly and honestly. Because Waldorf Schools do not have a hierarchical institutional structure, I recognize that it is the quality of our interpersonal relationships that sustains and nourishes the school. By connecting with another person and perhaps overcoming a difficult situation, I strengthen the Spring Garden community as well as myself. Therefore, I will speak and behave toward others as I would have them speak or behave toward me. My written correspondence will be respectfully worded and signed. I will be vigilant against gossip and guard against its destructive nature. I will work toward understanding, clarity, resolution, and if necessary, healing.

Most importantly, I will SET AN EXAMPLE for our children. As an adult, I serve as a role model at all times. So charged with that responsibility, I will engage in speech and behavior that are worthy for our children to imitate.

**In some cases involving gross violations of the Parent and Guardian's Pledge, the Administrative Faculty reserves the right to effect a review of the enrollment of the student or family. This review can lead to immediate termination of enrollment of the student or family.

> About Spring Garden Waldorf School

The History of Spring Garden Waldorf School

Spring Garden Waldorf School is an independent, self-administered school linked to other Waldorf schools by a shared philosophy. The faculty teaches in an age-appropriate manner, as indicated by Rudolf Steiner's philosophy of meeting each student where he or she is developmentally.

The Waldorf school movement was founded by Rudolf Steiner (1861-1925), based on his study of Anthroposophy, the study of mankind. Steiner was an Austrian scientist, philosopher, artist, and educator who founded the first Waldorf school in Stuttgart, Germany, in 1919. Steiner created a curriculum that provided a comprehensive academic, artistic, cultural, and practical education that encouraged students to develop into creative, balanced, responsible, and free-thinking individuals. His ideas included educating the whole child – addressing cognitive, social, and creative development together – and meeting the needs of each child through a challenging and multi-sensory environment.

Spring Garden opened in 1981 in a private home with an initial enrollment of 17 students divided into three multi-age classes from kindergarten through third grade. The emphasis centered on a balanced, multi-sensory education that integrated spiritual ideals with academics.

In September of 1982, the school moved into the education wing of the Margaret Park Presbyterian Church on Russell Avenue in Akron. In 1985, Spring Garden became a member of the Association of Waldorf Schools of North America (AWSNA).

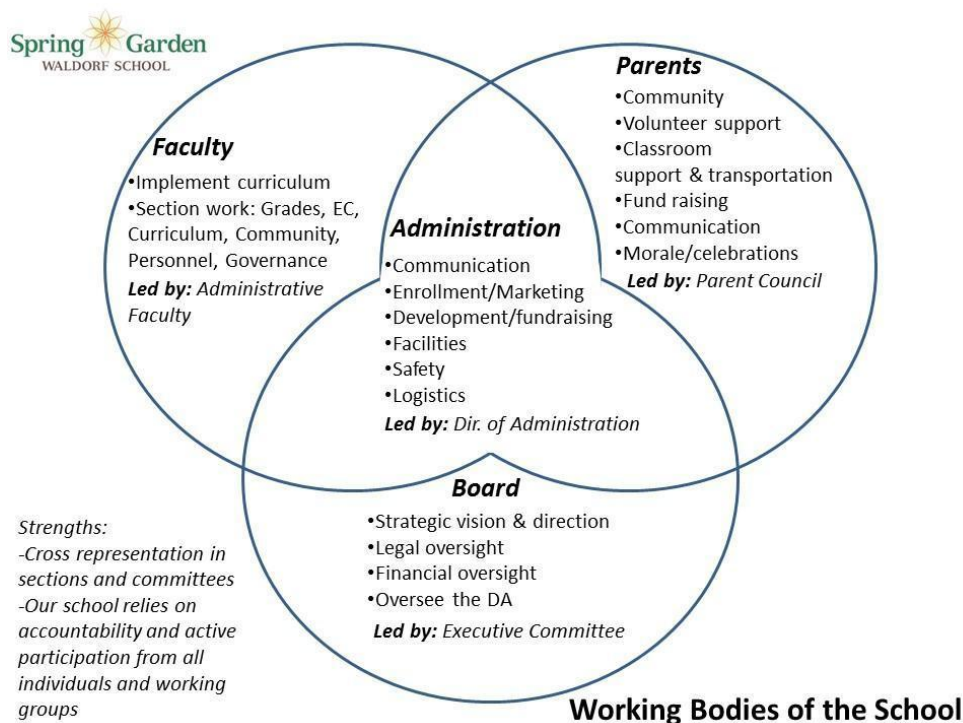
Fundraising, recruitment, and community outreach efforts were enormously successful, and enrollment increased to the point where the school eventually outgrew the church facility. In August of 1990, Spring Garden moved to a beautiful rural setting southeast of Akron, in an extensively remodeled former public elementary school. Highlights of our years there included our first Children's Festival and Annual Benefit Auction, and professional development in Waldorf education for our teachers.

In the fall of 1994, the Spring Garden community had the opportunity to purchase its own school building, where we are currently located, on twelve acres in Copley, Ohio. After countless hours spent by the Spring Garden community cleaning and preparing the building, the school opened its doors. We are proud of our school, which offers us permanent roots and room to grow and prosper in the Waldorf tradition.

Spring Garden currently serves students from preschool through Grade Eight with an integrated curriculum of world languages, choral and instrumental music, art and handwork, wood working, movement, gardening, and extra lesson. Our current student body represents a wide range of socioeconomic backgrounds, gender identities, and family structure. We are seeing a growth in ethnic diversity as we strive to be a place where all feel welcome and can see themselves reflected in the educational experience.

How Spring Garden Waldorf School Is Organized

Governance in a Waldorf school is not concerned with exercising authority, but with addressing the real question of how the children and the spirit of the school are best served. The organizational structure of Spring Garden consistently strives to uphold Rudolf Steiner's principle of the threefold social order, in which the sphere of rights, the sphere of economics, and the sphere of spirit each operate independently of one another while still supporting the work of the others. The need for these separate yet interconnected spheres at Spring Garden has led to an organizational structure in which each constituent group within the school holds representation in each sphere of the threefold order.



The school consists of three major working groups: the Faculty, Board, and Parents/Guardians. Another key group, the Administration, facilitates the work and ensures the flow of information and resources between these bodies. The functions of the school are also divided among these groups, or bodies, with intentional overlap in certain areas, so that the activities of the school can be carried out effectively with collaboration between groups where it is determined to be appropriate. To this end, committee structures include representation from various groups within the school in order to assure the representative collaboration between the bodies of the school. At the same time, certain functions are carried out by the individual groups without impingement from other functioning bodies.

- The board of trustees is the publicly recognized body of the school, a governing body which holds responsibility for the overall financial and legal health of the school.

- The faculty represents the thread of continuity within the school. It is responsible for assuring that all practices within the school are rooted in the anthroposophical basis of Waldorf education. The Administrative Faculty represents the faculty as a governing body of the school responsible for policy and procedures concerning all pedagogical aspects of the operations of the school.
- The parent/guardian body is the social organism of the school, assuring that the parents/guardians who make up the life force of the organization are informed of and included in activities.
- The administration holds the executive function within the school. It is responsible for ensuring organizational integrity while carrying out agreed upon policies.

School Personnel and Working Groups

Administration

The *Administration* holds the executive function within the school. It is responsible for ensuring organizational integrity while carrying out agreed upon policies.

The *Director of Administration (DA)* is the leader of the school's administrative functions. The DA has two broad areas of responsibility: communication and administration. As the communication hub for the school, the DA serves as the point person for, and ensures the flow of communication between, all of the school's constituent groups, including the faculty, administrative staff, Board members, parents/guardians, and the broader community.

The *Pedagogical Director (PD)* is a leadership position that supports a culture of collaboration and communication among constituencies of the school. The PD is accountable for ensuring an exemplary Waldorf student experience and carries a combination of teaching and administrative responsibilities.

The *Finance Director* handles questions or concerns about tuition assistance, tuition payments, the Miscellaneous Charges Account, buy-out of Contract Service Hours, or billing for uncompleted Contract Service Hours. The Finance Director can also answer questions related to the school's financial and operational matters.

The *Director of Admissions and Marketing (DAM)* is the initial point of contact for all families exploring Spring Garden for their children. The DAM is also responsible for developing and implementing a school marketing plan.

The *Fundraising and Event Coordinator (FEC)* is responsible for planning, developing strategies, goal setting, coordination and evaluation of all key fundraising and events and serves as the school's chief fundraiser.

The *Facilities Manager* is responsible for managing people and processes that will ensure the proper maintenance of the building and grounds.

The *Administrative Assistant* provides administrative support to the faculty and administrative staff and is responsible for maintaining school directories, student records, and all other records pertaining to the operation of the school. The Administrative Assistant also maintains the school calendar and sets appointments for the DA.

The *Assistant to the Director of Admissions and Marketing* assists the DAM with admissions and enrollment for all families and assists the DAM in implementing a school marketing plan.

Faculty

The faculty are staff members directly involved in the education of the students. They represent the thread of continuity within the school, assuring that all practices within the school are rooted in the anthroposophical basis of Waldorf education. The faculty includes all classroom teachers in the grades, all subject teachers, all Early Childhood teachers and assistant teachers, and all members of the Educational Support Team. In addition to their classroom work, faculty engage in administrative and pedagogical leadership at the school. Each member of the faculty participates in one of the following sections: governance, personnel, community, curriculum, and leadership of Early Childhood and the Grades.

Educational Support Team (EST)

The EST is made up of the Academic Tutor, Extra Lesson Teacher, Speech Pathologist, and Education Services Coordinator. This team works in collaboration with teachers, parents/guardians, and outside service providers to develop and implement accommodations to support the academic success of all students. Accommodations may include modifications within the classroom, strategies and techniques implemented by the classroom teacher, and interventions by EST members. Parent/Guardian permission is needed before any child can work with the EST, and the EST and the student's teacher will monitor the student's progress and the effectiveness of the accommodations and communicate this to the student's parents/guardians. The EST reports to the Administrative Faculty.

Administrative Faculty

The Administrative Faculty is a group of faculty members, the DA and the PD, who together are responsible for making pedagogical and curricular decisions on behalf of the College of Teachers, based on an understanding of Waldorf education.

College of Teachers

The College of Teachers includes the entire faculty. Through regular meetings, the College of Teachers deepens individuals' understanding of Waldorf education

specifically as it pertains to Spring Garden. This group is also responsible for providing input on the school's policies and curriculum through interaction with the Administrative Faculty.

Parent/Guardian Council

The Parent/Guardian Council is a supportive body of the school that promotes community enrichment and communication. It also acts as a constructive link between the Board of Trustees, the faculty, and the parent/guardian body at large. All parents/guardians of enrolled students are members of Parent/Guardian Council, and each class is represented by one or more parent/guardians. Parent/Guardian Council is led by a leadership team of three members, one of whom serves as a member of the Board of Trustees.

Board of Trustees

The Board of Trustees is the publicly recognized body of the school, responsible for the school's overall financial and legal health. Its membership consists of three members of the faculty; a representative of Parent/Guardian Council; and up to thirteen members elected at-large. The DA and the PD are *ex officio* members of the Board. The Board of Trustees meets monthly; twice yearly these meetings are held as Joint Board-Faculty Meetings to support the school's mission and purposes.

> Curriculum

The Waldorf curriculum provides a comprehensive academic, artistic, cultural, and practical education that encourages students to develop into creative, balanced, responsible, and free-thinking individuals. The curriculum stimulates the mind with a full spectrum of traditional academic subjects. It nurtures healthy emotional development through conveying information experientially as well as academically. It teaches the hands to be valued members of the student's being through a broad range of artistic and handwork activities. Rudolf Steiner's educational philosophy enhances traditional learning with a sense of connection to cultural, moral, and spiritual values. This philosophy emphasizes respect, wonder, and reverence for human existence and the natural world.

The Early Childhood Component

Creative Play Time:

The children are encouraged to imagine and play both indoors and outside daily with a wide variety of open-ended toys and natural materials, following their own initiative. During this period, the teacher is involved in preparing the snack, sewing, or any number of activities that the children are welcome to help with or just experience. An atmosphere of pleasant work permeates the entire room.

Being able to follow a train of thought or carry a task to completion is extremely important to later schooling. For example, this is a skill set necessary to solve a complicated math problem or write a report.

Circle Time:

The class is brought together in a movement journey to sing songs and recite verses together with the teacher. These may be connected to the seasons, a particular fairy tale or story, or just part of the general lore of childhood.

Repeating and remembering verses sets the stage for the more intense memory work that will be required in the grades.

Artistic Activity:

These activities may include wet-on-wet watercolor painting, beeswax modeling, beeswax crayon work, and some form of handwork, done as a group activity, although each child is individually absorbed in their own work. Only the highest quality materials are used.

These activities encourage the child's natural sense of beauty and color and lay the groundwork for artistic techniques which will be needed later. Attention to detail, focused work habits, and fine motor skills are developed through these artistic activities.

Snack Time

Snack time is a group activity. The children eat a nutritious snack that they may help prepare during play time. This is a time of coming together as a classroom community to enjoy a snack and polite conversation with our manners. We take a moment to share our gratitude for the food before us and the children help with preparing the space for snacks and cleaning up when the snack is over.

Sharing meal time in a respectful, grateful manner is an integral part of life. This is a time dedicated to developing appropriate social skills, group cooperation, and personal responsibility for the good of all.

Outdoor Play

Similar to indoor creative play time, the children are taken outdoors to experience the natural world in all its different seasons. You will find a Waldorf early childhood class outside in all but the most formidable weather.

A child who has had an experience out of doors all school year develops a respect, resiliency, sense of responsibility, and appreciation for nature. This allows them to enter very deeply and comfortably into later studies of plants and animals, weather, geology, and astronomy.

Story Time

At the end of the morning, the children are gathered to hear their teacher tell a special nature story or fairy tale that is filled with wonder and imagination. The length and intricate details in the stories continue to evolve during the school year with opportunities for the students to participate in the recall of the story by acting out the stories they have been listening to as a way to develop listening and memory skills.

The ability to listen to an adult for a sustained period of time is a skill that is gradually developed. The telling of a story, as opposed to reading it, fosters the person-to-person relationship between the teacher and their children, as well as providing an opportunity for the children to experience rich language in a very pure and beautiful form.

In addition to the daily activities described above, there is an ongoing celebration of the seasons within the early childhood classes. For example, Children may gather a harvest in the fall, build a seasonal garden on the nature table as winter draws near, prepare and plant the garden beds in the spring. The joy of the human experience is deeply felt by the young child and is reflected in the classroom.

The emphasis in a Waldorf early childhood class is on the skills and experiences mentioned above as well as many others. The ability of a child to learn in the grade school will be enhanced by the foundation and strengths gained in this type of early childhood setting.

Building Foundational Skills

Personal Responsibility and Self-Help Skills

Children hone self-help skills such as tying shoes, putting on and taking off outdoor gear independently, cleaning up after play, food preparation, setting the table, cleaning up after a meal, dish washing and more. Each day, we allow the time needed for the children to practice these essential skills that teach them to care for themselves, for others and the environment of the classroom.

Environmental Stewardship

Daily access to time outdoors allows the children to develop a relationship with and reverence for nature. The children will help care for the raised bed garden including watering, pulling weeds and harvesting vegetables to be used in the classroom. They will notice and be encouraged to think kindly towards the spiders, insects, and plants recognizing each play a role in the healthy workings of the garden. The children will help to fill our bird feeders and watch in awe as the birds flit to and fro chirping thank yous for the fine meal. Nature walks to explore and experience nearby woods and fields allow us to observe how nature changes through the seasons. As the poet Mary Oliver spoke so eloquently:

“Teach the children. We don’t matter so much, but the children do... Stand them in the stream, head them upstream, rejoice as they learn to love this

green space they live in, its sticks and leaves and then the silent, beautiful blossoms. Attention is the beginning of devotion."

Gross and Fine Motor Skills

Movement is integral in the healthy development of the young child. Gross motor skills are incorporated into circle time as the children jump, spin, crouch, roll, and move their bodies to the verses they are reciting. These skills are also given time to develop through natural, child-created outdoor play including tree climbing, digging, teeter tottering, creating natural obstacle courses and by participating in the teacher-led purposeful seasonal work. All of these activities help develop the child's sense of their body and how it works while building physical stamina. Balance, proprioception, and the ability to develop an understanding of how to care for the well-being of their body through experience are core basics in the Waldorf early childhood program.

Fine motor skills are developed through artistic and practical activities such as finger knitting, sewing, painting, coloring, cutting vegetables, baking, and tying shoes. These activities develop the muscles in the hands and eyes and provide a foundation for reading and writing in first grade.

Self-Regulation and Social Skills

The children will have an opportunity to practice self-regulating their emotions and behavior as they interact with their peers and teachers daily. Social skills are learned through modeling as the teacher helps the young children find their words and then offers quiet support as necessary when children are navigating a conversation that might be challenging. Whether the child is waiting their turn to climb the tree, planning what to play with their peers, sharing toys, navigating working with a partner, etc., the day is filled with lessons that will develop their social emotional intelligence supported by the teacher's modeling and emphasis on respect for all.

Academic Skills

All of the experiences in our early childhood program set a solid foundation for academic learning in first grade. The students learn the ability to sit and listen to stories while creating, in their minds, a picture of the story being told. The development of self-regulation skills and language comprehension allows the children to be very receptive to new concepts.

Early math skills are experienced through concepts such as cooking, sharing, gathering, and counting in songs and stories. These conceptual experiences allow an interest and understanding to develop that is built upon in the grade school.

Curriculum in Grades One through Eight

Students "in the grades" at Spring Garden begin their day outside on the playground. At 8:30, a bell rings and students line up with their classes to come inside and begin their day. Once inside, students take off their outdoor clothing and greet their teacher at the classroom door with a handshake. This is a good way for

the teacher to gauge how the student's day is beginning, and it teaches students how to shake the hand of an adult and make eye contact when greeting someone.

When the students enter the classroom, they take care of their personal belongings and join their teacher and classmates in a verse to begin the day. Because studies have demonstrated that children learn best when their whole bodies are engaged, students generally begin their day with speech, music, or gross motor skills combined mental academic work – for example, students in Grade Three might jump rope while working with multiplication tables, while students in Grade Seven might engage in intricate ball passing and catching games.

In Grades One through Five, Main Lesson follows these initial opening activities. In the Main Lesson, academic concepts are taught in "blocks," where a particular theme (for example, math or language arts) is studied for a number of weeks. The goal is for students to engage with the material, not to pass tests or earn grades. Main Lesson lasts for approximately two hours. After Main Lesson, students in grades one through five have a short break to eat a snack (supplied from home) and to go outside and "breathe out" for a few minutes. When students come back inside they are energized, refreshed, and ready to start their next lesson. The remainder of the day is made up of subject classes that support the curriculum of the Main Lesson. These subjects are not optional; they are an integral part of the broader Waldorf curriculum.

In Grades Six through Eight, the students open with their class teacher or as a group of upper grades students. Following the opening, the upper grades students have two subject classes, followed by a short break for snack and recess. After snack recess, upper grades students have Main Lesson, which is taught in two hour blocks as in the lower grades. After Main Lesson, upper grades students have lunch followed by additional subject classes.

Subject periods include topics that reinforce concepts covered in Main Lesson, such as math, grammar, and reading as well as art, music, orchestra, Spanish, handwork, woodworking, gardening, and physical education. Additional information about our subject classes is detailed below.

World Languages – Spanish is taught in Grades One through Eight. In the early grades, language is taught through immersion in stories, songs, rhymes, and movement. As students progress through the grades, they develop skills in grammar, reading, translation, and conversation.

Music – Students begin choral instruction in Grade One, and chorus is a part of students' weekly schedule through Grade Eight. Starting in Grade Three, all students learn to play the violin. As they progress through the grades, students are given the opportunity to change to a different stringed instrument or to a woodwind. Students perform both choral and symphonic pieces at assemblies, Winter and Spring Programs, and graduation, as well as a number of other special occasions.

Physical Education – In the lower grades, students engage in games and activities that provide the enjoyment of physical activity in a non-competitive environment. Competitive play begins in Grade Five, where physical education and Main Lesson studies merge and students prepare for and compete in a traditional Greek Pentathlon. Similar integrative experiences may be afforded to students during the Grade Six Medieval Games and the Grade Seven Renaissance Faire.

Gardening – Gardening begins with nature studies in the early grades then progresses to the study of soils and plants. In Grade Three students plan and plant

their own small garden plot as part of their Main Lesson work, and students continue to study gardening in our greenhouse and gardens through Grade Eight.

Handwork – Through knitting, crocheting, cross-stitching, felting, and sewing, all students learn the enjoyment of making practical and beautiful objects with their own hands. Handwork supports literacy in the early grades, as knitting develops left-to-right eye-tracking; mathematics are supported by handwork throughout the grades, from the simple counting of stitches in the early grades to understanding geometry by creating a 12-sided ball in the upper grades.

Woodworking – Taught in Grades Five through Eight, the Woodworking program allows students to form relationships with a material, with their environment, and with their classmates. Woodworking can be used to increase students' threshold of frustration and hone their power to push against limitations, expanding the students' capabilities to change the physical world and perhaps help them to carve a place for themselves in it.

Art – Painting, drawing, and modeling deepen students' experience of the curriculum and awaken possibilities for self-awareness and self-expression. Drama is a key part of our curriculum, as students starting in Grade One prepare and present a dramatic performance each year, building up to a full production of a Shakespeare play in Grade Eight.

The Spring Garden curriculum is carefully planned to maintain a balanced schedule that is in harmony with the needs of growing students, and it is essential that all students participate in all of each day's activities. Full participation allows each child's innate capacities and strengths to shine through during the school day and affords children the opportunity to feel a high degree of self-esteem and self-confidence while teaching them how to recognize and collaborate with the strengths of their classmates.

Waldorf Curriculum for Grades 1-8

Based on the Overview for American Waldorf Teachers

	LITERATURE & HISTORY	ENGLISH & GRAMMAR	MATH	SCIENCE	GEOGRAPHY	FOREIGN LANGUAGE	MUSIC	ART AND HANDWORK	PHYSICAL EDUCATION
GRADE ONE	Folktales, fairytales and nature stories to introduce letters and writing	Pictorial introduction to the alphabet. Writing, speech exercises, phonetics	Whole numbers, four processes of arithmetic: addition, subtraction, division and multiplication	Nature studies and observation, gardening and cooking	Study of surroundings through observation	Imitation of songs, verses, counting, colors, and stories	Soprano recorder, circle games and movement exercises, rhythm and meters	Form drawing, watercolor painting, knitting, hand sewing, and beeswax modeling	Circle activities, non-competitive games, and large muscle activities
GRADE TWO	Fables, legends of heroes, heroines and saints, native American stories	Reading and Writing, Sentences, rhyming words, plays, speech work	Whole numbers, multiplication tables, number patterns, carrying and borrowing	Nature studies and observation, gardening and cooking	Study of surroundings through observation	Counting, animals, parts of the body, food, seasons, and months of the year	Recorder, learn songs to accompany fables and folk songs	Form drawing, watercolor painting, crocheting, and beeswax modeling	Jump rope, non-competitive games, and large muscle activities
GRADE THREE	Biblical stories as introduction to ancient history	Sentence structure, verbs, nouns, adjectives, punctuation and spelling is introduced	Multiplication tables, measurement, learning time, patterns, carrying and borrowing	Farming: soils, farm life, grains, study of root, stem and flower, vegetables, garden work	House building: cave, tent, cliff, lake dwellings and modern homes	Counting, animals, parts of the body, food, seasons, and months of the year	Recorder, violin, music notation, and folk dances	Form drawing, watercolor painting, crocheting, embroidery, and beeswax modeling	Jump rope, non-competitive games, and large muscle activities
GRADE FOUR	Norse mythology, local history through geography, area development through settlers	Adverbs, pronouns, writing compositions and reports, grammar rules, vocabulary and spelling	Word problems, fractions, long division, averages, factoring	Zoology, comparison of man and animal	State and local geography and mapping	Grammar, writing, reading, dictations, and individual expression	Recorder, choir, violin, harmony, rounds and canons, and reading music notation	Form drawing, watercolor painting, geometric drawing, cross stitch, and clay	Rhythmic exercises, gymnastics, kickball, and softball
GRADE FIVE	Ancient India, Persia, Mesopotamia, Egypt and Greece	Parts of speech, syntax, research papers, vocabulary and spelling	Decimals, fractions, mixed numbers and metric system	Zoology - adaptations of animals to environment and botany	United States geography	Grammar, simple text, syntax, and short descriptions	Recorder, violin, choir, three-part singing, major and minor scale, and Greek music	Form drawing, watercolor painting, geometric drawing, chain stitch, clay, and woodworking	Greek pentathlon sports, softball, basketball, kickball, gymnastics, and volleyball
GRADE SIX	Founding of Rome, life of Christ, crusades, life of Mohammed, Islam medieval society	Advanced grammar, composition, exposition, narration, description, outlining vocabulary	Practical applications, geometry, beginning algebra	Botany, physics and geology	Geography of Canada, Central and South America,	Reading texts, stories, and translation	Alto and tenor recorders, choir, orchestra, minstrel songs, and Roman music	Form drawing, watercolor painting, geometric drawing, four needle knitting, clay, and woodworking	Softball, basketball, kickball, gymnastics, and volleyball
GRADE SEVEN	1400-1700 Age of Exploration, Age of Discovery, Reformation, Renaissance	Review all grammar, essays, comparisons, poetic forms, vocabulary and spelling	Algebra, practical applications, area, powers and roots	Chemistry, Physiology, Physics and Astronomy	Geography of Africa and Europe	Reading, conversation, poetry, and advanced grammar	Alto and tenor recorders, choir, orchestra, and Renaissance music	Watercolor painting, geometric drawing, felting, perspective drawing, and woodworking	Softball, basketball, kickball, gymnastics, volleyball, and football
GRADE EIGHT	1700 - Present U.S. History, industrial revolution, comparative biographies	Continue reviewing all grammar, newspaper reporting, business and practical writing	Algebra and practical applications	Chemistry, anatomy and physiology and physics	Geography of Asia and Antarctica, and world geography	Continuation of above, vocabulary building, dialogues, grammar and syntax	Alto and tenor recorders, choir, orchestra, symphonic form, and American music	Solid geometric drawing, charcoal drawing, art history, and watercolor painting	Softball, basketball, kickball, gymnastics, and volleyball

> Assessment, Testing, and Promotion Criteria

Student Assessment

The Waldorf approach to student assessment is based on the student's performance in a variety of domains. It looks at the development of the human personality as well as the acquisition of academic tools; it aims not only to measure skills and accomplishments but also to create a whole picture of the student.

Waldorf teachers strive to know each student very well, and they are trained to observe children carefully and with a warm interest. This relationship begins in the initial interview, where the teacher and parents/guardians can share the family and life circumstances of the student. In the classroom, the Class Teacher greets and shakes the hand of each student to observe his or her demeanor at both the start and end of the day, and determined observations take place throughout the day.

To create a more nuanced portrait of each student, the Class Teacher seeks input from his or her colleagues regarding different perspectives, while continued input from parents/guardians reveals other facets of each child. Teachers use this input to think in a meditative, reflective way about each student and his or her particular needs.

To quantify and communicate the teachers' observations, a written student assessment is presented to parents/guardians during the mandatory parent/guardian-teacher conferences in the fall and spring. This in-depth report contains far more detail than the traditional report cards used in many schools. Main Lesson teachers create a narrative profile of each student's capacities, including strengths and weaknesses. Subject teachers also complete written assessments with comments regarding the child's progress.

Testing and Grades

While students are assessed in a variety of ways at Spring Garden, traditional written testing and grades are used with much less frequency than in other educational settings. In the early grades, students are generally encouraged to work to the best of their own ability rather than to an external standard of performance. In the middle and upper grades, however, students begin to have a more concrete understanding of their teachers' expectations, which are assessed with graded tests and quizzes.

Standardized Testing

Each spring, students in Grades Three through Eight are given the IOWA Test of Basic Skills, a professionally scored standardized test. Students in Grades Three and Four take only a few sections of the test, untimed. As students pass through the grades, additional sections are added until students in Grades Seven and Eight are taking the full test while timed. This gradual introduction of high-stakes testing can lessen the anxiety that standardized testing can sometimes breed.

Waldorf students tend to perform well on standardized tests, both in the Waldorf setting and after they have moved into mainstream education where standardized tests play a key role in student and school evaluation. Waldorf students perform well not because they have been drilled on test-taking but because their schooling has nurtured their capacity to assess and respond to new situations with clear, creative thinking.

Results from the IOWA tests reveal yet another facet of the whole child and help teachers with the overall assessments of the skills of each student and of the class as a whole. Test results are shared with parents/guardians during the spring parent-teacher conference. Parents/Guardians are strongly discouraged from sharing these test results with their children.

Additionally, students in Grades Three through Eight receiving the EdChoice scholarship through the Ohio Department of Education must participate in all required state achievement tests.

Promotion and Retention

Promotion or retention of students at Spring Garden will be based upon a certain level of competency in all subject areas: language arts, social studies, mathematics, and science. Academic competency levels will be determined and supported by documentation, including but not limited to participation with

achievement in the classroom, standardized testing, and pupil performance objectives.

Social and emotional competencies also play a role in promotion and retention. Observations by the student's teacher, subject teachers, academic tutor, speech therapist, or extra lesson teacher may be used in reviewing a student's competency.

The school reserves the right to place a student on probation at any time due to social, behavioral, or academic performance concerns. When this occurs, there will be a meeting with the parents/guardians and a document noting the conditions of the probation.

> First Grade Readiness

The Waldorf curriculum uses chronological age to determine a child's grade level. Children entering kindergarten must be five years old by June 1. Children entering Grade One must be six years old by June 1, and must undergo a First Grade Readiness Assessment to determine whether or not they are ready for academic learning and to respond to the authority of teachers.

The First Grade Readiness Assessment is not a test. It is conducted as a playful game, which children find enjoyable. This assessment helps to develop a whole picture of the child in relationship to their own development, and it helps identify early signs of physical challenges that might stand in the way of learning. The teachers will look for right-left laterality, mid-line crossing, hand-eye coordination, verbal and visual memory, and other indicators of readiness for Grade One. A First Grade Admissions Team, which includes the kindergarten teachers, the Extra Lesson teacher, the Director of Admissions, and an experienced grades teacher, meet in the spring to make a decision about promotion to first grade for all students currently enrolled in kindergarten. The decision about promotion to Grade One is communicated to parents/guardians in the May Parent/Guardian-Teacher Conferences.

> Homework

One of the purposes of homework is to develop the discipline of carving out a time outside of school in which the student works at something requiring an act of his or her will. Doing work at home is a habit that can be developed when students enter school and will create capacities to help students become lifelong learners. A general guideline for the amount of time that should be spent doing homework is ten minutes per grade each weekday.

In the early grades, this homework time can be spent in a variety of ways that would be initiated by parents/guardians or by the students themselves, since traditional homework assignments are not usually given until about Grade Three. Some suggestions are reading to your child or having your child retell the Main Lesson story or another story they heard at school that day. Another possibility might be to have them spend time doing "homework," whatever they interpret that to be.

In the middle and upper grades, some of the students' homework time will be spent on traditional assignments such as spelling, math, reading, writing, memorization, and research. Other types of homework might be making observations, conducting informal interviews, creating artwork, studying Spanish, or creating handwork projects. Students in the middle and upper grades all play musical instruments, and regular practice should be part of their homework as well.

The parent/guardian's role in homework should be limited to finding a time and place for their child to complete his or her homework and being available to answer occasional questions. If the student appears to need more direction than just occasional answers to questions, please discuss this concern with the Class Teacher.

> Instrument Guidelines

Our instrument guidelines support students in developing basic skills in violin as a group with opportunities for students to move to other instruments in later grades if their skills have progressed sufficiently. For those students wishing to play a different instrument, it is important that they first demonstrate their ability with the violin during class, including reading music, before making any changes. It is important to note that students are permitted to switch instruments *only once* during their time at SGWS - once they have changed to another instrument they may change back to violin but not to a third instrument.

Instrument Rental and Outside lessons:

In third grade students will be slowly introduced to the violin and school instruments are available for use. Beginning in the fourth grade, students will be expected to practice at home in addition to work in class and will require their own instrument both at home and at school. Families are required to provide, and keep in good working order, their child's instrument. Some possible rental opportunities are listed below.

It is not recommended that students have outside instrument lessons before the fifth grade. Students who are interested in changing to another instrument are required to have outside lessons before playing their instrument in class, and to continue these lessons for the following years. It is the responsibility of the family who chooses another instrument to arrange for and continue these outside lessons.

Instrument Options by Grade

Third Grade - When the class is ready to use instruments, the school will provide a violin for each student. Students are not permitted to bring their own instruments into school during the third grade year.

Fourth Grade - All fourth graders play violin, no one may switch to another instrument during this year. Beginning in this school year students will need to rent or purchase their own violins, as the school violins will be used by the third graders.

Fifth Grade - The music teacher may invite some students who demonstrate aptitude in violin, exemplary behavior, and fluency in reading music to switch to cello. These changes are initiated solely at the discretion of the teacher, please do not request these changes in the fifth grade year. Viola or bass are not used in fifth grade, as they require fluency in different musical clefs.

Sixth Grade- Students may audition to demonstrate proficiency before changing to viola, cello, bass, flute or clarinet. See "auditioning for a new instrument" below for further information.

Seventh Grade - Students may audition to demonstrate proficiency before changing to viola, cello, bass, flute or clarinet. See "auditioning for a new instrument" below for further information.

Eighth Grade- Students may audition to demonstrate proficiency before changing to viola, cello, bass, flute, or clarinet. See "auditioning for a new instrument" below for further information.

Auditioning for a new instrument:

In order to change to a new instrument, a student must initiate the following process:

1. The student must continue to play violin in class while the new instrument is being learned. They should have a discussion with the strings teacher to inquire whether the instrument in which they are interested would be permitted in the current arrangement. As the balance of instruments in a class or combined orchestra is important, the teacher may decide not to permit the switch at this time.
2. If the teacher has expressed openness to adding the new instrument to the orchestra, the student's family is responsible for renting the instrument. Suggested rental facilities are listed below.
3. The student must take at least 6 private lessons with an instructor on the new instrument. The lessons should be at least 30 minutes long, once per week. This may depend on the availability of the instructor.
4. The student must provide the strings teacher with electronic or hard copy documentation of the six lessons, including a signature of the instructor and the parents/guardians.
5. Once documentation of the six lessons has been presented, the student must set up a time to audition their new instrument for the strings teacher. This audition will include both a prepared piece as well as a sight-reading exercise. The audition time may be at lunch, recess, or another time convenient for all parties involved. This is the most important part of the process, and at this point it will be determined if the student may begin to use their new instrument with the rest of the class.

It is important to note that SGWS does not provide direct instruction in instruments other than violin. Students wishing to play other instruments are

required to maintain private lessons outside of school in order to allow their skills to match the level of material presented to the classes. Students whose skill levels in a new instrument do not meet the expectations of the class may be required to change back to violin in order to allow individual instruction.

> Education Support Services

Many students who need educational support may benefit from Waldorf pedagogy and instructional methods. The Waldorf classroom can successfully accommodate diverse learning styles and is often an appropriate environment for students with a variety of educational needs to grow and learn. The SGWS Educational Support Team (EST) works to support student success by collaborating with faculty and parents/guardians through established processes outlined below.

The SGWS Educational Support Team (EST) consists of:

Education Services Coordinator
Speech Language Pathologist
Academic Tutor
Extra Lesson Teacher

Members of the Educational Support Team (EST) collaborate with grades and Early Childhood (EC) teachers to monitor the progress of their students. Teacher insights and observations along with screening data and assessments, such as First Grade Readiness, Second Grade Assessment, and annual standardized tests in Grades 3-8, are referenced. Additional EST tasks help to support and inform teachers in the work of facilitating the learning and growth of all students. The EST is available to consult and collaborate with all faculty members. The EST reports to the Administrative Faculty.

Members of the EST perform the following tasks:

- Review new student application documents and attend related meetings.
- Conduct classroom observations and screenings on a systematic schedule and by request.
- Review and maintain the EST records, including confidential documents.
- Maintain a spreadsheet of student progress as a shared document for teachers to reference and Administrative Faculty to review.
- Administer 1st Grade Readiness Assessment and 2nd Grade Assessment.
- Coordinate appropriate accommodations for students in norm based skills tests.

- In collaboration with teachers, create and maintain Education Support Plans.
- Attend parent/teacher conferences of students upon request.
- Interface with Copley-Fairlawn City Schools (C/F) as needed.
- Coordinate intervention and referral processes with C/F Schools.
(See also Appendix A.)
- Interpret educational data and collaborate with faculty to determine the possible implications in the SGWS environment.

Educational Services Coordinator

- The Education Services Coordinator (ESC) manages the activities of the EST and serves as a resource to parent/guardian and faculty.
- The ESC also serves as the liaison to the Copley-Fairlawn School District (C/F). When students demonstrate educational concerns, C/F guides SGWS with research-based interventions to determine if a “disability is suspected”. (See also Appendix A.)
- The ESC coordinates the implementation of the research-based intervention process by SGWS teachers.
- The ESC coordinates standardized testing for SGWS based on state requirements and administers academic screenings and progress probes to students.

Education Support Plans

SGWS utilizes Education Support Plans to support student success in our Waldorf curriculum. An SGWS Education Support Plan serves to:

- Outline the accommodations and classroom supports that a student requires to be successful in the SGWS setting.
- Authorize testing accommodations for high stakes testing.
- Offer parent/guardian information about the curricular support, accommodations, and modifications being provided for their child.

The process of designing an Education Support Plan may begin with:
(See also Appendix A.)

- A report from an outside provider which states a disability diagnosis and makes recommendations found to improve student success.
- Student participation in research-based intervention and the collected data indicate that an Education Support Plan is appropriate. (Determined by a team consisting of parent/guardian, EST, and grades teacher.)

- Teachers consistently use accommodations for the student.
- A student having participated in multifactored evaluation (MFE) / Individualized Education Program (IEP) process.

Steps for the development and maintenance of an Education Support Plan:

- For initial development of an Education Support Plan, the grades or EC teachers collaborate with the ESC to develop an Education Support Plan. (See Appendix A for ways to initiate an Education Support Plan.) This document will be completed within thirty days of initiation.
- In August, faculty will be guided to review current Education Support Plans at the beginning of the school year in-service.
- In September, the ESC sends a link of the current document, to all teachers working with the student, for review. During the Fall of each school year, all active Education Support Plans are revised. During this time teachers consider/observe changes in student needs.
- In October, the ESC meets with the Grades Teachers to revise any portions of the Education Support Plan that relates to their area of instruction.
- The ESC e-mails the final draft of the Education Support Plan to the parent/guardian. Parent/Guardian is offered to meet and review the document with the Class Teacher (or other teacher as needed) and the ESC, or they may provide feedback through other correspondence.
- Revision of the Education Support Plans will be completed before the in-service days teachers have to prepare for Parent/Guardian--Teacher conferences.
- Education Support Plans are stored on a confidential electronic shared drive for teachers to access as needed.
- Parent/guardian and/or teachers may request an update of the Education Support Plan at any time during the regular school year.
- The Education Support Plan carries over from one school year to the next and is active until updated in the Fall of each school year.

Process for determining if a disability is suspected (See also Appendix A):

1. The Educational Services Coordinator (ESC) receives written permission from the parent/guardian for SGWS to contact C/F and to observe, screen, and administer research-based intervention.

2. The student participates in a screening process determined by C/F for the length of time determined by C/F. The ESC coordinates with C/F to determine an appropriate screening process.
3. C/F uses the screening tools to guide SGWS with selection of a research-based intervention.
4. Educational Services Coordinator oversees and coordinates a SGWS staff member to administer the intervention.
5. ESC and C/F representatives review the outcome of the interventions At this point, intervention may continue or conclude.
6. If a disability is not suspected an Education Support Plan may be developed.
7. If a disability is suspected:
 - a. C/F with parent/guardian permission completes a multifactored evaluation (MFE).
 - b. From the MFE, C/F writes the Evaluation Team Report (ETR).
 - c. A team consisting of C/F, parent/guardian, and appropriate EST and SGWS staff meets to review the ETR.

Note: Under the guidelines of “A Guideline to Parents Rights in Special Education”, the public school will engage in a multifactored evaluation (MFE) once evidence of a “suspected disability” is documented. (See also Appendix A for a flow chart of this process indicating possible ways a suspected disability may be documented.)

SGWS does not provide Special Education services for students who are identified with a disability and require Specially Designed Instruction. Students who need Special Education Services typically require an adapted curriculum that must be provided by specially trained personnel and/or additional staff to accommodate one-on-one needs. Oversight of these services falls under State and Federal guidelines as outlined in “A Guide to Parents Rights in Special Education”. (See also Appendix A.)

Speech and Language Services

The Speech Language Pathologist (SLP) provides individual or small group interventions during the regular school day for identified students in the areas of articulation, language, voice, or fluency.

Identification Process:

A. The SLP informally screens all students entering 1st Grade, all students new to SGWS at any grade level, as well as students who were receiving speech intervention at the end of the previous school year. Screening is also provided for Early Childhood and the grades based on teacher recommendations.

B. Students who may benefit from speech intervention in the areas of articulation, voice, or fluency are identified by the SLP based on developmental norms and/or evidence-based best practice.

C. Students who may benefit from language intervention are identified based on a multi-source review of information which may include results of an MFE/ETR.

Intervention Process:

1. Following identification of intervention needs, the grades teacher is consulted. Parent/guardian is then contacted, and a meeting is held with the SLP.

2. Parent/guardian signs and agrees to, or waives, the intervention plan for articulation, language or fluency services. A signature in agreement must be obtained prior to initiation of services.

3. Due to possible medical implications with the voice, the parent/guardian may choose to contact their child's healthcare provider. Intervention cannot be initiated until written medical clearance is received and parent/guardian signs and agrees to the intervention plan.

4. Biannually, in conjunction with student evaluations, the SLP provides a report describing progress. The SLP will be available at teacher or parent/guardian request to discuss this report at the student's parent/guardian-teacher conference.

Academic Tutoring Services

The Academic Tutor (AT) provides individual and small group services during the regular school day in Grades 3-8. AT helps students strengthen their understanding of curricular concepts and skills pertaining to language arts and arithmetic through individualized activities.

AT also administers the 2nd grade academic assessment individually to each student and formally summarizes observations for teachers and parents/guardians.

Process for Initiation of Academic Tutoring Services:

1. When a grades teacher recommends a student receive SGWS tutoring service, the teacher meets with AT to:

- a. Share observations pertaining to the student's ability to obtain instruction and curricular concepts/skills which require additional support.
 - b. Inform AT of the student's Education Support Plan (if existing), which potentially includes classroom accommodations.
 - c. Collaborate in identifying the objective of tutoring service.
2. AT generates a permission form for parents/guardians to formally accept or decline tutoring service.
3. Signature of acceptance must be obtained prior to initiation of tutoring service.

Process for Modification or Termination of Academic Tutoring Services:

1. AT and the recommending teacher meet three times a year, before fall conferences, by the end of February, and then before spring conferences to review student progress.
2. AT informs, in writing, parents/guardians of the recommendation and requests their consent.
3. If parent/guardian consents to a recommended modification, AT updates the signed permission form.
4. If parent/guardian consent to a recommended termination, AT generates a dismissal letter describing reason for and date of termination.

In addition, the AT:

- Biannually, in conjunction with student evaluations, AT provides a report describing progress made towards the established objective. Suggestions for parents/guardians may be included.

Extra Lesson – Curricular Classes and Remedial Services

The Extra Lesson Teacher (ELT) conducts weekly developmental movement classes for students in kindergarten and Grades 1 and 2.

In addition, ELT:

- Participates in First Grade Readiness Assessments (FGRA) and formally summarizes observations of each student for teachers and parents/guardians.
- Administers developmental movement assessments for each 2nd grade student individually and formally summarizes observations for teachers and parents/guardians.
- Administers developmental movement assessments to new 3rd+ grade students and formally summarizes observations for teachers and parents/guardians.

- Biannually, in conjunction with student evaluations, ELT provides a report describing progress made towards the established objective. Suggestions for parents/guardians may be included.

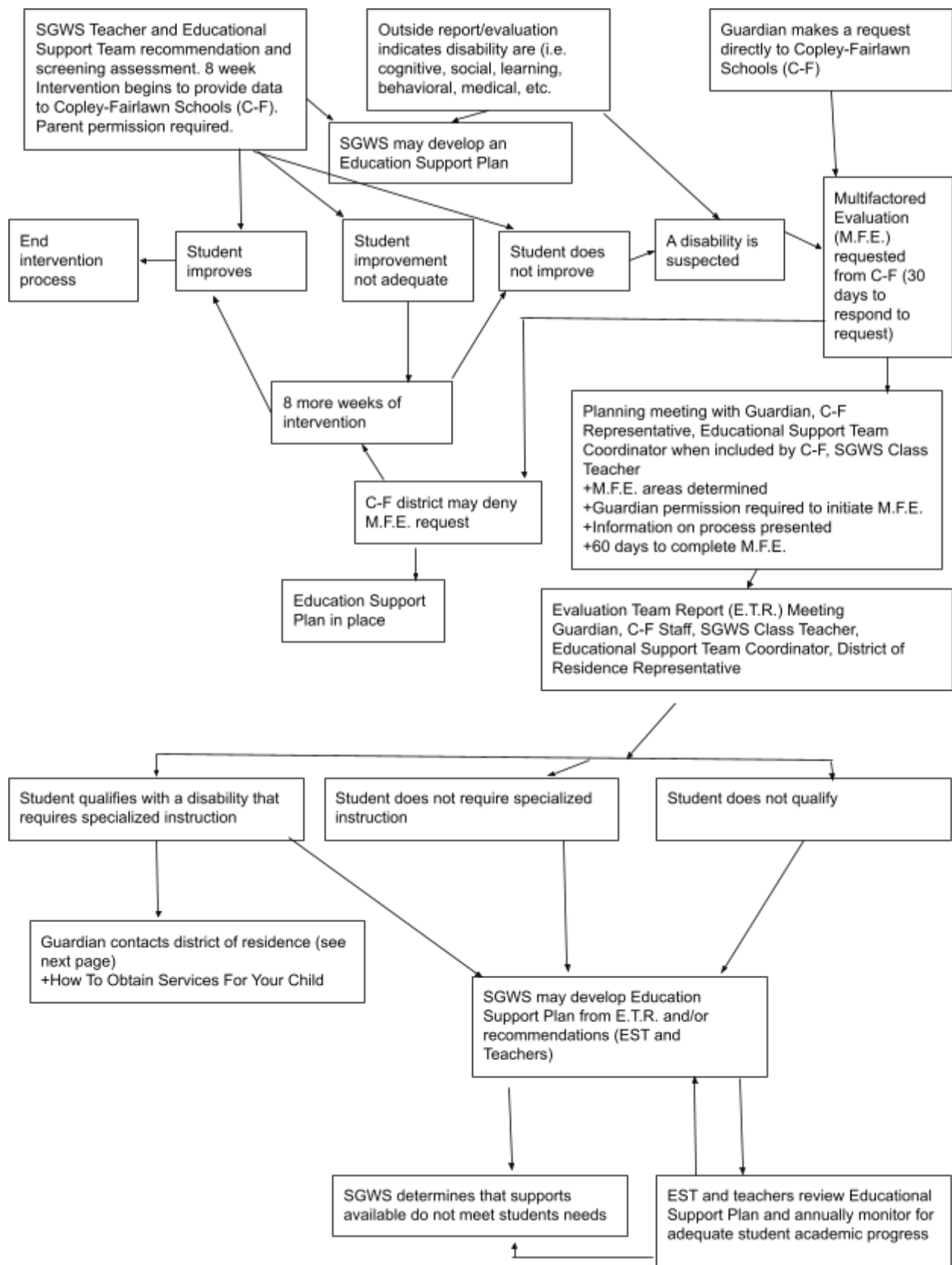
Process for Initiation of Remedial Services:

1. After 2nd grade, students may be recommended to receive developmental movement remedial services – individually, in a small group, or as a whole class (3rd & 4th grade only). For individual and small group services, ELT and the grades teacher identify students recommended to receive the developmental movement remedial service and objective of the service.
2. If in third and/or fourth grade, the whole class is not receiving services and individuals are recommended for extra lesson remedial services, ELT generates a permission form for each student's parents/guardians to formally accept or decline remedial service.
3. Signature of acceptance must be obtained prior to initiation of developmental movement remedial service.

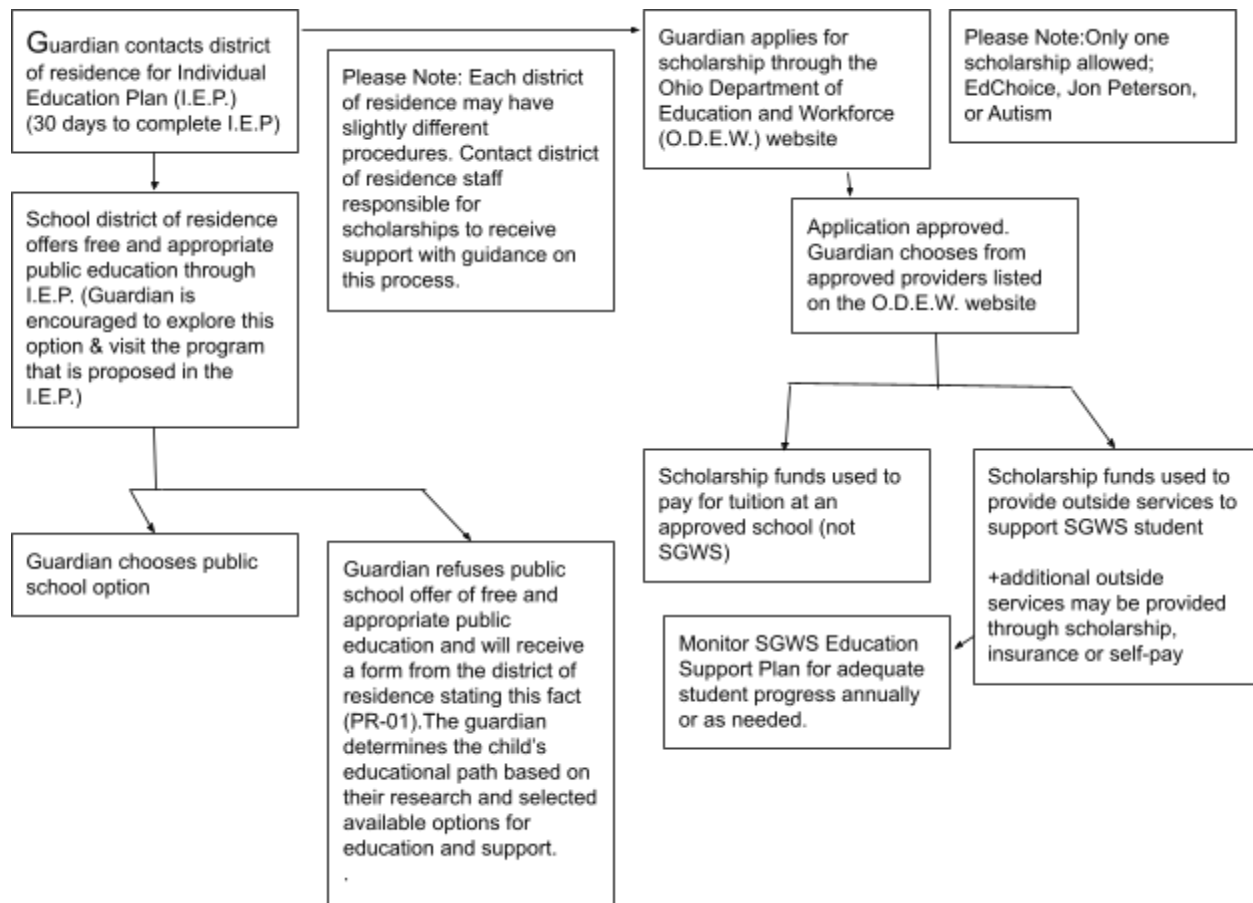
Process for Modification or Termination of Remedial Services:

1. After developmental movement remedial service begins, ELT and grades teacher meet before fall conferences, by the end of February, and prior to spring conferences to review student progress. They may recommend modifying or terminating the service for a student.
2. ELT informs parents/guardians of the recommendation in writing and requests their consent.
3. If parent/guardian consents to recommended modification, ELT updates the signed permission form.
4. If parent/guardian consent to recommended termination, ELT generates a dismissal letter describing reason for and date of termination.

Appendix A: Process for Supporting Student Success



How to Obtain Services For Your Child (After completing steps in Appendix A: Process for Supporting Student Success)



> Festivals and Celebrations

Festivals and programs at Spring Garden celebrate the living rhythms of the year, taken up in each class in different ways, and help provide a common foundation for students and the Spring Garden community to mark time and experience traditions through the year. Our festivals provide imaginings of archetypal truths about human nature, life, and experience, and we strive to bring a global nature to our celebrations.

Dates for all festivals can be located on the yearly school calendar. However, please remember that all dates are subject to change, and you should watch the Tuesday Note and Weekly Announcements to stay apprised of any changes to our schedule.

Rose Ceremony – This grade-school assembly welcomes students into Grade One. During the ceremony, the new Grade One students "cross over" the threshold from

early childhood into the grades. They are first accompanied by their parents/guardians to join their class teacher, then are guided to join their classmates by a student in Grade Eight with a rose as a symbol of welcome. This Grade Eight student will be the Grade One student's "buddy" throughout the school year and will assist the Grade One student during certain activities throughout the year. Though Early Childhood students do not attend this event, all adult members of the Spring Garden community are welcome to join.

Michaelmas –Each September, near the autumn equinox, the school celebrates a festival of courage. Set against the seasonal backdrop of Autumn, we take time to build up our collective and individual inner spark to work towards overcoming adversity and standing up for all things good and true. It is a time of year when we face the quickly darkening days leading up to winter and nurture our inner light to face the cold months ahead. All students from Early Childhood through Grade Eight celebrate with varied activities depending on the child's age during the school day. An after-school community event is also held with grade school students' involvement, to which all families and community members are invited and welcome to attend. .

Children's Festival – This is a highly anticipated annual event organized by the Parent Council. It is open to the public, during which children and their families come together to enjoy puppetry, make-and-take crafts, live entertainment, and an artisan's market with vendors from around Akron.

Spiral of Light – This reverent, candle-lit ceremony takes place during the school day. Grade School students enter a dark room, laid with fresh pine boughs in a spiral pathway. At the center a large, lit candle is placed on a table. Accompanied by ambient music/tones, each student walks slowly and thoughtfully to the center of the spiral, lights their candle, then walks back outward, placing their lit candle somewhere along the spiral path. With each student, the light grows brighter, illuminating the room and reminding us of the eternal light that is within each of us and within all of humanity. Early Childhood students participate in this festival in a developmentally appropriate way as determined by the early childhood teachers.

May Day Festival – During the first week of May, the fullness of spring and the impending arrival of summer are celebrated with flowers, music, dancing, and singing. This festival of renewal is celebrated during the school day and often involves a celebration of spring, acts of service and a garden blessing.

Graduation Ceremony – Each graduating class works together to develop its own unique graduation ceremony. Typically held the evening preceding the last day of school, this is an important event for the graduating Grade Eight students, who are given a special send-off with love and reverence.

Assemblies – Assemblies are held periodically throughout the school year. See the school calendar for assembly dates. Assemblies are an opportunity for the students in Grades Two through Eight to share some of the songs or activities they have been working on as a class. Parents/Guardians of students Early Childhood through Grade Eight are welcome and encouraged to attend, as these assemblies offer insight into the depth of the experiences children receive through Waldorf Education.

Severe Weather Plan for Outdoor Activities (Michaelmas, May Day)

Weather

Outdoor events will be held rain or shine. We are developing a reverence for nature and an understanding that we can enjoy all of the seasons that Ohio brings if we are dressed properly. We are also developing an understanding in the students that there is value in doing things, even when they may be challenging.

Spring Garden Waldorf School will not provide any type of overhead covering for visitors for outdoor events. Visitors should dress appropriately and keep in mind that walking conditions may be slippery. These conditions should be taken into consideration for anyone who is coming to the event.

Severe Weather

In the case of severe weather (thunder/lightning), outdoor events will be postponed or canceled and the community will be notified by our emergency phone system and on social media. This decision will be held by the Director of Administration and Pedagogical Director.

> Student Performances

Class Plays – Drama is part of Waldorf education from Grade One, and children in all grades prepare for and perform a play each year. Students in the early grades perform in their classrooms, generally for parents/guardians only. In later grades, student productions are staged in the gym and are open to ever-wider

audiences. Finally, in Grade Eight, students perform a full production of a Shakespeare play as the culmination of their drama experience at Spring Garden.

Musical Programs – Each year, two seasonal evening programs are presented in which students in Grades Three through Eight perform both choral and orchestral pieces they have been learning. Programs are wonderful opportunities for parents/guardians, families, and friends to see how music is woven into the Spring Garden curriculum.

> Communication

At Spring Garden Waldorf School we cherish human connection. There are many diverse personalities, qualities, and experiences that make our community unique. We value and model direct, personal interactions which respect and embrace this diversity. We set time aside for real-time conversations. We grow from the wealth of other people's ideas and perspectives. When we are in agreement, there is space for great creative potential. It is especially important to use direct conversation when we experience conflict or disagreement with another person. Sharing perspectives may seem difficult in these instances. It is in these difficult conversations where we can see a larger picture, develop deeper connections, and restore trust.

By communicating honestly and listening with empathy, we can address our particular concerns while contributing to the overall health of our community. This is a powerful practice which allows us to unite ourselves with those seeking the same goal of educating our students in a compassionate environment.

Communicating With Spring Garden Waldorf School

If you have questions or concerns, we encourage you to speak with the appropriate person as soon as possible so they can be answered or resolved quickly.

Curricular, pedagogical, or classroom concerns should be addressed directly to your child's teacher. Should you feel that you have not received appropriate resolution to your question or concern from the teacher, you should make an appointment to meet with the DA.

Concerns about financial matters, including tuition payments, tuition assistance, or MCA account charges, should be addressed to the Finance Director. Please note that the Board-directed Tuition Assistance Committee, not the Finance Director, is responsible for decisions concerning Tuition Assistance. Also, it is essential that you read and follow the school's Tuition Assistance Policy, including application deadlines, to be considered for tuition assistance.

Questions about Contract Service Hours can be addressed to the Finance Director. Work Days and other specific volunteer opportunities are announced as they are scheduled, and there are many opportunities for Service Hours during the school year (driving for and chaperoning field trips and tending the garden, to name a few). If you are unsure how to fulfill your Service Hours, please ask your child's teacher or your classroom Parent/Guardian Council Representative to help find the best way to put your talents to use in service of the school.

Questions about admissions or enrollment, including questions about paperwork and the application and admissions process in general, should be directed to the Director of Admissions and Marketing.

Ethical or legal concerns – Should parents/guardians have an ethical or legal concern with respect to school activities, they should set an appointment to meet with the Director of Administration (DA). Following the meeting, the DA will determine whether the matter can be resolved using current policy or if the Board of Trustees should be involved. The DA will follow up with parents/guardians when the matter is resolved.

General comments or suggestions – We are always interested in receiving constructive feedback about the school and its operations. Our administration and faculty have an open-door policy, and you are welcome to approach them at any time with general comments or suggestions. Additionally, we solicit anonymous feedback each year via our Parent/Guardian Survey.

Guidelines to address performance concerns – Situations arise at times when parents/guardians or colleagues may have concerns regarding the performance of a faculty or staff member. In those cases, we strive to work with direct warmth to address the situation and come to a resolution that meets the concerns. However, at times concerns directly addressed may not be resolved, and there may be need for further action by the school as an organization. Toward that end, we have developed the following guidelines for addressing concerns as they arise. Faculty and staff, including the Director of Administration and Personnel Committee members, will direct concerns along this process when brought to their attention. During this process, all parties are welcome to bring an advocate.

1) *Direct Communication* – The best way to work through a concern is directly between the people involved. The person with the concern will bring it to the faculty or staff member in question at an appropriate time and place, making clear their concern and their desire to find resolution.

2) *Report to the DA* – When the concern has been discussed directly and continues to exist, or when the person bringing the concern does not feel it has been addressed, the concern will be brought to the Director of Administration (DA) for discussion and next steps of action. Based on the discussion and the concerns, the DA will work with the people involved to resolve the concern. The DA will review the concern with the faculty member. Other possible steps include involving the mentor and setting up a meeting to include a neutral party.

3) *Formal Complaint* – If the concern has been directly addressed following the previous two steps and resolution are still not found, the concern will be brought to the Director of Administration or a member of the Personnel Committee. This person will ask directly if this is being brought as a formal complaint and if steps one and two have occurred. When this is the case, they will find out in as much detail as possible what has occurred. The person bringing the complaint will be asked to describe, in writing, what events have led to their complaint. At this point in time the person bringing the formal complaint will be informed that they will no longer be involved in the situation, nor will they be informed of what action the school will take as this will now become a confidential internal personnel matter. The faculty or administration member will be made aware that a complaint about them has been submitted. The faculty/administration member will have the opportunity to know the nature of the complaint and be given the opportunity to respond in writing. The information regarding the concern will be brought to the Personnel Committee as a whole. This group will evaluate the concern as well as any other connected incidents to identify patterns and implications for future action. Concerns regarding Administrative staff will be directed to the President of the Board of Trustees. When a faculty member is involved the Personnel Committee will determine future actions to be taken, including but not limited to watching the situation for further developments, direct conversation with the faculty member involved, bringing the matter to the Administrative Faculty for further discussion, or recommending actions to be taken to the Administrative Faculty. Documents, including the written formal complaint, will be kept by the Director of Administration in a Personnel Committee file for future reference.

Conflict with a non-staff member of the Spring Garden Community – The first step in resolving conflict with a non-staff member of the Spring Garden community is to attempt direct resolution by talking to the person involved. Third-party dispute resolution is reserved for grievances directly related to school operations, students, or curriculum and is not used for personal disagreements between community members. A Grievance Form may be submitted to the Administrative Faculty through the DA. The grievance will be evaluated by the Administrative Faculty, without prejudice, and a response will be given within two Administrative Faculty meetings (typically three weeks) after receipt of the grievance.

When an impasse is so severe that the parent/guardian involved cannot remain as a constructive member of the community, consideration should be given as to whether another school would be a better match for the family. Continued conflict caused by a member of the Spring Garden community may be cause for the family to be asked to leave the school.

Communication from Spring Garden Waldorf School

We communicate with parents/guardians in a number of ways. It is essential that you read all correspondence from the school promptly, so you stay informed about school events.

Emergency Communications: The school uses our student information system (SIS) called FACTS which has an automated dialing system, to alert parents/guardians of school closures due to inclement weather or other emergency situations, including early closures (which are rare but do occur). Please make sure the office has up-to-date contact information using your online portal so our system can reach you. We make every attempt to inform you of school closures by 6:30 a.m. Please note that, in the event of a closing, all school events and activities for the day are canceled as well. In addition to FACTS notifications, school closings will also be listed on the following local television and radio stations:

WKYC Channel 3
Fox 8

WEWS Channel 5
WNIR-100 FM

Community Directory: Each year we publish a directory with contact information for all our families. This is provided for your personal use only. This information is not intended to be used for business purposes and should not be given in whole or part to any other person, school, or organization without express written permission from Spring Garden Waldorf School.

Email: The *Tuesday Note* is a newsletter that is published weekly throughout the school year and as needed during the summer. It contains essential information about classroom activities, Waldorf education, and upcoming events.

www.sgws.org: Our website contains not only a wealth of information about our school but also a blog with information on Waldorf education, alumni accomplishments, parenting, and child development. The Family Directory and many of our standard forms can be downloaded from our website. We also have a strong social media presence on Facebook and Instagram.

Parent/Guardian Meetings: Attendance at Class Meetings and parent/guardian-teacher conferences is mandatory because these meetings are the most efficient way for teachers to communicate directly with parents/guardians.

Family Handbook: All parents and guardians receive a copy of the Family Handbook, which describes the school's philosophy, policies, and procedures. The Family Handbook can also be downloaded from our website or the Tuesday Note in PDF format.

> Admissions

Admissions Policy - Spring Garden Waldorf School strongly believes that a Waldorf education should be available to all children. The school seeks students who can contribute to and benefit from its Waldorf curriculum. Spring Garden Waldorf School accepts mid-year enrollment applications from July 1st - November 1st and new school year enrollment applications from September - July 1st.

For early childhood students, the early childhood faculty and the EST (Educational Support Team) are responsible for making the decision regarding probationary acceptance. For grades students, the main lesson teacher, along with subject teachers and the EST, are responsible for making the decision regarding probationary acceptance.

Admission criteria for enrollment includes:

- Evaluating academic potential
- Developmental maturity
- Prior school record findings
- Academic needs and requirements
- Behavioral needs and requirements
- Ability to serve child in existing classroom environment
- Readiness for the school's grade-specific curriculum and programing

In all cases, the school retains the right to determine, in its sole discretion, whether or not to select a student for admission or to re-enroll a student.

When there are more qualified candidates than openings available, the school will continue to accept enrollment applications and place those names on a waiting list. If an opening becomes available, students from the waiting list will have files reviewed and be interviewed following the criteria below:

- A current student who should be moved a class grade (rare occurrence)
- A student of a teacher or staff member at the school
- A student with a sibling already at the school
- A legacy student (child) of a former Waldorf student or relative of a current parent/guardian
- A student transferring from another Waldorf school
- Date of application

Spring Garden Waldorf School recruits and admits students and personnel of any racial identification, ancestry, nationality, native language, socioeconomic background, family structure, age, religious beliefs and/or belief system, gender, sexual identity, appearance, occupation, and political affiliation, or any other protected class or group, to all the rights and privileges of all of our programs and activities. In addition, the school will not discriminate on the basis of any racial identification, ancestry, nationality, native language, socioeconomic background, family structure, age, belief system, gender, sexual identity, appearance, occupation, and political affiliation or any other protected class or group in the administration of

our educational policies, scholarships, loans fee waivers, educational programs, and athletic or extracurricular activities. All are encouraged to apply.

Admissions Procedure (each step will follow completion of the previous):

Application - An application and authorization to release records is submitted to the Director of Admissions and Marketing (DAM) along with the application fee. The DAM requests records from the current school.

Records Review - When all relevant records are received, the prospective student file will be reviewed by Faculty and EST members. All feedback must be returned to Admissions within 5 business days during the school year and 10 business days during the summer.

School Visit/Interview

Grades 1-8 Applicants: The DAM will schedule a three day visit for prospective grades students. The DAM will inform the faculty of the student's visit dates. Faculty will provide written feedback after the student visit is complete. The EST may set up an observation and/or evaluation of the student during this visit time. Following the visit, an admissions decision will be made based on the feedback from faculty and EST. The DAM will communicate the admissions decision to the family within two business days of the student's visit. The DAM will schedule a First Grade Readiness Assessment for incoming first grade students not currently enrolled in our kindergarten.

Early Childhood Applicants: Parent/Guardians of Early Childhood applicants will participate in a scheduled interview as part of the admission process. Within two business days of the Early Childhood interview, the class teachers will communicate an admission decision to the DAM who will in turn communicate it to the family.

Toilet Training Policy for Early Childhood Children:

Children attending all preschool/kindergarten programs at SGWS must be toilet trained before attendance to the program commences. A fully toilet trained child can:

- Recognize their need to use the toilet without being prompted by an adult
- Tell the teacher of their need to use the toilet in time to prevent an accident
- Attempt to use the toilet when asked by the teacher

- Maintain independence while disrobing, aiming, wiping, flushing, washing hands, and redressing
- Wake up dry from a nap
- Rarely, if ever, have accidents*

*An 'accident' can be defined as the soiling of clothing by urination or defecation. If an accident does happen, a toilet-trained child can report to their teacher the need to change clothes and can complete this task without adult assistance. If the accident involves a bowel movement, parents/guardians will be called to clean/change their child at school or pick up their child. If accidents begin to happen regularly, enrollment may be affected.

New Student Probationary Enrollment Period

All new students are accepted for a ten week probationary enrollment period. This serves as a trial period for both families and the school. Probationary enrollment gives the new student's family an opportunity to exit their enrollment contract for any reason. It also gives our faculty time to observe and understand a student's needs to make sure they can thrive in a Waldorf environment.

During this probationary period, the student's class teacher, in conjunction with all faculty who work with the student and our Education Support Team, will assess Spring Garden Waldorf School's ability to address the needs of this new student. Parents will receive an update on how their student is progressing in regards to probationary status during the fifth week of school.

New Student Full Enrollment

At the conclusion of the probationary period, if there were no concerns noted during the probation about the school's ability to serve the student, the Director of Admissions will communicate to the family that the student is fully enrolled.

If concerns have been noted during the probationary period, the Director of Admissions will coordinate a meeting prior to the end of the probationary period with the family to discuss one of the following options:

- Fully enrolling a student with a behavior or academic support plan.
- Extending probationary enrollment to allow more time for support and observation.
- Declining enrollment for the student.

By the end of the fourth week of the probation, all faculty will have updated the student review sheets and return them to admissions. The class teacher and DAM will review the file. If there are no concerns regarding the student's probationary enrollment, the class teacher will talk with the student's parents to let them know things are proceeding well and will document the conversation on the New Enrollee Probation Form.

Concerns during Probation Period

During the probationary period, if there are any concerns about Spring Garden's ability to serve the student, the DAM will coordinate a meeting with the main lesson teacher, the EST and other appropriate faculty to determine SGWS's ability to meet the student's needs. Results of this meeting can be:

- Creation of a support plan stating the school's ability to support the student and the school's expectations of the family to support the student or
- Termination of enrollment and to plan timing and support for transition to a new school or
- Extension of probation

The DAM will ensure the family receives communication while SGWS is evaluating the ability to meet the child's needs. Once the support plan is completed, the EST and the class teacher will review the document with the family and inform the Administrative Faculty of any enrollment concerns. Final decision regarding full enrollment is held by the Administrative Faculty.

1. Enrollment Decision

At the conclusion of the probationary period, if there were no concerns noted during the probation about the school's ability to serve the student, the DAM will communicate in writing to the family that the student is fully enrolled.

If concerns have been noted during the probationary period, the DAM will coordinate a meeting prior to the end of the probationary period with the class teacher, the EST and other appropriate faculty to recommend to the Administrative Faculty one of the following possibilities:

- The student is fully enrolled with a behavior support plan.
- The student's probationary enrollment will be extended.
- The student's enrollment will not be continued.

The DAM will communicate the admissions decision to the family.

> Financial Obligations

Tuition

Before a student can attend class, a financial contract for tuition must be completed, signed, and returned to the school. There are three tuition payment options available:

Annual Tuition - Payment in full is due two weeks prior to the first day of school.

Semester Payments - One half of the tuition is due two weeks prior to the first day of school of the current school year; the other half is due on the second Friday in January of the current school year.

Twelve Monthly Payments –File a completed Bank Authorization Form and pay monthly installments starting on July 20th and ending on June 20th of the current school year. Payments must be made by automatic bank draft only.

Once a contract has been signed, tuition payments for the full year are required whether or not the student starts or completes the academic year. Please note that students will be withdrawn from school if any payments due are not paid in full within two months of the due date.

All financial terms for current tuition and fees are set forth in the School-Parent/Guardian Contract. If you have questions about contracts or billing, please contact the Finance Director.

Continued enrollment is subject to yearly review by the Board of Trustees and the faculty, with consideration given to the following:

- 1) All previous financial obligations were met on time.
- 2) All recommendations and requirements for the student were met.
- 3) The family has acted in a supportive and cooperative manner with Spring Garden Waldorf School policies and procedures.

Any request to change your family's contractual obligation during the school year should be directed to the Finance Director.

EdChoice Ohio

Spring Garden Waldorf School participates in the EdChoice Ohio program. For more details, visit www.education.ohio.gov.

Tuition Assistance Policy

Spring Garden Waldorf School (SGWS) is committed to providing tuition assistance to qualified families, based on its ability to do so.

Assistance in the form of **tuition reduction** is provided on the basis of need, which is determined by comparing the income and resources of applicants against their assets and liabilities. It is our expectation that parents/guardians applying for tuition assistance will first thoroughly assess their financial status and will turn to other sources before requesting tuition assistance from SGWS. Please know that, while it is our aim to make the possibility of a Waldorf education a reality for as many students as possible, our ability to do so is limited and, as a result, parents/guardians must be prepared and able to shoulder the majority of their tuition obligation.

Those interested in applying for tuition assistance should set an appointment to meet with the Finance Director, who will review the school's philosophy and policy for tuition assistance. During this meeting, parents/guardians will also be informed of alternative ways to fund their child's education. If the parents/guardians and the Finance Director determine that an application for tuition assistance is appropriate,

the Finance Director will review the requirements of the application with the parents/guardians.

Families seeking tuition assistance must submit an application online through FACTS which must include: signed copies of all pages and schedules of the previous year's federal tax returns for both parents/guardians; all W-2 and/or 1099 and/or business tax returns; and the FACTS application fee.

All applications must be submitted by the deadline. Any application that is late will be reviewed by the Tuition Assistance Committee after all applications that were turned in on time have been reviewed. If there are remaining funds at the end of this process, the committee will review remaining applications in the order that they were received.

The Tuition Assistance Committee will not become involved in any financial arrangements with parents/guardians. It is typical to consider both natural parent/guardian's financial resources in evaluating the need for tuition assistance. In the case of separated, divorced, or never married parents/guardians, the parent or guardian responsible for paying tuition, whether family or court designated, must fill out the Financial Aid Application with FACTS.

Each parent/guardian is expected to contribute income if there are no pre-school children at home.

Families with outstanding tuition arrears are not eligible to apply for tuition assistance. Additionally, SGWS has the right to cancel contracts for families whose arrears remain unpaid at the beginning of the school year for which the award was granted.

Committee Review: The Tuition Assistance Committee [which is a subcommittee of the Finance Committee and comprises the Finance Director, the Director of Administration and a member of the greater community (not a current parent/guardian)] will review the recommendation of the FACTS along with the cover letter submitted by the parents/guardians as the basis for making a recommendation for assistance. After review, discussion, clarification, and comparison to similar family situations, the Committee will vote on the amount of the award. The committee will send a written letter of award to the applications informing them of the amount of tuition assistance, as well as the remaining balance that will be required to be paid.

Clarifications/Exceptions: It should be noted that no tuition assistance is provided to pre-school families unless they have siblings in the upper grades. Parents/Guardians must reapply on an annual basis for tuition assistance. Further, an offer for tuition assistance in any given year is no guarantee of any future commitment to tuition assistance. The Tuition Assistance Committee, in tandem with the Finance Committee, will review procedures and policies annually, and reserves the right to make changes as required.

Appeals: If no assistance is granted, or if the award received is less than is required to enroll, applicants may write a letter of appeal to the Tuition Assistance Committee. This letter must include detailed information concerning any expenses or financial obligations which were excluded from the original application. Additionally, the letter

should include the amount of assistance needed in order to enroll in or remain at the school.

Contract Service Hours

As part of their contract with the school, each family is obligated to provide a number of mandatory Contract Service Hours. Service hours help reduce the overall operating costs for the school while providing students with a positive model of community service. They also build our community by providing parents/guardians and teachers opportunities to become better acquainted in a supportive, informal setting.

Service Hour opportunities are posted on our website, announced in weekly emails, and publicized throughout the building. If you have an idea for a special project you wish to pursue to fulfill your Service Hours, check in the school office for information on how to submit a proposal.

Parents/Guardians are responsible for keeping track of their Service Hours by documenting them using the binder in the school office. Record your activity as soon as possible to keep your record up to date.

The number of Service Hours required is based on the student's enrollment status and is indicated in the contract. A buy-out option is available; contact the Finance Director for more information. Families who receive tuition assistance of any kind may not buy out of Service Hours.

Work Days

Scheduled work days are opportunities for faculty, staff, alumni, and current families to mitigate the costs of building maintenance by working together to perform a variety of routine tasks, both inside and out (depending on the weather). The Parent/Guardian Contract requires each family to complete 10% of their Contract Service Hours on scheduled work days. Work days are scheduled according to the season and to the building's needs, and they are announced to the community by email.

Fundraising

Fundraising plays an essential role in strengthening our community. Tuition covers only a portion of the school's operating expenses, so we rely on charitable donations, fundraising events, and annual giving to make up that shortfall. Your enrollment contract obliges you to support our two major fundraisers: the Annual Giving Campaign and the Annual Benefit Auction. Likewise, we ask that you consider supporting additional fundraising programs and events to the best of your ability, whether financially or through volunteerism. Friends and family are also invited and encouraged to participate in school fundraisers.

> Daily Procedures and Policies

Arrival and Dismissal

The school day begins promptly at 8:20 for grades 6th through 8th, and 8:30 for Early Childhood through 5th grade. Students are encouraged to arrive at 8:10 to allow them time to prepare for the start of the day. It is extremely important that students arrive on time. Students who arrive late disrupt the class, and the late student faces a disadvantage in entering a class that has already begun.

Arrival: 8:10 a.m.-8:30 a.m. (8:20 a.m. for grades 6th through 8th)

Dismissal: 3:20 p.m.-3:30 p.m.; Half Day Early Childhood Students: 12 p.m.-12:10p.m.

Please note the following:

- Families with students in early childhood or with students in early childhood and grades 1-8:
 - Please park in the Early Childhood parking lot and allow the grades students to walk along the sidewalk to the front doors of the building. Parents/guardians should walk their early childhood students to the designated drop off area to meet their teacher and should walk to that same designated area to pick up their student at the end of the day. Parents/Guardians should hold their early childhood student's hand in the parking lot. If the parent/guardian also has grade school students to pick up, they should walk to the sidewalk leading to the dismissal area to pick up their student. The faculty on duty will make eye contact with the parent/guardian and then send the student to meet them on the sidewalk. Another option is to join in the carpool lane after picking up the early childhood student.
- Families with only grade school students
 - Please use the carpool lane to drop off your child(ren) and allow them to walk into school or park and walk your child into the building.
- Parents/guardians with solely grade school age students who wish to park, may park along the Sportsman's Club and walk to the dismissal area to receive their student. Students in grades 6-8 may walk to meet their pick up person along the Sportsman's Club parking area after eye contact and acknowledgement is made between the pickup person and the teacher supervising Grades 6-8 for dismissal.

Carpool Lane Expectations

- Do not pass other cars in the carpool lane
- **The speed limit on school grounds is 5 mph at all times**
- **Talking on the phone or texting while driving is prohibited**
- Music should be turned off or down on the grounds
- There is no parking at any time by the yellow curb in front of the building. This is an emergency vehicle zone that will be blocked to all non-emergency traffic during school hours. The lane will be opened at 3:20 p.m. for traffic to be directed around the Oval to pick up students.

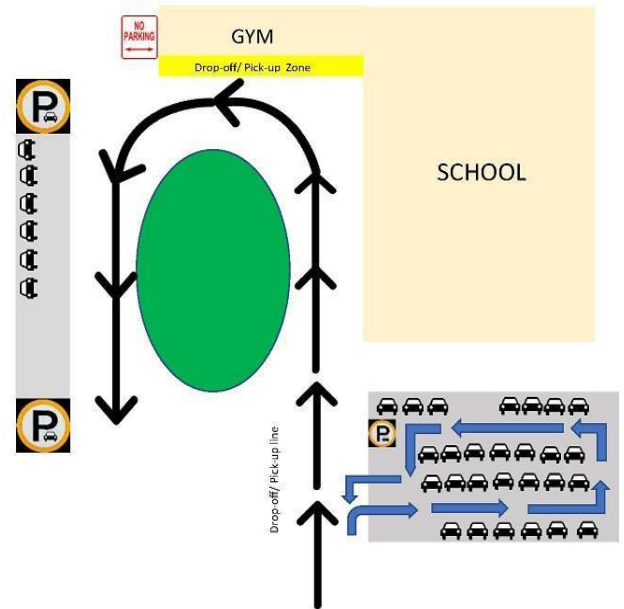
- When a driver is picking up or dropping off a student in front of the school, the driver **MUST** remain in the car. Should you need to leave your car, please park in the lot near the early childhood meadow or in the Sportsman's Club parking area.
- Double parking is not permitted.
- Parking next to the kitchen door on the gravel drive is not permitted for anytime longer than 15 minutes for loading and unloading
- Students may not walk between cars to get to their ride or put items in the trunk.
- Students must always exit and enter their vehicle on the curb side.

Dismissal:

Children must be picked up at the times designated above.

Late Pick Up

- Half Day Early Childhood Students must be picked up by 12:10 or parents/guardians will be charged a late fee of \$10 for each 15-minute interval they are late. Parents/Guardians who are late due to unforeseen circumstances should contact the office as soon as possible to advise us who will be picking up their child(ren) and at what time. Half-day students are not allowed to remain in the Meadow to play after their dismissal.
- Early Childhood students who have not been picked up by 3:30p will be brought to the school office to wait for their parent/guardian. Parents/guardians will be charged a late fee of \$10 for each 15-minute interval they are late.
- Grade school students who have not been picked up by 3:30 p.m. will be sent to aftercare and parents/guardians will incur typical aftercare fees of \$10/hr.



> Transportation

Busing or public transportation is not available to Spring Garden students. Carpooling is a convenient and sometimes necessary arrangement for parents/guardians. The easiest way to create a carpool is to review the Community Directory and find the families closest to you. You may be able to join an existing carpool or you can start a new one. Parents/Guardians are asked to work together in transporting students to and from school. Carpooling parents/guardians should remember to notify drivers of absent students so they do not wait or look for that student.

It is also important for your child's teacher to be aware of your transportation arrangements. Should a change in the arrangements occur, please notify both the office and the teacher.

Some local school districts do offer yearly financial compensation for transportation to and from private schools. To see if your family qualifies, contact your local school district.

> Student Attendance

The Spring Garden Waldorf School calendar is based on the Ohio Department of Education (ODE) requirements for attendance for chartered nonpublic schools. The school calendar is established and communicated to parents/guardians in May of the preceding school year. Each parent, guardian, or custodian having charge of a child of compulsory school age must send the child to school for the entire time school is in session. The Administrative Faculty will reserve the right to review attendance issues on a case-by-case basis.

Records of attendance are included in the student's evaluations and are a part of each student's cumulative file. Parents/guardians are expected to call the school when their child is absent. Parents/guardians are expected to provide a written explanation to their child's teacher for planned absences or tardies.

Pupils will be expected to make up work missed during absences if required by their teacher. This may be completed at school or at home, as arranged by the teacher and pupil.

Absence and Tardy Policy

All absences, regardless of reason, will be recorded on the student's attendance record. Absences are designated as excused and unexcused. An excused absence or tardy is accompanied by a doctor's note, phone call, or note describing a family illness or circumstance.

Excused absence:

- *Illness of student
- *Serious illness of immediate family member
- *Death of family member
- *Observance of religious holidays
- *Medical appointments
- *By request of the school (suspension, lice, strep throat, etc.)

Unexcused absence or tardy:

- *The result of family travel plans that extend beyond the published starting and ending dates of the school holidays and vacations.
- * The result of willful truancy on the part of the student
- * Those that are not excused by the standards.
- * Any excused absence without a note of explanation will be considered unexcused.

Tardy Students

All children should arrive between 8:15 and 8:30 a.m. Punctuality plays an important role in the rhythm of the opening and closing of the school day. When

students arrive for class after the prescribed time, they create a disruption to the natural flow of the lesson that all of our teachers endeavor to develop in each and every one of their classes.

Classes begin promptly at 8:30 a.m. If a student is going to be tardy, a parent or guardian will call to notify the office prior to arrival. Students who arrive for school after 8:30 am must go to the office to secure a late pass. A faculty or staff member will assist younger grades students in joining their class. Early Childhood parents/guardians will walk with their student to the front door where they will be given a late pass by a staff member. Parents/Guardians of Early Childhood students will accompany them to their classroom.

Results of Absence or Tardiness

A student may not exceed 20 combined absences or times tardy, either excused or unexcused, in any school year.

- Students who accumulate more than 20 combined absences or tardies may be put on probation at the discretion of the Administrative Faculty. It is the responsibility of the class teacher to bring this to the attention of the Administrative Faculty.
- A six-year-old kindergarten student who is age ready for first grade the following year, but has exceeded the limit of 20 combined absences or tardies in the kindergarten year may be promoted to grade one on a probationary basis. The duration of this probation, based on attendance, will be for the first 6 weeks. This will be determined by the first grade readiness group and the kindergarten lead teacher will bring the concern to their attention.

Participation in Extracurricular Activities for Absent Students

A student may not participate in extracurricular activities if they were absent from school that day.

EdChoice and EdChoice Expansion Attendance Records

SGWS is required by the ODE to report the attendance of students receiving the EdChoice or EdChoice Expansion scholarship at the end of each month. We must report whether the student's absence is excused or unexcused. **SGWS requires all absences to include a written excuse in order to be considered an "excused" absence.** Excused absences include, but are not limited to: illness of student, serious illness of immediate family member, death of family member, observance of religious holiday. SGWS will not excuse absences due to vacations/trips or extracurricular activities. If we do not receive your written excuse by the end of the week of the student's absence, it will be considered "unexcused." **If a student accumulates more than twenty (20) unexcused absences, they may not be eligible to renew their scholarship the following school year.**

Before Care and Aftercare Program

Before and aftercare are available for children from the age of 3 through 8th grade.

- Early Childhood Students
 - Before and Aftercare requires pre-registration and space is limited. Before care begins at 7:30 a.m. and students remain in before care until they transition to morning recess at the start of the school day. Aftercare begins at 3:30 p.m. and is available until 6 p.m. The cost is \$10/hr for one child and \$8/hr for additional siblings. Fees will be billed on a monthly basis. Bills are to be paid upon receipt.
- Students in Grade 1-8
 - Before and Aftercare are available on an as-needed basis. Cost is \$10/hr for one child and \$8/hr for additional siblings. Fees will be billed on a monthly basis. Bills are to be paid upon receipt.

> Lunches and Snacks

Early Childhood: Students receive a nutritious, filling snack in the morning program. Parents/guardians of students in the full-day program must pack a lunch and an afternoon snack for their child. Please refer questions about lunches and snacks to your child's afternoon teacher.

Grades One through Eight: Parents/guardians are encouraged to provide wholesome, nutritious lunches for their children and not pack candy or sweetened drinks. Chewing gum is not allowed at any time during the school day. Time is allotted each morning for a break, and we suggest parents/guardians provide something extra, such as a piece of fruit, for a snack at this time.

Spring Garden Waldorf School is a nut-free facility. Please see the school's Allergy Policy for guidelines, as well as suggestions for nut-free lunches and snacks.

> Meetings

Several important meetings are scheduled regularly every school year. Some are mandatory, others are optional but highly recommended. All the meetings in this section can be counted toward your Contract Service Hours (see page 24), so please be sure to keep track of your hours and record them.

Parent/Guardian-Teacher Conferences

These are scheduled twice yearly, in the fall and late spring. Parent/Guardian attendance at Parent/Guardian-Teacher Conferences is mandatory. Additional conferences may be arranged at any time throughout the school year at the request of parents or teachers. Dates for Parent/Guardian-Teacher Conferences are listed on the School Calendar.

Class Meetings

These are held throughout the year to inform parents/guardians about and discuss issues relevant to the class. These meetings are an essential aspect of parent/guardian participation in the life of the school, and at least one parent/guardian from each family is expected to attend each meeting. Dates for scheduled Class Meetings are listed on the School Calendar, but your child's teacher may schedule additional Class Meetings if necessary (for example, to plan a class project or trip).

Parent/Guardian Council Meetings

These are held monthly to discuss relevant issues and to plan community events. Though each class has a designated Parent/Guardian Council Representative, all parents are welcome to attend Parent/Guardian Council meetings. Dates for all Parent/Guardian Council meetings can be found on the School Calendar.

Parent/Guardian Educational Opportunities

These include opportunities such as lectures, workshops, and discussion groups are offered throughout the school year. All parents are encouraged to attend these events, which both deepen parents' understanding of Waldorf education and strengthen bonds in the school community. Parents/Guardians are encouraged to bring family and friends for these special events. As events are scheduled, they will be announced to the community via email.

School Committees

Committees meet as necessary throughout the year to organize events. The contribution of skills by parents/guardians and teachers is vital to the functioning of the school, and all parents/guardians are welcome to serve on the Auction Committee, Site Committee, or Marketing Committee. If you are interested in serving on a committee, please contact the school office and we will connect you with the Committee Chair.

Admission Events

Admission events for new families provide an excellent opportunity for parents/guardians to share their experience with prospective families or to bring friends and relatives to learn more about Spring Garden. Window into Waldorf is an admissions information and touring event hosted in fall, winter, and spring while class is in session.

> Outside Play

Outside play is important to our curriculum. Recess time is an opportunity to work off excess energy in a healthy way. The children also get to experience the healing aspect of the ambient light and benefit from experiencing the natural world through the four seasons. During outside play, the students also engage in social interactions and have the opportunity to work through conflicts.

Outside play is an important part of the rhythm of the school day for all of our students. The children are prepared to do meaningful work in preschool and through the grades when given the opportunity to play outside at regular intervals.

Even a quarter of an hour of play is greatly beneficial to the children, and also a safe amount of time for them to be outside in all but the most extreme situations. We closely monitor the temperature and wind chill forecasts. If the temperatures are not safe to allow for outside play, we will close or delay school. *While school is in session, the students will go outside for recess. Please ensure that your child is prepared for the weather with gloves, hats, and scarves.*

Clothing – Students in preschool through Grade Four are expected to wear appropriate clothing and footwear for the weather or they will not be allowed to participate in all aspects of outdoor play. Students in Grades Five through Eight will experience the natural consequences of poor clothing choices, within reason. Please see Student Dress Standards below.

Supervision – During snack recess (following Main Lesson), each class is supervised by a teacher. During lunch recess, four teachers are assigned supervisory locations throughout the playground. One teacher is also available in a study hall to proctor students making up missed work.

Playground Rules – Playground rules are consistent with school rules and are posted in the upper grades hallway. Behavior on the playground that does not conform to school rules is initially redirected. Failure to follow the request of playground supervisors will result in removal from play and any other steps as necessary under the Behavior and Discipline Policy.

> Athletic/Sports Program

Students in grades 5 through 8 have the opportunity to participate in organized sports which are managed by our Athletic Director. Students in grade 5 participate in practices and non-competitive events only, while students in grades 6 through 8 may choose to participate on the practice team or participate in all scheduled events, including regular games and meets. This approach aligns with our pedagogy, meeting the needs of children as they grow and develop new capacities. Good sportsmanship, camaraderie, and a positive attitude are stressed throughout students' participation in the sports program, with the goal of inclusion in mind.

Currently, Spring Garden offers cross country in the fall, basketball during the winter and track/field during the spring. Practices are held at least twice weekly and are coached by volunteer community members. We participate in the CYO program and adhere to the appropriate rules and regulations attached to this program.

There is a fee associated with participation in these programs. Additionally, the athletic program conducts several fundraisers to help offset costs.

> Student Dress Standards

A Waldorf curriculum is designed to help students develop socially as well as academically. Student attire is particularly important because many school activities include movement. The standards below allow all the students to be able to fully participate in the curriculum. We have listed these requirements having to do with safety, warmth, range of motion, and our media policy. Please know that our students engage in play and work that involves mud, dirt, paint, and other activities. Our students do get dirty, so plan accordingly. SGWS respects clothing choices that reflect religious beliefs, cultural beliefs, and gender identity. Students are expected to adhere to the following standards during Beforecare and Aftercare as well as during the school day:

- Students are to come to school neatly dressed in clean, un-torn, sturdy play clothing.
- Students must wear opaque clothing that covers undergarments. Students will not be in violation of the dress code if waistbands and bra straps are exposed. Shirts and shoes are always required.
- Students are to wear clothing that fits properly. Clothing must allow students a full range of motion—sitting, bending, reaching and running—without requiring perpetual readjustment.
- Clothing must be free from media images, offensive wording or graphics, and distracting elements. Clothes/shoes must not blink, make noises, or have wheels. Wording and images on shirts must be positive and kind.
- Students are expected to wear closed-toe shoes while at school. Shoes may not have open backs or high heels. Students may wear dress shoes (open toes, open backs or high heels) for the following events: school dances, winter and spring music performances, school pictures, and graduation.
 - Early childhood students must have inside shoes and outside footwear appropriate for the season for each day at school.
 - Grades students need several types of footwear at school:
 - One pair of tie indoor athletic shoes to be left in the classroom for wear there during the school year and for inside gym
 - One pair of tie athletic shoes for outside gym are needed for the fall and spring
 - Rain boots, snow boots as needed for the weather
- Students must be prepared to go out in the rain, cold, and snow.
 - Students in Early Childhood through Grade Four are expected to wear appropriate clothing and footwear for the weather or their outdoor play may be restricted. We require students in early

childhood through grade 4 be prepared with the following items for outside play:

- Rain pants or snow pants (depending on the season)
 - Rain coat or snow coat (depending on the season)
 - Hat (winter hat or sun hat, depending on the season)
 - Gloves or mittens, scarf are needed in cold weather
- Students in grades 5-8 are strongly encouraged to have the same gear that is required for EC and lower grades students. Students in Grades Five through Eight will experience the natural consequences of poor clothing choices, within reason.
- Students in Early Childhood and Grades One through Three must have a complete change of clothing, appropriate for the season, labeled with the student's name for emergency use. Older students should keep an extra pair of socks and a sweater in their classrooms.
- Some classes have specific clothing requirements:
 - Gardening classes 1-2 must have boots, long pants, and a hat.
 - Gardening classes 3-4 must have boots, long pants, a hat, and gardening gloves.
 - Gardening classes 5-8 must have long pants and gardening gloves.
 - Gym classes 1-4 must have athletic shoes. No jewelry or watches are permitted for gym.
 - Gym classes 5-8 must have shorts, sweat pants, or yoga pants, a t-shirt, and athletic shoes. No jewelry or watches are permitted for gym.
- Students are not to wear coats, hats, head coverings, sunglasses, or other outdoor apparel while in the school building except for health or religious reasons.

We appreciate parent/guardian's support of the dress code and all policies. It is up to the discretion of faculty and staff whether students are in compliance with the dress code. If a student violates the dress code, a teacher or staff member may take the following actions:

- Speak to the student individually.
- Require the student to exchange the item of clothing in violation of the dress code for an appropriate item.
- If the dress code concern prohibits safe participation in the school activity, the student may not be allowed to participate in the activity and may be required to complete make-up work.
- If dress code violations are a repeated concern, the teacher or staff member may call the parents/guardians, ask for a meeting with student and parents/guardians, bring to the attention of the Administrative Faculty, or send a student home.

-Approved by Administrative Faculty on 6/18/18

> Media

We recognize that technology and media are in a state of constant evolution in today's world. With this in mind, we are focused on educating our children to think beyond the limitations of current technology and media influence. Both our experience with children and a growing body of research in brain development indicate that early exposure to technology and media has a negative effect on a child's development and learning ability.

With this in mind, we ask families to work in partnership with us by limiting the children's exposure to technology and media. This allows for a mood of reverence, wonder, and beauty in the classroom that can live in the students and be expressed in their work and play. To this end, any items with media characters are not permitted in the school. We also ask that parents/guardians seek alternative forms of entertainment for their children at home which enliven each child's individual thinking, feeling, and physical capacities, rather than entertainment provided on the television, gaming device, or computer. If you need some ideas for creative play, your child's teacher can help you identify age-appropriate creative games and activities to share with your child.

Toys and Electronic Items

Students should not bring any toys, radios, or electronic items to school. This includes but is not limited to puzzles, mechanical toys, dolls, computerized games, alarms, calculators, video games, MP3 players, iPods, Apple watches and cell phones. Students in the full-day Early Childhood program are allowed to bring a blanket and one small soft toy that does not light up or make sounds for naptime.

> Cell Phone Policy

SGWS recognizes that there are many reasons a parent/guardian may choose for their student to have a cell phone or smart watch with the capability to call or text. Students are permitted to have a cell phone/smart watch at school, but they may not use it during the school day or at school events. Cell phones/smart watches must remain turned off and in the student's backpack when the student is on campus regardless of the time/event. If a student needs to contact a parent, they must receive permission from the teacher or supervising staff member to make a call using the front office phone only. Cell phones/smart watches are not to be removed from student backpacks while on SGWS property. Any visible cell phone/smart watch will be confiscated and returned to the parent or guardian by the student's class teacher.

> General Information and Guidelines

When visiting Spring Garden Waldorf School, families of students should be aware of and observe the following guidelines:

- *We are a nut-free facility.* No products with peanuts or tree nuts should be brought to any school events.

- *Firearms or weapons of any kind are prohibited* on school grounds at all times.

- *Alcoholic beverages are prohibited on school grounds*, except for school-sponsored, adults-only events. Illegal substances are prohibited on school grounds at all times.

- Service animals for persons with disabilities will be permitted on school grounds. However, because even the most well-behaved pets can cause anxiety in children who are generally fearful of animals, *pets are not permitted on school grounds* at any time, even if they are leashed. However, individual classes may have “class pets” upon mutual agreement of students, parents/guardians, and the class teacher.

> SGWS Approach to Student Behavior

Student Code of Conduct

Spring Garden's policy regarding student behavior and subsequent disciplinary actions is an interdependent plan of mutual support maintained by all faculty, staff, and parents. The goal of this policy is to maintain an environment that is safe and conducive to learning while nurturing an atmosphere of cooperation and mutual respect. The policy speaks to both the student's behavior and to the parents'/guardians' responsibility for that behavior.

Within the social and academic life of the school, self-discipline, respect, positive conduct and an orderly, energetic pursuit of studies are expected in all activities of the school day as well as at all school related events. Students are expected at all times to honor the school's statement of non-discrimination, and to work in a cooperative and positive manner with all those around them.

- I. Be courteous and respectful in words and deeds at all times toward teachers, staff, and students.
 - A. Exhibit self-control in all situations, avoiding physical or verbal forms of aggression.
 - B. Use appropriate language, avoiding vulgar expressions, words, or gestures.
 - C. Seek opportunities to be of service to others and to the community of the school.
- II. Maintain orderly conduct in classrooms, building, and grounds.
 - A. Respect the materials in the building, grounds, and classrooms.
 - B. Conduct yourself in ways that actively promote a positive learning experience for those around you.
 - C. Follow all classroom, playground, and safety rules established by teachers and staff.
 - D. Bring to school only the items and materials needed for the anticipated activities of the school day. Items such as toys of any kind, sports equipment, games, electronic devices may not be brought to school for any school related activities, including recess, beforecare, or aftercare.
 - E. Keep all pets at home; they may not be outside of a car on the school premises.
 - F. Bring to school only foods items that are in compliance with the school's Allergy Policy. Spring Garden Waldorf School is a nut free school.
 - G. Chewing of gum for students is not allowed on the school grounds at any time.
 - H. Dress according to the school dress code, including footwear appropriate to school activities.
 - I. Use of electronic devices of any kind by students is prohibited during the school day and during any school events whether these events are on school grounds or off school grounds. This includes but is not limited to cell phones, smart watches, music players, tablets, etc.

- J. Leave all weapons of any kind at home. Weapons of any sort are prohibited on the school grounds and at all SGWS functions at any time.

III. Follow directions given by teachers and staff during the school day and at all school related events. This is an essential component of the Student Code of Conduct of SGWS. All students are expected to be in compliance with this point according to their ages and stages of development.

- A. Participate in all parts of the full program as directed by the teachers, unless a written excuse from a doctor has been provided to the office, or teachers have determined non participation to be necessary for a specific class.
- B. Complete all work and assignments for classes within assignment due dates.
- C. Give a positive and genuine effort in all activities.
- D. Report all instances of inappropriate behavior to a supervising teacher.

IV. Remain in the direct supervision of faculty or staff unless permission to leave has been given.

- A. Ask permission of the supervising teacher or staff member before leaving the classroom, playground, or other area or situation.
- B. Report to before-care or after-care if present on the school grounds without a parent or guardian outside of school hours.
- C. Attend school on time according to the attendance policy.

The staff and faculty of the school are responsible for identifying, addressing, and taking action to correct student behavior. This is to be conducted within the parameters of the school's Behavior Policy which guides the response to breaches of the expected conduct outlined above.

Faculty and staff will work with students on these aspects in pedagogically and age appropriate ways. Parents should support teachers in this regard, and discuss these guidelines with their children.

Repeated actions that are not in accordance with this Code of Conduct, or single actions that are gross violations, as determined by the Administrative Faculty, may result in disciplinary actions, probationary enrollment, and/or termination of enrollment.

Behavior Policy

Learning to participate productively as part of a social group is an important part of childhood development. Many of the activities pursued in a Waldorf school are intended to consciously cultivate the capacities needed for positive relationships and respect. Waldorf teachers are expected to understand the subtle developmental differences in the needs of each child as well as different ways to encourage them to develop in a healthy way.

Establishing predictable routines and consistent daily rhythms help children feel safe, promote cooperation, encourage expression of feelings in an appropriate manner, and lessen the need for discipline. Modeling appropriate behaviors and communicating

through clear verbal messages with limited choices help children learn healthy habits, make sound decisions, develop a sense of self-control and respect for others, and build problem-solving skills.

It is expected that each child, through the support of their family and teachers, lives up to the Student Code of Conduct in a way that is developmentally appropriate. However, there will be times when behaviors arise that need to be addressed in a more direct and structured way. In these instances, teachers will work as deemed appropriate within these guidelines. They will coordinate with parents/guardians, other teachers, and the Administrative Faculty as needed or defined by the guidelines.

Teachers and parents/guardians are encouraged to communicate with each other regarding concerns they may have about behavior. In most cases, a direct conversation is the best way to build a cooperative relationship in order to have a positive effect on the behavior of the child. Behavioral Infraction Report forms are a valuable tool for reporting specific incidents, but the relationship between the parent/guardian and teacher is invaluable in helping to meet the child where they are.

When a negative event impacts the class as a group, the parents/guardians of the class will receive a notification email. The email that will be sent to all of the parents/guardians in the class will share what occurred, without naming students who were involved, and how it was handled. Parents/guardians of student(s) who are directly involved in the experience will be notified individually. Parents/Guardians should contact the teacher directly if they have any additional questions. The teachers, with the support of the administration, will use their discretion to decide when a communication should go to all parents/guardians in the class. If your student shares something with you and you have not received a communication and would like more information, please contact the supervising teacher.

It is the policy of SGWS faculty and staff to not engage in discussion regarding behavioral or disciplinary issues with parents/guardians about students other than their own children. This includes any behavioral incidents involving more than one student. While teachers will discuss with parents/guardians issues regarding the behavior of their child, teachers will not discuss the actions of another child or the actions taken on the part of the school to work with any other child.

Spring Garden Waldorf School does not condone corporal punishment. Specific consequences expressly deemed intolerable are outlined in the Prohibited Behavior Management Techniques section of the Employee Manual and Family Handbook.

In cases involving gross violations of the student code of conduct, the response by the teacher **and/or Administrative Faculty** may not follow the indicated responses but can result in immediate removal from the classroom setting and/or suspension from school. These gross violations include, but are not limited to:

- aggressive or violent actions, either physical or verbal.
- actions that pose a safety risk to self or others.
- possession or use of drugs, alcohol, or weapons.

Student removal from the classroom setting for any reason will follow the guidelines outlined later in this policy.

Parent/Guardian Responsibilities in Supporting the Disciplinary Process

The cooperation between parents and guardians and the school is crucial to the successful implementation of any discipline plan. A discipline challenge is seen as a disturbance of the cooperative and respectful environment of the classroom. It must be kept in mind that a Waldorf school considers the whole student, as well as the whole class, during the educational journey, and this is true in the area of behavior and discipline as well. Teachers handle situations based on the individual child's development and the needs of the class as a whole.

It is the goal of SGWS faculty and administration to communicate effectively with all parents/guardians, though not all events that occur at school will be communicated. If a parent/guardian would like more information about a situation that has happened, they are encouraged to communicate directly with the faculty member involved. If, through this communication, resolution is not reached for either the teacher or the parent/guardian, they are encouraged to bring the concern to the Director of Administration. The Director of Administration and Pedagogical Director meet to decide the best course of action for all parties involved.

Steps in Supporting the Disciplinary Process

Step One: Read and review the Student Code of Conduct and discuss these ideas in an age-appropriate way with your child.

Step Two: Communicate with your child's teachers in person, by phone, or email. If you become aware of a circumstance that may be affecting your child's behavior in school or at home, respectfully let your child's teachers know in a timely fashion. Also, should a teacher reach out to you with a request for communication, reply to the teacher in a timely manner. Healthy, respectful communication between parents and teachers, as outlined in the Parents'/Guardians' Pledge, is essential to helping the student.

Step Three: Participate in the process for any behavioral concerns, incidents, reports, or plans as follows:

- Respond to all communications from the teacher in a timely manner. In early childhood classrooms, the morning lead teacher will be the point of contact.
- Read all Behavioral infraction Reports regarding your child and acknowledge your receipt of each report in a timely manner.
- Attend all meetings arranged with teachers or staff to address any behavior issues your child may have.
- Monitor your child's compliance with any at-home portion of a discipline or probation plan.
- Sign and return to the school office in a timely fashion all follow-up reports that are required by the plan.

Behavior that is severely disruptive will result in the immediate removal of your child from the classroom. If this were to happen, you would be expected to transport your child from the school for at-home suspension. Failure to provide transportation for your student in a timely fashion may result in your being charged for the cost of hiring a monitor to watch your child during in-school suspension.

Parents are expected to assist their children in complying with the consequences of disciplinary actions, for example overseeing the repair or replacement of any property stolen or damaged by the child.

The cooperation of parents/guardians is crucial to the school's successful implementation of any response to inappropriate behaviors or behavior support plans. Failure to show parental support for the Student Code of Conduct and Behavior Policy through noncompliance with its procedures and follow-up steps may result in termination of enrollment.

Teachers' Responsibilities in Supporting and Guiding the Disciplinary Process

Communication with other Teachers:

An informal conversation or other communication will be shared by a teacher with other SGWS teachers when:

- There is a concern about a student's behavior in other classes.
- A consistent response to student behaviors is needed.
- A child has had a difficult day or has had incidents earlier in the day. This communication often occurs during transition between classes.
- An aggressive interaction has occurred between students, requiring ongoing attention to their interactions.

Communication with Parents/Guardians:

Communication with parents/guardians will occur using the following steps when challenging behaviors occur.

1. Communication is an intrinsic part of the effectiveness of the Behavior Policy. Teachers will communicate with students and parents/guardians in the following ways to promote understanding of the Student Code of Conduct:
 - a. Provide a review of or a link for the Code of Conduct to the parents/guardians.
 - b. Create a time to review Code of Conduct in an age appropriate way with their class.

2. Should the challenging behaviors continue or escalate, after the teacher has implemented whole class and individual behavior management techniques as found in Steps One and Two which can be found below under Responses to Inappropriate Behaviors”, the teacher will institute Behavior Reports and will notify the parents/guardians each time a behavior report is written. (see section title “Behavior Policy timeline).
3. Should there be an infraction of the Student Code of Conduct that is atypical for the student and their stage of development, a behavior report will be written and parents/guardians will be notified.
4. Should the behaviors continue or escalate the teacher will consult with colleagues and the Administrative Faculty to determine further action. This may result in the creation of a Behavior Support Plan as outlined in the Behavior Policy Timeline. The resulting information will be communicated to the parents/guardians.
5. During the time of the Behavior Support Plan, should the behaviors escalate or the teacher determines the plan is no longer effective, the teacher will communicate this to the Administrative Faculty. The Administrative Faculty will determine the next steps of action which may result in a continuance of the plan, a change to the plan, the establishment of a probationary period, or disenrollment of the student. The class teacher, Director of Administration and Pedagogical Director will meet with the parents/guardians. The class teacher will give an update on the progress of the student within the parameters of the behavior plan. The Director of Administration and Pedagogical Director will communicate the continuance of the plan, a change to the plan, the establishment of a probationary period, or disenrollment.

Teacher’s Responses to Inappropriate Behaviors

In many cases, teachers at SGWS work with students in an individualized way through an understanding of the students in their care. Behaviors outside the expectations outlined in the student code of conduct and in individual classroom rules are handled initially at the discretion of the supervising teacher(s). Following are typical steps that may be taken to address inappropriate behavior. Unique cases, however, may follow a different process.

Teachers who encounter unexpected or inappropriate behaviors will work to understand the child, and to engage them through loving support and care. In doing so, the teacher seeks to work with the children in a holistic way (all aspects of the child), not solely to change or eliminate a single behavior. See step one which follows.

When a teacher requires further help in addressing the needs of the student, he/she/they will continue to seek assistance from other resources at our school. Colleagues, administration, Education Support Team members, and/or staff can provide new suggestions and opportunities to work with the student. See step two which follows.

Child Study

One aspect of collegial support may be to engage in a child study. A child study is a collaborative effort on the part of the faculty to observe and hold in consciousness the individual student. Generally held during a faculty meeting, a detailed description of the student is given by the teachers working with the child. After reflection by all faculty members on the nature of the child and their developmental stage, suggestions are made for possible ways to better support the child.

A child study can be initiated and led by any teacher who works with a given student, and may be initiated for a variety of reasons. In the context of this policy, the child study is an opportunity for the entire faculty to be apprised of the concerns of the teacher and to be involved in holding the child as they face difficulties in meeting school expectations.

Step One: Teacher works from a pedagogical basis with the class as a whole to build the habit life of the student through the habit life of the class

In a Waldorf classroom, teachers work with the behavior of an individual student in the context of the group or the whole class. Each individual's behavior is seen in part as a manifestation of the life of the group as a whole. Meeting the behavior of the individual student through work with the group as a whole acknowledges and strengthens the social fabric in which every action takes place, and emphasizes the role of the class in supporting each individual member.

Some methods of working with the group (that can occur before individual consequences) might include:

- Presentations to the class in advance to review what behavior is expected and what consequences will follow if they do not comply.
- Conversations with those involved or with the class as a whole, which allow the students to work together to gain an understanding from the perspective of another and to learn to work together to overcome difficulties without assigning blame.
- Participation in games and group activities which promote positive behaviors and help to build a strong class dynamic in which there is a feeling of inclusivity and success on the part of all students.
- Presentation of curative stories which may be used to address concerns without bringing specific attention to an individual behavior or student.
- Alteration of the daily schedule and/or activities, including group loss of recess time or classtime, to allow discussion of and/or reflection on the behaviors.
- Acknowledgement of appropriate behaviors, especially when done by the student who has struggled in the past.

Step Two: Teacher works directly with the individual student

If inappropriate behaviors continue, the teacher begins to work directly with the student to address the behaviors. At this point, teachers will begin to track specific behaviors using the Behavior Tracking Form . Waldorf teachers are working out of a living

understanding of the archetypical development of each individual student. Through this understanding, behaviors that are not in accordance with the student code of conduct or healthy social interactions are worked within a manner fitting the age and stage of the child. One strategy which may be used is that of implementing specific consequences as a result of certain behaviors. These consequences are intended to allow the student to develop the underlying capacities needed to engage in the appropriate behaviors. The goal of consequences is to provide structure, support, guidance, and/or role modeling so that the student is able to develop constructive behaviors for appropriate classroom participation. Encouraging conscious social development between individuals and within a whole class is a supportive gesture, not a punitive measure.

Implementation of Consequences

Consequences, which are logical results of effects, are apparent in many aspects of life. They are experiences in the natural world that are experienced by all. If the air cools to a certain temperature, and it contains a sufficient amount of moisture, then the result is precipitation in one form or another. Consequences are tangible in the human body. If a person takes in an insufficient amount of liquids, then their body will not be able to function properly. Consequences are also apparent in the world in which people exist. If a person decides to ignore the laws, then they will experience legal consequences. People learn to monitor and modify their behaviors as a result of natural and imposed consequences.

Implementing consequences is one technique for managing behavior challenges presented by students. These are delivered in developmentally appropriate ways depending on the age of the students involved. In the younger grades, this is approached through the development of the student's habit life. The students' brains have not reached maturity sufficient for them to understand cause and effect relationships or the use of "if...then" statements. Thus, this type of reasoning technique is not effective in changing the behavior of young students. Instead, teachers provide opportunities for students who are struggling with appropriate behaviors to engage in productive work alongside an adult, support positive interactions by modeling and encouraging kind behavior, have students perform helpful tasks for others, or create other similar activities for the students. These supportive consequences will often happen at times when the class is doing other activities, and may result in the student missing time for transitions, recesses, or other classes. This type of redirecting behavior as a technique models for the students who learn by imitation what behaviors are expected of them within the life of the class.

In the middle school grades, the above techniques may no longer be as effective when working with challenging behaviors. The older students are beginning to understand cause and effect reasoning. Thus, the implementation of consequences as a part of working with behavior challenges changes to meet their developmental needs. These

students are beginning to understand “if...then” statements. It is the work of each teacher to know their students and where they are developmentally in the understanding of cause and effect, for not all students are at the same place in this process. As a result, logical consequences may involve spending time in study hall to complete assignments that did not get completed on time, losing part of one class to complete the work of a different class, redoing an assignment that was lost, missing social events or class trips/activities to consider the effects of antisocial or inappropriate behaviors, etc. As with any technique used, if it proves to be ineffective, then a new method would be implemented.

Consequences In the Early Childhood Classes

Some developmentally appropriate consequences include: redirecting the child to an alternative activity, reminding the student quietly, placing a teacher’s hand on the shoulder, resting in a specific location in the classroom to help the child calm down and collect themselves, being held by the teacher for a short period of time when they pose a danger to themselves or others until the child calms down, limiting play space, being near the teacher during transitions and class activities, being a helper to another child involved in an incident, or doing purposeful work such as cleaning or helping with a task.

When these techniques do not result in decrease or elimination of the behavior, or when the behavior is atypical for the student and their stage of development, then a Behavioral Infraction Report will be written. These behaviors may include physically aggressive behaviors such as biting, kicking, hitting; or unsafe behaviors such as refusing to come to the teacher or running away. It is important to note that these behaviors can be typical among young children.

Consequences In the early grades classes (generally classes 1-3)

Some developmentally appropriate consequences include giving a quiet reminder, placing a teacher’s hand on the shoulder, moving the position of the student and/or their desk, spending time near the door inside the classroom, being a helper to another child involved in an incident, limiting play space for an individual or a group, being near the teacher during transitions or part of recess time, having a separate classroom space, making a card for the affected student, or engaging in purposeful work such as cleaning or helping with a task.

When these techniques do not result in decrease or elimination of the behavior, or when the behavior is atypical for the student and their stage of development, then a Behavioral Infraction Report will be written. These behaviors may include physically aggressive behaviors such as biting, kicking, hitting; or unsafe behaviors such as refusing to come to the teacher or running away. Physical reactions between young children may occur as part of a developmentally appropriate response and the teacher may work with these responses repeatedly before deciding to file Behavior report forms.

Consequences In the middle grades classes (generally classes 4-5)

Some developmentally appropriate consequences include giving a quiet reminder, placing a teacher's hand on the shoulder, moving the position of the student and/or their desk, spending time near the door inside the classroom, being a helper to another child involved in an incident, limiting play space for an individual or group, having a separate classroom space, writing a letter to the affected party, engaging in will-work or extra purposeful work, spending time with another class, receiving time off of activities, receiving time off from recess, receiving time off of specific classes (including gym or other subject classes), requiring that they accept responsibility for actions, working at home with parents/guardians, placing the student's initials on the blackboard, attending study hall, or having collaborative discussions with the goal of a positive outcome for all involved (class meetings).

When these techniques do not result in decrease or elimination of the behavior, or when the behavior is atypical for the student and their stage of development, then a Behavioral Infraction Report will be written. These behaviors may include physically aggressive behaviors such as biting, kicking, hitting; or unsafe behaviors such as refusing to come to the teacher or running away. At this stage of child development, students are expected to have a firm grasp of the expectations of their behaviors. Thus, less leniency will be given by the teachers before infraction reports are filed.

Consequences In the upper grades classes (generally classes 6-8)

Some developmentally appropriate consequences include completing purposeful work, receiving time off of recess, receiving time off from another class, completing research or writing assignments, participating in mediated conversations between involved students to resolve issues, participating in conversations between students/teachers/parents/guardians, not being permitted to attend activities or field trips, executing jobs that provide help or promote well-being for the community, having collaborative discussions with the goal of a positive outcome for all involved (e.g. "class meetings"), attending study hall, requiring that they accept responsibility for actions, working at home, or being asked to sit or work at a desk in the hallway until the behavior can be addressed by the teacher. In some circumstances students may be sent home or suspended from school.

When these techniques do not result in decrease or elimination of the behavior, or when the behavior is atypical for the student and their stage of development, then a Behavioral Infraction Report will be written. These behaviors may include physically aggressive behaviors, unsafe behaviors such as refusing to come to the teacher or leaving the school grounds, inappropriate conduct around younger students, damage to property, or uncooperative or distracting behavior in classes.

In mixed age groups, particularly during recess, before-care and aftercare, the older children are in a position to protect, reassure, and serve the experience of younger

students. As such they are expected to follow the expectations placed on the younger students. Consequences will be in accordance with the above guidelines, with care toward supervision of the student to monitor future actions.

Student Removal from the Classroom

Students may be removed from a classroom for a few reasons. They are as follows:

- When a behavior is deemed by the supervising teacher to be severe and aggressive or a gross violation of the Student Code of Conduct, a student may need to be removed from the classroom. In these cases the teacher will do the following:
 - Immediately address the situation to assure the safety of all students. This may include physically intervening to hold a student if it is necessary to avoid physical harm to themselves or others.
 - Contact another adult for assistance. The intercom in the classroom can be used to contact the office so they can arrange for another faculty or staff member to assist.
 - Remove the student from the situation and bring him/her under direct supervision and to a safe location. The assisting faculty or staff member who will be observing the student will be apprised of the situation, approximate time the supervising teacher will be able to address the situation directly, and what other support might be needed. The supervising faculty or staff member will remain the person directing the response to this behavior.
 - Address the student directly and give the student an opportunity to express their viewpoint on the situation.
 - Consult with the Director of Administration or Pedagogical Director and at least one other colleague to determine whether the student needs to be sent home immediately or can return to the classroom.
 - File a Behavioral Inference Report Form that documents what has occurred.

When removal to the office is a specific management technique that is part of a Behavior Support Plan, the teacher will do the following:

- Immediately address the situation to assure the safety of all students. This may include physically intervening to hold a student if it is necessary to avoid physical harm to themselves or others.
- Contact another adult for assistance. The intercom in the classroom can be used to contact the office so they can arrange for another faculty or staff member to assist.
- Remove the student from the situation and bring him/her/them under direct supervision and to a safe location. The assisting faculty or staff member who will be observing the student will be apprised of the situation, approximate time until the supervising teacher will be able to address the situation directly, and what other support might be needed. The

supervising faculty or staff member will remain the person directing the response to this behavior.

- Address the student directly and give the student an opportunity to express their viewpoint on the situation.
- Consult with the Director of Administration and/or Pedagogical Director to review the Behavior Support Plan to determine what steps need to take place whether the student needs to be sent home immediately or can return to the classroom.
- File a Behavioral Inference Report Form that documents what has occurred.

> Behavior Policy Timeline

If a faculty member notes a behavior that is recurrent in their class then:

- This faculty member communicates the concern to the Pedagogical Director and the parent/guardian.
- The faculty member will document strategies already being used or tried in addressing the students' behavior using the behavior policy as a guide.
- Parent/Guardian will be notified by the supervising teacher that they are seeing a concerning behavior and will be tracking it for the next 10 days using a Behavior Tracking Form; the class teacher will communicate via email at the end of each week with an update on the behavior.

The Pedagogical Director communicates with all faculty who work with the student to begin tracking behavior using the Behavior Tracking Form with a start and end date (10 school days). The tracking end date may be extended if there are substitute teachers or the student is absent. SGWS will not ask subs to track. The tracking form will be located on the All SGWS-Private drive (see link above).

The Pedagogical Director will collate the data at the end of 10 days and share the result with the class teacher.

If behavior is sporadic or decreasing, stop here. If behavior is consistent or increasing, then:

- The Pedagogical Director notifies all faculty who work with the student to begin writing Behavior Infraction Reports for the student for the next two weeks (start and end date) along with what accommodations should be in place during this time to support the student's success.
- Behavioral Infraction Reports are used as a method of communication with parents, as a way to track student behavior, and as an indicator that the behavior exhibited has been unacceptable. In writing a Behavioral infraction Report, the developmental age of the student will be taken into account as well as a consideration of the frequency of the behaviors and for

the time between occurrences. These behaviors require further direct work with the individual student. Behavioral infraction Reports are used for individual students throughout all the steps of the disciplinary process as noted above.

- A copy of the report will be sent to the Parents/Guardians to be signed and a copy will be turned in to the Director of Administration.
- If a child receives two or more behavior reports in one week, the Pedagogical Director will meet with the class teacher to determine the cause, and move to the next step, if needed, or to decide to continue tracking.

If behavior is sporadic or decreasing, stop here. If behavior is consistent or increasing, then:

- The Pedagogical Director and class teacher(s) agree when a Behavior Support Plan needs to be created.
- The Pedagogical Director works with the teacher(s) to create a Behavior Plan, and then sends it to the Administrative Faculty for approval. This draft should be created in one week's time.
- Input from all teachers working with the student will be used to create the behavior plan that targets behaviors, defines tracking methods and sets consequences. This plan may include parameters for both home and school to provide clarity and foster consistency for the student in behavior expectations and consequences.
- The plan may also include a request for additional services and for information from licensed professionals to be provided by parents.
 - A representative of the faculty and the Pedagogical Director will share the Behavior Support Plan document with the parents/guardians. The parents/guardians and class teacher will sign the Behavior Support Plan. Should the parent/guardian refuse to sign, the teacher will alert the Administrative Faculty.

If, after a Behavior Support Plan has been implemented, the behaviors have decreased or stopped completely, stop here. If the behaviors remain or have escalated, then:

- The situation will be referred to the Administrative Faculty by the Pedagogical Director and teacher(s) to determine the next steps. At that time, the Ad. Fac. may choose from the following options: extend the Behavior Support Plan as is, alter aspects of the plan, compose a new plan, establish a probationary period of enrollment, or implement disenrollment. Should a probationary period be established, the behavior plan will be monitored by all faculty working with the student, and an opportunity for input by the faculty will be given before the conclusion of the probation.

If the behavior plan is successful, stop here. If not then, the Administrative Faculty will create the new Behavioral Support Plan which will include input from the

teachers involved. The plan will be shared with the teachers involved and the parents/guardians.

- At the outset of any probation, the parents will be notified of the terms of probation in writing. Parents are expected to acknowledge the terms by signing the document outlining such terms.
- Probation will be structured to include a timeline, identification of behaviors needing attention, and specific goals related to those behaviors. Probationary terms may include academic, social, and behavioral aspects.
- The probationary document will include input from the teacher or teachers bringing concern about the child.
- The document will include a timeline for the probation including a date to conclude the probation and make a decision about future steps. The timeline may include meetings with the teacher(s) and parents to give feedback throughout the probationary period.
- Recommendations received by Administrative Faculty from licensed professionals regarding the needs for the student to be successful in the classroom will be considered by the Administrative Faculty when determining the next steps in this process.

Shortly before the conclusion of a probationary period the Administrative Faculty will review the probationary document to determine whether the conditions of probation have been met or not. Administrative Faculty may request input from parents, teachers, and in some cases the student. The determination will be made by the Administrative Faculty to end probation, to extend probation, to impose extended probation period with revised terms, or to terminate enrollment of the student.

> Prohibited Behavior Management Techniques

At all times a faculty or staff member is in charge of a child or group of children and is responsible for their discipline. The first response of the adults who become aware of a behavior or discipline concern is to ensure the safety and physical and emotional well-being of all individuals on the premises.

Spring Garden Waldorf School's methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

- There will be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- No discipline will be delegated to any other child.
- No physical restraints will be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- No child will be placed in a locked room or confined to an enclosed area such as a closet, a box, or similar cubicle.
- No child will be subjected to profane language, threats, derogatory remarks about the child or the child's family, or other verbal abuse.

- Discipline will not be imposed on a child for failure to eat, failure to sleep, or toileting accidents.
- Techniques of discipline will not be intended to humiliate, shame, or frighten a child.
- Early childhood students and students in grades 1-5 will not be sent outside the classroom without direct adult supervision.
- Discipline will not include withholding food, rest, or toilet use.
- Separation, when used as discipline, will not be lasting in duration, and it will be appropriate to the child's age and developmental ability. Preschool aged children will always be within sight and hearing of a staff member in a safe, lighted, and well-ventilated space.
- SGWS staff members will not abuse or neglect children. All SGWS staff members will protect all students from abuse and neglect while in attendance at school.

The parent/guardian of a child enrolled at SGWS receives the Behavior Policy as part of the Family Handbook.

All SGWS employees receive a copy of the school's Behavior Policy as part of the Employee Manual.

> Guidelines for Faculty Relative to Discipline Consequences Teachers Strive to Avoid

The following consequences should be avoided:

Consequences teachers avoid in early childhood classes:

- setting unclear rules and expectations for appropriate behavior
- implementing lengthy time periods for consequences, or long lapses of time between occurrence of event and implementation of consequence
- sending students to the office (see section on removal from room)
- negotiating with a student
- assigning blame to a student
- explaining the reason for consequences or intellectualizing the behaviors
- granting rewards, including rewards for positive behaviors or for avoiding challenging behaviors

Consequences teachers avoid in classes 1-3:

- setting unclear rules and expectations for appropriate behavior,
- using lengthy explanations
- implementing lengthy time periods for consequences, or long lapses of time between occurrence of event and implementation of the consequence
- sending students to the office (see section on removal from class)
- loss of total recess time
- berating a student
- negotiating with a student
- assigning blame

- assigning lengthy writing assignments
- explaining the reason for consequences or intellectualizing the behaviors.
- granting rewards, including rewards for positive behaviors or for avoiding challenging behaviors

Consequences teachers avoid in classes 4-5:

- setting unclear rules and expectations for appropriate behavior
- implementing lengthy time periods for consequences, or long lapses of time between occurrence of event and implementation of the consequence
- sending students to the office (see section on removal from class)
- negotiating with a student
- assigning blame
- assigning lengthy writing assignments
- granting rewards, including rewards for positive behaviors or for avoiding challenging behaviors

Consequences teachers avoid in classes 6-8:

- sending students to the office (see section on removal from classroom)
- setting unclear rules and expectations for appropriate behavior
- implementing the consequences after an extended period of time has elapsed following the event
- sending students outside the classroom without direct supervision
- negotiating with a student
- assigning blame
- bringing undue attention to the behaviors in front of peers
- granting rewards, including rewards for positive behaviors or for avoiding challenging behaviors

> Disenrollment

Students may be disenrolled for the following reasons:

- If it is found that a student's conduct poses or has posed a threat to his or her own safety, or to the safety of others, or that student's continuing demeanor prevents the effective learning of other students, that student may be suspended, or enrollment can be terminated, at the discretion of the Administrative Faculty. Following such an incident, a behavioral infraction report form will be completed for documentation. In these cases, the parent(s) will be given an opportunity for a conversation with the supervising teacher, the Director of Administration and/or Pedagogical Director, to discuss this process and the next steps. The decision of the Administrative Faculty regarding suspension or termination of enrollment will be communicated to the parent(s) in writing.
- If, during the course of or at the conclusion of a Behavioral Support Plan, it is determined that the plan is ineffective, the Administrative Faculty may make the decision for disenrollment to occur. In this case, members of the Ad.Fac. will communicate the decision to the parents.

- In some cases involving gross violations of the Student Code of Conduct or Parents' Pledge, the Administrative Faculty reserves the right to effect a review of the enrollment of the student or family. This review is not required to follow the steps outlined above, and can lead to immediate termination of enrollment of the student or family.

A student whose enrollment has been terminated can reapply for admission to SGWS with written documentation from the parents of the steps taken to address the behaviors that led to the termination of enrollment. This document must be submitted with the student's application for admission and non-refundable application fee. The document will be reviewed by the Administrative Faculty during the admissions process (refer to the Admissions Section of the Family Handbook).

Updated and approved by Administrative Faculty 1/31/24

> Anti-Discrimination and Harassment (Bullying) Policy

Spring Garden Waldorf School believes that all students and employees have the right to a safe, healthy, and caring learning environment. We know this is vital for students to learn, grow, and become responsible citizens of the world.

SGWS prohibits any and all forms of discrimination and harassment which includes behaviors commonly recognized as bullying, hazing, sexual harassment and sexual abuse/assault.

Harassment is distinguished from an isolated threat by its recurrent nature: it implies a habit of belittling, harmful behavior. Harassment, including bullying, is any gesture or act that is reasonably perceived as being motivated either by an actual or perceived characteristic, involves a power imbalance, and is repetitive. Characteristic examples are: race, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status academic status, mental, physical, developmental or sensory disability or impairment, creed, political belief, age, linguistic or language differences, height, weight, marital status, parental status, or by any other distinguishing characteristic or because of an association with a person who has or is perceived to have one or more of these characteristics. Harassment can be experienced through gesture, verbal, online, graphic, written or physical expression. Offensive conduct may include, but is not limited to, offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, exclusion, ridicule or mockery, insults or degrading statements, offensive objects or pictures, and interference with the education of the students or work performance of the employees. It can occur on or off school property, at any school-sponsored

function, in a vehicle being used for school purposes, or by students, family members, or staff.

This policy applies to all activities at the school; to all school-sponsored and affiliated activities and events, including, but not limited to, special events, field trips, overnight trips, sporting events and practices.

Furthermore, because students' and employees' behavior, whether inside or outside of school, reflects on SGWS and can have a significant impact on life at school, there are times when it is appropriate and important for SGWS to respond to concerns that occur outside of school and beyond school hours. Therefore, SGWS reserves the right to discipline those who engage in discrimination or harassment of SGWS students at any location and at any time if such discrimination or harassment causes a substantial disruption to the SGWS community.

Behavior identified as harassment will not be tolerated from SGWS students, their parents/guardians, SGWS employees (faculty, administration, athletic personnel, and other staff), SGWS volunteers, employees of contracted service providers, and independent contractors working at SGWS. Retaliation in any form against any complainant or participant in the complaint process will not be tolerated.

Response to Harassment Involving Students

Any student who feels he or she is being subjected to harassment should immediately report this to a teacher or other trusted adult. It is this adult's responsibility to report the concern to the class teacher and Director of Administration. The following steps are to be followed when concerns regarding harassment or bullying are reported.

- The concern should be acknowledged and those involved assured that it will be investigated.
- All staff members will be made aware of the concerns to add needed supervision for students involved. Play boundaries may be limited to better monitor interactions.
- The class teacher and Director of Administration will carry out a prompt and complete investigation of the alleged harassment. Within one week, the investigation will be summarized in writing (in rare circumstances, this timeline may be extended). Behavioral infraction Reports will be completed for the students involved.
- The written summary will be reported to the Administrative Faculty who will determine the extent of harassment.
- The class teacher will develop a plan for remediation by consulting with other teachers who work with the students. The goal of remediation is to transform a situation in order to make it impossible for the harassment to continue. Remediation may include meeting with the parents of the student who engages in harassment, making amends with the student who was harassed, or establishing a behavior support plan. If the issue is not resolved, further disciplinary action up to and including dismissal may be implemented by the Administrative Faculty. During the process of remediation, the Administrative Faculty and College of Teachers will be kept informed as needed to provide support for the students.
- Following these types of concerns, parents may be eager to know if the steps the school has taken are working. Parents of the students involved will be kept informed about how the teachers and staff are working with their child.

Any student who engages in bullying or harassment is subject to disciplinary action up to and including dismissal. The Administrative Faculty will take into consideration the whole child when determining disciplinary action and to ensure support is being provided to the student who reports being harassed. If the issue is not resolved, further disciplinary action up to and including dismissal may be implemented by the Administrative Faculty.

Response to Harassment Involving Employees

Any faculty or staff member accused of harassment will be suspended with pay, pending the outcome of the investigation. Based on the results of the investigation, the employee may be reinstated or terminated.

Approved by Administrative Faculty on January 26, 2017.

Volunteer Background Check Policy

Purpose: It is the intent of this policy to establish certain guidelines to protect the safety of the students and school community by screening the background of volunteers who have the potential of extended unsupervised contact with students. A criminal history check serves as a means to review an individual's background in respect to their volunteer participation with school activities. Knowing an individual's background can provide more certainty that people with a history of inappropriate behavior will not have access to the students and school community. The objective of our background checks is to ensure the safety and well-being of students.

Policy: All adults volunteering as overnight chaperones for SGWS activities will be subject to a background screening consisting of a fingerprint scan submitted to the Ohio Bureau of Criminal Identification and Investigation (BCI). Volunteer background checks are NOT required for attending class meetings, assisting the teacher in the classroom, driving on field trips, attending school activities as a spectator, providing help with the auction, or Children's Festival or other similar volunteer tasks. These volunteers are under the supervision of a faculty or staff member.

Screening Process:

1. The volunteer completes a BCI check and ensures that the results are submitted to Spring Garden Waldorf School. The volunteer must provide their name, address, and Social Security number and present a valid Ohio Driver's License at the time of the background check. It is also important to have the school's address available when completing the check so that the results can be sent to the school.

SGWS 1791 S. Jacoby Rd. Copley, OH 44321

Phone: 330-666-1561 Fax: 330-666-9210

2. The results of the check are reviewed by the Director of Administration.

3. If any disqualifying offenses are reported in the background check, the DA will notify the volunteer that he or she is disqualified and review the BCI report with the volunteer. Any volunteer whose history demonstrates a risk to the safety or well-being of students and staff will be denied participation in activities that put the volunteer in direct contact with students.

Guidelines for disqualification:

- Failure to complete the background screening process
- All felony offenses
- Past history of sexual victimization of children (regardless of whether the individual subsequently completed therapy)
- Conviction for any crime in which children were involved (regardless of successful completion of probation or incarceration)
- History of violence or any sexually exploitative behavior, including acts against Adults

- Termination from a paid or volunteer position as the direct result of misconduct with a child
- Lying about criminal history
- More than one DUI within 5 years

Confidentiality: To help ensure confidentiality, the results of the check will be limited to the DA or an individual identified by the Board of Trustees. The criminal background checks will be maintained and secured as confidential records.

Appeals Process: If a volunteer's background check includes a disqualifying charge, the DA will contact the volunteer and review the BCI report. If the volunteer wishes to dispute the content of the background check, the volunteer must provide documentation to the SGWS Board President regarding the dispute. The Board President will make a final decision regarding the status of the volunteer.

> Health and Medical Procedures

School Nurse

Spring Garden Waldorf School does not have an on-site school nurse. All Administrative staff, all Early Childhood staff, and most faculty are trained in first aid and CPR, and there is a sick room with cots in the school office. Spring Garden has a visiting nurse who reviews student medical records; conducts hearing, vision, and scoliosis screenings; and is available to the school for consultation regarding illnesses and communicable diseases.

Medical Emergency Form

An Emergency Medical Contact & Authorization Form must be completed and signed for each student's file. This form must contain the names and telephone numbers for at least three adults to contact in case of an emergency. This form must also contain the name, address, and phone number for your doctor and/or dentist.

This form is where you should indicate any and all medical information regarding your child, including medications, chronic illnesses, diabetes, allergies, or any other pertinent information.

Early Childhood Child Medical Statement

Under state law, students in Early Childhood must be seen by a physician once every 12 months. Early Childhood enrollment paperwork includes this form, which contains a statement that the child is healthy and free of communicable diseases, which must be signed by a physician. Early Childhood students will not be permitted to attend school unless a current completed Early Childhood Medical Statement, signed by a physician, is on file.

Special Health Concerns

Special dietary concerns, food allergies, or other health concerns such as asthma should be clearly spelled out in writing for both the teacher and the administrative staff.

Students with life-threatening allergies must have a current Allergy Action Plan, signed by their physician, and all necessary medications for treatment on file in the office. Students with other life-threatening medical conditions must have the appropriate care instructions and medications for treatment on file in the office. Faculty and staff are trained by the visiting nurse in the proper administration of student medications. (Please see Medications at School and the SGWS Allergy Policy below for more information.)

Medications Policy

Whenever possible, students are encouraged to receive medications at home. If medications are required during the school day, SGWS must comply with the State of Ohio law and school policy.

Prescription Medications:

Medications will not be administered until paperwork and medication are brought into the school. It is the responsibility of the parent/guardian to provide the appropriate paperwork and medication.

All medication will be secured in the school office. Exceptions are:

- Inhalers, which a student may carry if the physician approves and signs the Authorization for Student Possession and Use of an Asthma Inhaler.

- Epi-Pens, or epinephrine auto-injectors, which a student may carry if the physician approves and signs the Authorization for Student Possession and Use of an

Epinephrine Auto-Injector. Per our Allergy Policy, a student may only self-carry an Epi-Pen, or epinephrine auto-injector, if it is in addition to the Epi-Pen, or epinephrine auto-injector, kept in the office.

No other medications are to be self-administered or carried by a student.

Prescription medications may be administered by personnel designated by the Director of Administration.

Prior to administration of any prescription medication, a *Request for Administration of Medication by School Personnel* form must be completed by the physician who prescribed the medication.

All prescription medication must be brought to the school by the parent/guardian in the original bottle in which it was dispensed either by the physician or the pharmacist, with the label correctly corresponding to the physician's order.

Non-prescription Medications and Topical Lotions:

No non-prescription medications or topical lotions will be given by school personnel without an order from the physician. Prior to administration of any non-prescription medication a *Request for Administration of Medication by School Personnel* form must be completed by the physician who prescribed the medication.

Any medications left in the office after June 15 will be discarded.

> Emergency Care

There are first aid kits in the office and in every classroom, and faculty are trained to handle minor emergency care.

In the event of a serious accident, illness, or injury, at least one member of the faculty or administrative staff will remain with the student at all times, while another adult contacts the local paramedics. The parents/guardians of the ill or injured child will be contacted after the paramedics are on their way to the school.

Emergency Action Plan for Use of an Automated External Defibrillator (AED)

The Centers for Disease Control and Prevention (CDC) defines cardiac arrest as when the heart suddenly and unexpectedly stops beating and blood stops flowing to the rest of the body.

Cardiopulmonary resuscitation (CPR) and Automated External Defibrillators (AEDs) are to be used when a person is unresponsive, is not breathing, or the heartbeat stops.

A. How to Use an AED:

Please note: For persons under age 8, pediatric AED pads should be used whenever possible. However, if not available, use adult pads. Do not use pediatric AED pads on adults.

1. During an emergency, designate someone who can direct first responders to the exact location of the unresponsive person once first responders arrive at the location.

Protocol:

If a person:

- Collapses suddenly and loses consciousness (passes out), or
- Is not breathing or is gasping for air, or
- Doesn't respond to shouting or tapping, or

- Doesn't have a pulse.

Note: A person's eyes may be open or closed.

Follow these steps:

1. If the scene is safe, check for responsiveness using *shout-tap-shout* for no more than 10 seconds.

If appearing unresponsive, check responsiveness:

Shout "Are you OK?" (use their name, if known, to get their attention).

Tap (the person's shoulder if adult or child, foot if an infant) and look for signs of rhythmic, normal breathing.

Shout (again and assess for breathing, life-threatening bleeding, or conditions).

2. If a person is unresponsive, shout for help, CALL EMS (9-1-1), and send someone to get the AED. Stay on the line with EMS (preferably on speaker phone) for instructions on CPR and AED use.

3. Begin chest compressions until the AED arrives. (If trained in CPR, provide CPR according to your training).

4. Turn on the AED and set it up according to the manufacturer's instructions. Follow the verbal instructions provided by the AED. Incorporate the AED into CPR cycles according to instructions from the AED and from any prior training.

5. Prepare AED to check heart rhythm. Follow the AED's verbal instructions to deliver one shock as advised.

6. Continue CPR and follow AED verbal instructions until person responds or EMS arrives and takes over care.

Hand Placement for Infants

Using two fingers, press down in the middle of the chest about 1.5 inches.

Hand Placement for Children

Using one or two hands, press down in the middle of the chest about 2 inches.

Hand Placement for Adults

Using two hands, press down in the middle of the chest at least 2 inches.

Or

Follow instructions of the 9-1-1 dispatcher or refer to your most recent CPR training.

B. Practice of Plan:

1. Ohio Revised Code (ORC) 3701.851 requires the Emergency Action Plan (EAP) to be practiced at least quarterly.

C. Maintenance of Automated External Defibrillators (AEDs):

The school nurse will be responsible for maintenance, operation, and replacement of the AED and any of its parts. The AED will be checked monthly for proper operation and maintenance. This will be recorded in the nurse's log.

D. Location of Automated External Defibrillators (AEDs):

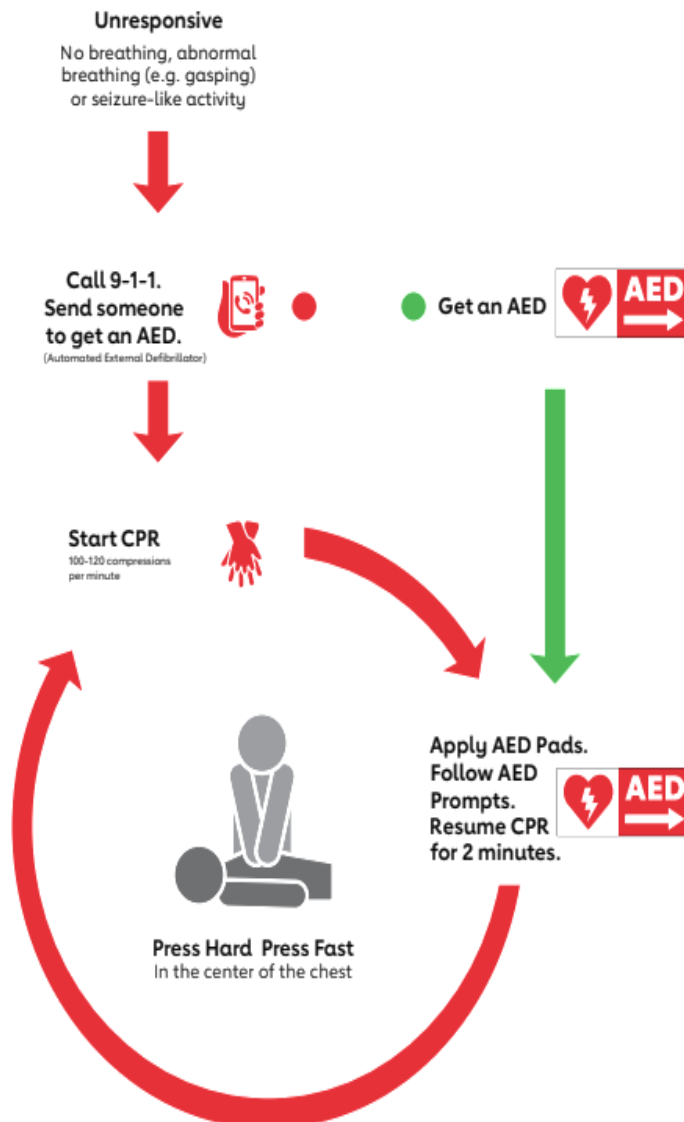
1. The AED is located near the entry to the gym on the East wall. AED location is listed on emergency maps in each classroom, office and gym.

2. This plan has been shared with our local emergency management services (EMS).

Simplified Adult BLS Algorithm by American Heart Association

Act Now. Save a Life.

Follow these steps to take action.



> Illness and Injury Policy

Illness:

Most children with mild illnesses can safely attend Spring Garden. But a child is too sick to attend if:

1. The child does not feel well enough to participate comfortably in the program's activities.
2. The staff cannot adequately care for the sick child without compromising the care of the other children.
3. The child has any of the following symptoms unless a health provider determines that the child is well enough to attend and that the illness is not contagious:
 - Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness
 - Diarrhea (three or more abnormally loose stools within a twenty-four-hour period)
 - Vomiting more than once in the last twenty-four hours
 - Sore throat or difficulty swallowing
 - Rash with a fever or behavior change
 - Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
 - Difficult or rapid breathing
 - Yellowish skin or eyes
 - Redness of the eye or eyelid, thick and purulent (pus) eye discharge, matted eyelashes, burning, itching or eye pain
 - Untreated infected skin patch(es)
 - Unusually dark urine and/or grey or white stool
 - Stiff neck with an elevated temperature
 - Evidence of untreated lice, scabies, or other parasitic infestation
 - COVID -19 must be fever free for 24 hours and symptoms are improving. Recommend wearing a mask for 5 days after 24 hours fever free and improved symptoms.

The child has any of the following diagnoses from a health provider (until treated and/or no longer contagious):

- Infectious conjunctivitis/pink eye (with eye discharge) until 24 hours after treatment started
- Scabies, head lice, or other infestation – until 24 hours after treatment and free of lice
- Impetigo – until 24 hours after treatment started
- Strep throat, scarlet fever or other strep infection – until 24 hours after treatment started and the child is free of fever
- Tuberculosis until a health care provider determines that the disease is not contagious

- Measles until a health care provider determines that the disease is not contagious.

Spring Garden follows the Ohio Department of Health's "Communicable Disease Chart," which is posted in the sick room, for the appropriate identification and management of suspected illnesses. The following precautions are taken for students suspected of having a communicable disease:

- When a student has been observed with signs or symptoms of illness as detailed above, the teacher or staff will isolate the student and immediately notify the parent or guardian of the student's condition and to arrange for the student to be picked up from school.
- SGWS has a small sick room for students who may need to rest for a short time or are awaiting pick up due to illness. All early childhood students are cared for in sight of an adult at all times either in the classroom, sick room, or in the main office. Grades students are within hearing distance of a supervising adult. After each use, the sick room cots are disinfected with an appropriate germicidal agent. Mildly ill children are observed in the classroom or sick room for worsening of symptoms.
- All parents/guardians will be notified by the school when their children have been exposed to a communicable disease.
- While not a communicable disease, lice are a nuisance, and our goal is to prevent lice from spreading. If a child is suspected of having lice, we will inspect the student's head for confirmation and call parents/guardians regarding treatment. When multiple cases of lice are present, we will check the heads of the entire class.

Guidelines for return to school after illness:

- The student has been fever-free for at least 24 hours without medication
- The student has not had a loose bowel movement for at least 24 hours.
- The student has been treated with antibiotics for at least 24 hours (if the disease or illness warrants such treatment).
- Parents/Guardians have taken appropriate treatment measures for the disease or illness. For example, a child with lice may return once parents/guardians have treated the condition with an effective over-the-counter lice removal product and there are no remaining live lice.
- The incubation or contagion period for the disease is complete.
- The child's physician has signed a release for the child to return to school.
- Please provide a physician's release for all diagnosed communicable diseases.

Injuries: Students are expected to participate in all activities during the school day. Students that are unable to participate in activities are required to provide a doctor's note to the Administrative Assistant outlining any limitations to participation. The doctor's note should include the anticipated duration of the limitations or provide a follow up note releasing the student from the limitations. In all cases, the

parents/guardians should consult with their child's teacher, and if necessary, the DA, to review the limitations and ensure that SGWS can provide adequate accommodations.

> Immunizations

Spring Garden Waldorf School recognizes that immunizations prevent the occurrence and spread of certain communicable diseases. We also recognize that immunizations are a safeguard to the school community in preventing the spread of disease.

The school follows immunization requirements put in place for all schools (public and private) chartered in the State of Ohio by the Ohio Department of Education. These requirements consist of keeping detailed records of each student's vaccine history.

We recognize that health education, hygiene, adequate nutrition, and immunizations are essential to preventing infectious disease and that a parent/guardian's decision on how to support their child's health is a decision made in consultation with their family doctor.

In the case of an outbreak, our school community would be required to follow the guidelines established by the State of Ohio, which includes exclusion from school for students exempting from certain vaccinations.

Every student must have a current, dated, and signed immunization record or immunization exemption form on file.

> Spring Garden Waldorf School Allergy Policy

Intent

Spring Garden Waldorf School is committed to providing a safe and nurturing environment for students. The school's administration, board of trustees, and faculty understand the increasing prevalence of life threatening allergies. Recognizing that the risk of accidental exposure to allergens can be reduced in the school setting, SGWS is committed to working in cooperation with parents/guardians, students, and physicians, to minimize risks and provide a safe educational environment for all students. SGWS's position is not to guarantee an allergen-free environment, rather it is to encourage self-responsibility and plan for an effective response to possible emergencies. The focus of allergy management shall be on education, awareness, communication, risk reduction, and emergency response.

As mandated by Section 3313.719 of the Ohio Revised Code, this policy is intended to create a framework for protecting students with allergies and to reduce the likelihood of allergic reactions of students with known allergies while at school.

Allergy awareness is particularly relevant to students whose allergies cause an anaphylactic reaction. This is a life threatening reaction, which can cause death by

suffocation within minutes of a reaction commencing. Anaphylactic reactions occur when the body's sensitized immune system overreacts in response to the presence of a particular allergen. Anaphylaxis affects multiple body systems, including the skin, upper and lower respiratory, gastrointestinal and cardiovascular system.

The recommended emergency treatment for a student suffering an anaphylactic reaction is the administration of epinephrine (adrenaline) by an auto-injector (e.g. EpiPen). The person affected must then be rushed to the hospital to receive further medical attention, even if the symptoms decrease with the administration of epinephrine.

In the school environment, SGWS believes that the greatest risk of exposure is in new situations or when normal daily routines are interrupted, such as birthday parties or school trips. The board, administration, faculty, parents/guardians, medical providers and students all have a role in preventing and managing allergies in our community. While this document focuses on life threatening food allergies, treatment of any allergic reaction is the same when caused by food, insect sting, latex or exercise. This policy focuses management of life threatening allergies. Students that have mild or non-life threatening allergies should refer to the SGWS medication policy.

It is the objective of our allergy plan to enable students with allergies, including anaphylactic causing allergies, to attend Spring Garden Waldorf School.

The Allergy Policy outlines the responsibilities of the affected bodies of our community and the reasonable steps that can be taken to promote the safety of students with allergies. Spring Garden Waldorf School also recognizes that the school is an environment that is allergy aware and not allergen free, and as such, cannot guarantee the safety of a student with an anaphylactic causing allergy and some level of risk is still inherent and must be understood by and acceptable to the student's parents/guardians. It is not the intent of this policy to change the SGWS curriculum or program of activities.

In developing the SGWS risk reduction plan, we considered the special circumstances of the environment at our school, and determined that a key element of risk reduction was eliminating all nuts from our school. This decision was based on the age of our students, the opportunity for interaction across EC and the grades, the classroom setting, the role food plays in our community, and the prevalence and severity of nut allergies. This decision to be nut-free is not a guarantee to those individuals with nut allergies, but rather a preventative step taken by the school to minimize the exposure to this allergen. This measure, along with the other steps noted in the risk reduction plan, will help to provide a safer environment for students with allergies.

Risk Reduction Plan

Anaphylactic students must learn to avoid specific triggers. While the key responsibility lies with anaphylactic individuals and their family, in the case of an anaphylactic student, the school community must also be aware. The approach is to regularly educate the parent/guardian community, solicit the cooperation of families and to set in place procedures that are designed to safeguard the anaphylactic student as much as possible. **The school cannot assume responsibility for providing a completely allergen-free environment.**

Peanuts and Tree Nuts

Spring Garden Waldorf School is a nut-free school. This commitment allows SGWS to increase the safety and health of all our students.

There will be no outside food with nuts, including but not limited to:

- Peanut butter, granola bars, snacks, or other foods containing nuts, packaged food with labels that read “may contain traces of peanuts and tree nuts”.

Milk, Egg, Soy, Shellfish, and Other Allergens

The school's policy is to reasonably adapt the classroom to protect anaphylactic students to the extent possible.

In the Classroom:

- Establish a safe eating area in the classroom, as established by the faculty and administration.
- Safe eating area procedures within the classroom, including cleaning and hand-washing before and after eating.
- Education about the allergens hidden in non-food materials will be provided when possible (i.e. play materials, soap, counting aids, science projects, special seasonal activities).
- School festivals will follow the nut free policy. Parents/guardians will be asked to label products, although it should not be assumed that an unlabeled product is allergen free.
- Anaphylactic students will be required to eat only food prepared at home or approved for consumption as indicated on the Allergy Risk Acknowledgement Form.
- An anaphylactic student will take precautions, such as placing food on a placemat, or napkin rather than direct contact with a table or desk.
- An anaphylactic student will not be allowed to share food, utensils, containers, or towels.
- An anaphylactic student will not leave food unattended
- An anaphylactic student will not share musical instruments that go in the mouth.

Communication, Education, and Awareness

Ensuring the safety of anaphylactic students in a school setting depends on the cooperation of the entire school community. To minimize risk of exposure, and to ensure rapid response to an emergency, parents/guardians, students, and school personnel should all understand and fulfill their responsibilities.

BOARD

- The Board will be familiar with federal and state laws, including regulations, and policies relevant to the obligations of schools to students with food allergies and make sure school policies and practices follow these laws and policies.
- Support and allocate resources and time for professional development and training on food allergies.

ADMINISTRATION

- The administration will be familiar with federal and state laws, including regulations, and policies relevant to the obligations of schools to students with food allergies and make sure SGWS policies and practices follow these laws and policies.
- On a regular schedule, review and evaluate the school's food allergy policies and practices and revise as needed.
- Identify students with allergies through the yearly enrollment process
- Once identified, the administration will contact parents/guardians of an anaphylactic student to gather medical information related to the condition. The administration will review required documentation for anaphylactic students with parents/guardians and provide examples of documentation. Required documentation includes the Allergy Action Plan, the Authorization for Student Possession and Use of an Epinephrine Auto injector, and Allergy Risk Acknowledgement Form.
- Prepare and maintain a student file including consent forms, waiver, physician's instructions and Allergy Action Plan (AAP) for each anaphylactic student
- Ensures the AAP is distributed to the child's classroom, front office, applicable subject teacher rooms, and before and after school program areas
- Ensure parents/guardians comply with required documentation and medication requirements prior to student attending school.
- Ensure a doctor or registered nurse reviews all Allergy Action Plans to ensure that needed information is included.
- Responsible for an annual staff training session for all school personnel on how to recognize and treat anaphylactic reaction, on school procedures to protect anaphylactic students from exposure, and on school protocol for responding to emergencies. This session will also include training in the emergency administration of the auto-injector.
- Educate parent/guardian community to increase awareness of anaphylaxis, its avoidance and treatment.
- Communicate food allergy-related policies to all school staff, families, and the community.
- Review data and information (e.g., when and where medication was administered) from incident reports of food allergy reactions and assess the effect of the incident on all students involved.
- If a lunch program is made available to students, the administration will provide a communication link between the lunch provider and parents/guardians of students with allergies to ensure ingredient information is made available. The administration will ensure the lunch provider has appropriate food safety and allergy training.

FACULTY

- Be aware of the essential actions needed to help manage food allergies for students with food allergies, including classroom activities, when meals or snacks are served in the classroom, on field trips, or during extracurricular

activities. Seek guidance and help from the Director of Administration as needed.

- Participate in annual medical and safety training, including being aware of the Emergency Allergy Response Plan. Seek additional guidance from Director of Administration as needed.
- Read and regularly review each student's Allergy Action Plan. Never hesitate to activate the plan in an emergency. Be trained and ready to use an epinephrine auto-injector.
- Keep copies of student Allergy Action Plans in the class medical binder and ensure you can access the binder easily in an emergency. Share information from the Allergy Action Plan with substitute teachers and other adults who regularly help in the classroom to help them know how to respond to a food allergy emergency.
- Prior to the beginning of each school year, notify or reinforce to class parents/guardians about student allergies including encouraging students not to share food, to wash hands before and after eating, and the dangers of bringing allergen products to school.
- Communicate ahead of time with family of allergic student when any food related or possible allergen related event is happening in the classroom to allow the family time to prepare something similar that is safe to be sent in with the student.
- Know which students are not able to consume food prepared outside of the classroom.
- Have rapid access to epinephrine auto injectors in case of food allergy emergency.
- Establish class rules on:
 - Not sharing food
 - Washing hands before and after eating with soap and water
 - Clean-up of food spillages
- Plan for ability to access epinephrine auto-injector and Allergy Action Plan on any field trip or excursion.
- Use non-food incentives in the classroom.
- Include information about children with special needs, including those with known food allergies, in instructions to substitute teachers.
- Make available to the parents/guardians of an anaphylactic student the vendor/product information for foods being prepared in classroom. This is especially important in the Early Childhood where food is made daily in the classroom. If product is unsafe, family can suggest another vendor for the School to consider. Family will be responsible for sending in similar, safe food for student to consume during class or agreeing to participate in classroom related food activities and cleaning procedures as delineated on the Allergy Risk Acknowledgement Form.
- Consider students' needs on trips (i.e. ride in car or is in group with teacher who knows how to use auto injector).

PARENTS/GUARDIANS OF AN ANAPHYLACTIC STUDENT

- Notify the school of your child's allergies

Prior to the student starting school parents/guardians must provide:

- Allergy Action Plan. The Allergy Action Plan should be completed yearly by the parent/guardian and physician and include:
 - Contact information for emergencies
 - Current photo of the child
 - Details of the student's allergies and known trigger factors
 - Generic and proprietary names of drugs and possible cross-sensitivities to drugs, if relevant
 - Signs and symptoms of mild, moderate and severe reactions and how to act in each case
 - Medication prescribed and when it should be used
 - When to call emergency services
- Complete any necessary Emergency Medical Authorization Forms.
- Provide written medical documentation, instructions, and medications as directed by a physician
- Ensure that the office receives a minimum of one epinephrine auto-injector and/or other medication. The medication must be identified in the AAP and be clearly labeled with the child's name, year, classroom and dosage required and show a current use by date. One auto-injector will be stored in the office. Additional auto-injectors can be provided by family for the student to self-carry or to be kept in the classroom with the teacher.

The following are all ideal and we recognize the need to implement each in the context of what is age-appropriate for the child.

- Provide student with a second auto-injector to be stored in the classroom or for student to carry in body pouch or fanny pack at all times on their person.
Note: Students that will carry their own auto-injector must have a form signed by parents/guardians and physician on file.
- Provide a Medic Alert bracelet for their child
- Teach their child:
 - About their allergies and the substances that trigger it
 - To recognize the first symptoms of an anaphylactic reactions
 - To know where medication is kept and who can inject it
 - To communicate clearly when they feel that a reaction is starting
 - To carry their own auto-injector, in a body pouch or fanny pack
 - Not to share food politely and explain why
 - To understand the importance of hand washing
 - To take as much responsibility as possible for their own safety
- Recognize the inherent risk associated with a child in a school environment that is "allergy aware" and not "allergen free." Parents/Guardians will be asked to sign an Allergy Risk Acknowledgement Form.
- Provide safe food from home for their student for any food related school activities or participate in classroom related food activities as delineated on the Allergy Risk Acknowledgement Form.

ALL PARENTS/GUARDIANS

- Do not send any foods with peanuts or tree nuts into the school.
- Label all foods brought in to the school for sharing with class and community.

- Inform themselves and participate in parent/guardian information sessions as appropriate.
- Encourage their own child to respect a student with allergies and follow school risk reduction plan.
- Do not purchase or serve food to students on field trips.

ALL STUDENTS

{Recognizing the age-related limitations for our youngest students:}

- Learn to recognize symptoms of anaphylactic reactions
- Avoid sharing food, especially with anaphylactic students
- Follow school and class rules about keeping allergens out of a classroom and washing hands
- Refrain from teasing a student with a food allergy.

Emergency Allergy Response Plan

Signs of an Anaphylactic Reaction

An anaphylactic reaction can begin within seconds of exposure or after several hours. There is NO DANGER of reacting too quickly and potential danger in reacting too slowly. Any combination of the following symptoms may signal the onset of a reaction

- o Hives
- o Itching (on any part of the body)
- o Swelling (of any body part, especially eyes, lips, face, tongue)
- o Red watery eyes
- o Runny nose
- o Fainting or loss of consciousness
- o Diarrhea
- o Stomach cramps
- o Coughing

Symptoms do not always occur in the same order, even in the same individuals. The time from onset of first symptoms to death can be as little as a few minutes if reaction is not treated. Anaphylactic children usually know when a reaction is taking place. School personnel will listen to the child. If the student complains of any symptoms that could signal the onset of a reaction, staff will implement the emergency response steps. Child complaints may include:

- o Throat tightness or closing
- o Difficulty breathing
- o Difficulty swallowing
- o Sense of doom
- o Dizziness
- o Itching
- o Swelling
- o Vomiting
- o Change of Color
- o Change of Voice

Emergency Response

1. Recognize sign of an anaphylactic or other reaction.
2. Stay with child, keep them calm.
3. If help is needed, contact office using intercom. If outside, send two students to office to get help and retrieve auto-injector.
4. Assess the child, referring to the student's Allergy Action Plan. If the child has not been identified with allergies and is exhibiting signs of a severe allergic reaction, call 911.
5. Following the guidance of the Allergy Action Plan, administer medication. Observe the child and continue to follow the direction of the Allergy Action Plan.
6. If epinephrine is administered, call ambulance. Save used auto-injector for emergency responders.
7. Contact parents/guardians.
8. Administration conducts post-anaphylaxis reaction review of policies and procedures.

Allergy Policy Approved by the SGWS Board of Trustees August 10, 2015