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The Basics

This is basic information summarized from the Handbook. Please refer to the full Parent Handbook section for complete information or policies.

School Hours

Early Childhood:	8:15 – 1:00 1:00 - 3:00	Morning Program Afternoon Program
Grades 1-5:	8:15 – 3:00	Classes
Aftercare (K-5 th):	3:00-6:00	Extra Charge*

On half-days, dismissal is at 12:30pm. See the school calendar for dates.

Drop Off, Pickup and Parking

Children may be dropped off as early as **8:00 am**. On regular school days, children should be picked up at **3:00pm**, or by **1:00** if they are in a half-day program. There will be a *15 minute* grace period. Teachers are not available to supervise children after that time. Late charges will be billed through your FACTS account.

All Grades students are dropped off and picked up in the outer loop. Pull forward all the way to the arbor in the parking lot. Please do not park unless absolutely necessary. **Do not leave children unattended in the meadow.**

Early Childhood programs have priority for parking. Children may be walked to the designated drop off spot and signed in on the sign-in sheet, or you may loop around the driveway to the gate under the overhang to be signed in with a teacher for a quick departure. 1st grade and EC children are to be picked up under the overhang in front of the school. If parking permits, you may park and sign out your child from the front porch.

The school playgrounds and meadow shall not be occupied if a school group is present in the space. **All families should leave campus by 4:00pm unless enrolled in aftercare.**

Absences (p.17)

Contact your teacher before 8am when you know your child is going to be absent. More than 7 absences will result in a parent meeting. Excessive truancy may require probation or dismissal from the school. Family vacations should coincide with school vacations.

Tardies/Leaving Early

Classes begin promptly at 8:15. If you arrive after the children have been welcomed into the classroom by the teacher, you must walk the child to their classroom. It is possible that you may have to wait to be invited in until Morning Circle is complete.

Please contact the teacher if your child must leave before afternoon dismissal. You will sign your child out in the school office.

Dress Code Overview (see pages 17 and 18 for full descriptions)

School dress should be more formal than athletic wear. Clothes should be clean, well-mended and well-fitted so the children can move easily.

- Shirt and dress straps should be three fingers wide. No spaghetti straps.
- Shirts will be **solid, colored or patterned**, and free from images or writing, Suncoast Waldorf shirts are acceptable.
- Shorts and skirts need to fall below the child's fingertips when arms are relaxed at the side. Shorts and leggings must be worn under dresses and skirts. No restrictive or long skirts.
- Shoes will be close-toed and must stay on the feet when running and climbing. This enables children to participate fully in activities. No flip-flops, clogs, heels, light-up shoes, or cowboy boots.
- Hair should be neat and out of face, pulled back with a band, if necessary.
- Jewelry should be subtle and not distracting. Watches should be left at home, unless approved by teacher.
- Nail polish and make-up will be removed. Nail polish is acceptable for 4th and 5th grades.
- Festival dress is required for special events such as the first day of school and assemblies.

Introduction

Welcome to Suncoast Waldorf School. This handbook contains a brief history of our school, an overview of Waldorf pedagogy, the governance structure of our school and many practical details related to daily school life. We hope it will serve as an invitation for you to explore your personal connection to the school, thereby deepening and enriching your life, the life of your family and the life of the school. The faculty, parents, students and friends of our school strive to create a caring, harmonious community whose main focus is to provide an exemplary education for every child. Parents are a vital part of our school, and we welcome your questions, comments and concerns.

WALDORF EDUCATION

Suncoast Waldorf School, founded in 1998, is part of a worldwide movement of close to 1000 Waldorf Schools and is a developing school of the Association of Waldorf Schools of North America. (AWSNA) The school offers a Waldorf curriculum founded on the scientific research and insights of the Austrian educator and philosopher, Rudolf Steiner, who founded the first school in 1919 in Stuttgart, Germany. This curriculum and its principles are based on Anthroposophy, a means of understanding human life and world development.

Anthroposophy is not taught to students, but is the philosophy that inspires and guides our teachers and the operational principles of the school. Its roots lie in an outlook that recognizes the individual as a being of body, soul and spirit.

Festivals are celebrated at specific seasonal times during the school year. Waldorf schools honor the great religions of the world and through the curriculum bring an awareness of their rich cultural contributions. Suncoast Waldorf School serves families from a wide range of religious, philosophical and cultural backgrounds who sense the value and richness of this approach to education.

Waldorf education addresses the head, heart, and hands of the whole child, teaching clear and imaginative thinking, emotional intelligence, moral responsibility, and active willingness to become engaged in life. Our developmental approach is directed at fostering important human capacities as well as academic skills. It takes into account the way in which the stages of childhood unfold in cycles of approximately seven years. In each stage, children need certain methods of teaching, certain content, and specific activities that promote healthy and harmonious growth and learning.

HISTORY OF SUNCOAST WALDORF SCHOOL

Suncoast Waldorf School had its beginning in the mid-eighties when, independently of one another, a few parents and teachers in Pinellas County discovered Waldorf education and came together to begin an initiative for opening a Waldorf school in the Tampa Bay area. This initial group of people formed a study group to learn about Waldorf, told stories at local libraries and held public meetings to educate others about Waldorf. Their work began in earnest in 1991 after a full page and a half story with color pictures about Dayspring, the Waldorf school in Gainesville, Florida, appeared in the [St. Petersburg Times](#). This well-crafted story brought great attention to our Waldorf initiative and hundreds of readers responded by calling the contact telephone number.

Out of these hundreds of calls a small core group formed and began a seven-year initiative of festivals, playgroups, lectures, study groups and workshops which eventually led, in 1998, to the opening of the Suncoast Waldorf Kinderhaus.

Incorporated in September 1991, Suncoast Waldorf Association received its 501C3 tax exempt status in 1994. The original core group of five individuals who came together in 1991 formed the first Board of Trustees. The school grew from kindergarten to grade seven at the rented church facilities. Outgrowing this space, the school launched a pledge drive in 2006 to raise \$200,000 from among parents, teachers and friends in order to qualify for a generous loan from the Rudolf Steiner Foundation. In a matter of weeks, the monies were raised and pledged over a three-year period which enabled the school to purchase its present site on Curlew Road in Palm Harbor. Through a generous benefactor, a loan was acquired for the second building which now houses grades 2-5 and a Eurythmy room.

Suncoast Waldorf School now offers several days of Parent/Child classes, three mixed age kindergartens and grades one through five. While the school graduated four classes of eighth graders, it was decided in 2013 to stop the school at grade five until full enrollment is reached in the lower grades and early childhood.

Our goals for the next five years are to 1) offer the highest quality Waldorf education possible, 2) achieve full enrollment and 3) develop a dynamic community.

VISION STATEMENT

The vision of Suncoast Waldorf School is to renew civilization through the sphere of education.

MISSION STATEMENT

Suncoast Waldorf School is a community of teachers, staff, parents, and friends who honor childhood and value each stage of human development. Our goal is to educate the whole child to meet the world with grace, integrity and initiative through a balanced and comprehensive academic, artistic and practical curriculum, based wholly on the Waldorf philosophy.

RELIGION STATEMENT

Waldorf education, founded by Rudolf Steiner in Germany in 1919, is dedicated to the effort to guide the spirit in the human being to discover the spirit in the universe. Suncoast Waldorf School is open to children of all backgrounds, and the curriculum is rich in the teachings of the many great religious traditions of the world. Through their experiences in the classrooms and in the celebration of the seasonal festivals of the year, students are able to develop understanding and respect for the diverse cultures of the world. Festivals celebrate our common humanity, not our separateness in belief or practice. Students from many religions and cultural backgrounds have been educated at Suncoast Waldorf School, finding their essential spiritual nature uniquely recognized and honored, with their private beliefs respected.

GUIDING VALUES

- Suncoast Waldorf School is grounded in the principles of education that emanate from Anthroposophy, the world view articulated by Rudolf Steiner. We view these principles, not as rigid dogma, but as living ideas that are continuously renewed through our own clear and imaginative thinking.
- We ensure accessibility to all those who value and support the vision of Suncoast Waldorf School and the underlying values of Waldorf education.
- We educate the child through the eternal verities of Goodness, Beauty and Truth.
- We provide a holistic education that integrates the three-fold nature of the human being—head, heart and hands (thinking, feeling and willing) and follows closely the natural rhythms of the day, week, and seasons of the year.
- We create an organic, grounding living space that envelops individuals on their journeys and nurtures a feeling of security, harmony and tranquility.
- We seek opportunities to become interconnected with our neighbors, our community, the earth, and humanity through environmental stewardship and social consciousness.
- We embrace diversity and inclusiveness and encourage opportunities for shared responsibility and meaningful involvement in the school.
- We seek to make decisions in a consensus-based manner and rotate leadership positions.
- We provide a means of expressing and resolving conflicts.
- We participate in the dynamic flow of giving and receiving by exchanging time, talent and treasure.
- Through our own attitudes of generosity, positivity, open-mindedness and gratitude we attract gifts of time, talent and treasure from the outside community.
- We create a legacy of living peace through nonviolent communication, action and being within our community and ourselves.
- We support the Waldorf ideal that teachers have authority over all pedagogical matters and participate in the administration of the school.

The healthy social life is found

When, in the mirror of each human soul,

The whole community is living,

And when, in the community,

Each human soul finds its reflection.

- Rudolf Steiner

Organization of the School

Suncoast Waldorf School is an independent, not-for-profit school that is governed using a model of organizational structure developed by Rudolf Steiner (the founder of Waldorf education). SWS, like most Waldorf schools runs on the Three Fold Social Order model. In a nutshell this means that the school has three groups that are each responsible for specific areas of decision making for the school and we strive for the thoughtful independence between these areas. Each realm upholds its own work, understands when an issue belongs to another group and works together with honesty and integrity. In striving to work in this fashion the school is a balanced organism.

FACULTY (THE CULTURAL REALM)

The faculty is responsible for the pedagogical, mission-driven decisions of the school and is responsible for overseeing the daily classroom activities: the curriculum, the festivals and for working directly with children and their parents. The class teacher works with the subject teachers to create an integrated educational plan. The faculty holds the responsibility for the spiritual and festival life of the school. Responsibilities also include all pedagogical concerns, the educational policy, child study, anthroposophical study, artistic study, and parent conferences.

THE GOVERNANCE COUNCIL

The Governance Council is the decision-making body of the faculty, overseeing faculty responsibilities in the areas of teacher mentoring, teacher development, hiring, and all business matters of the faculty. The council is comprised of the Administrator, Faculty Chair, Pedagogical Chair, Early Childhood Chair, Grades Chair, and Early Childhood Director.

ADMINISTRATION (THE RIGHT'S REALM)

The Administration oversees the daily business and operation of the school office, deals with issues of policy, equality and relations with the state. Additionally, the Administration assures clear communication among all facets of the school community, making sure that the rights of the individual (parents, students, teachers) are balanced along with considerations related to matters of the state, accrediting bodies and the like.

BOARD OF TRUSTEES (THE ECONOMIC REALM)

The Board of Trustees of Suncoast Waldorf School carries the legal and financial responsibilities of the school and its function includes the following: legal incorporation, financial overview, budget review/approval, fund-raising, both capital and operating, the planning of all new building development, and acting as an advisory to the faculty on general issues. The Board also oversees the creation of the strategic plan for the school and is responsible for keeping the school on the path outlined by the strategic plan.

The Board is composed of parents, faculty, and outside community members. Nominations are considered each year, and officers are selected annually. It meets the fourth Monday of each month and has open attendance unless the agenda is addressing confidential matters. Please contact the school office for dates and time of meetings if you desire to attend.

PARENTS

All parents are encouraged to help make Suncoast Waldorf School a vibrant, viable environment in which our children can learn and grow. The overall health of the school greatly depends on the involvement of parents and wider community. We urge parents to become involved in committee work as their talents and experience suggest. The school community will also come together for work days in our school and in preparation for festivals and other events.

Parents are required to attend two parent nights and two parent-teacher conferences per year. The dates for these are set in the preceding year and published on the school calendar. A deeper understanding of Waldorf pedagogy by parents will help support the work of the teacher in the classroom; we encourage parents to attend as many events and festivals as they are able.

PARENT COUNCIL

While all SWS parents are members of the Parent Community, a smaller, organized group of parent community members make up the Parent Council. This group of parents hold responsibility for certain positions of communication, festivals, parent enrichment activities, etc. This council will help support the school and its community by lending enriching community building events and nourishing our community through organized volunteering. The Parent Council will help to keep volunteering and events organized.

WALDORF ORGANIZATIONS

The Association of Waldorf Schools of North America (AWSNA) works to ensure and improve the quality and integrity of Waldorf education in the United States, Canada and Mexico. It offers guidance and support to its more than 200 member schools and developing schools and initiatives. AWSNA also promotes Waldorf education on

many regional and international settings. Suncoast Waldorf School is a developing member of AWSNA and a full member of the Waldorf Early Childhood Association of North America (WECAN).

Waldorf Community

TREASURING CHILDHOOD

Television and Screen Media

As an integral part of its mission, the school takes a strong stance against the inappropriate exposure of children to the harmful effects of television, videos, computers, tablets and other electronic devices that undermine and work directly against the healthy growth of essential learning capacities in the formative years of childhood.

Teachers strongly advise that students not watch television, movies, or videos in the home or operate any handheld devices or video games. This will assist in their adjustment to the heightened level of discipline being established.

Waldorf education strives to nurture and protect the warm, human authority and interaction that is important for the child's development and to encourage the development of the imagination, which is the vehicle for learning and growth. In general, for young children, Waldorf schools strongly discourage television viewing, using video games, reading comic books or any other activities that provide caricatured, grotesque images rather than beautiful and wholesome ones. In addition, radio, while lacking the visual impact of television, exposes younger children to music and accounts of news events that are inappropriate for any but the much older child.

Anything that provides images for children tends to affect them deeply. Children carry these images into their play and conversations, which then influences other children as well.

Research has shown that watching television and videos shortens the child's attention span and reduces his/her powers of imagination. TV violence, sex, and cynical language affect the child's own behavior. There is strong evidence for the negative effects of rays from the cathode tube on brain development and on the eyes. For these reasons, we believe the children should be protected from screen use.

Computers

Children learn best through direct physical contact with the world around them and activities that engage the body, soul and spirit. Staring at screens can affect the musculature of the eyes which need movement. Research has shown that cursive writing has a direct effect on brain development.

Car Radios, etc.

Ideally, the ride to school is quiet and undisturbed by news of the world or stimulating music and radio talk. Children need a chance to awaken slowly and to be with their thoughts and daydreams. It has been suggested that exposure to the heavy beat of modern music can lead to premature adolescence.

The Importance of Play

Children need to experience the world in order to learn about it. They need to play in order to blossom and flourish; without it, they can suffer a serious decline. Real play means taking risks—physical, social, and even cognitive. When children are given a chance to engage freely in adventurous play they quickly learn to assess their own skills and match them to the demands of the environment.

Sleep

Regularity in the lives of children is important. Regular bedtimes, regular mealtimes and basic daily rhythms allow the child to get the most from each day. Please ensure that your child gets enough sleep. Doctors recommend 10 hours. Speak with your teacher if you have any concerns.

Extra-Curricular Activities

Please limit the number of outside activities and sports in which your child participates. Children seldom have "time-off," yet this is when the learning that has taken place in the classroom is consolidated. Allow ample "down time" for daydreaming and pondering.

EXPECTATIONS/ROLE OF THE PARENT

Adjustment to School

At the beginning of the school year, both parents and teachers want to see the children get off to a good start. A peaceful and mindful transition assures a successful adjustment to school. Bring your kindergarten child to class and see him/her welcomed in. When the bell sounds, leave promptly so the children may enter into the world of the

classroom. In order to provide a quiet entryway and yard so that the children are not distracted from their work and play, please take all conversations to the parking lot, or off campus.

Some children part easily from their parents and others do not. Be assured that this is normal. Your teacher will support you and your child in this transition. It helps to carry a feeling of confidence in your child's ability to adjust to school as children tend to take their cues from our energy. Remember, you have chosen a wonderful school for your child.

Every enrollment is subject to a 90 day conditional period. We ask for a similar commitment from parents to having their child at our school. Only after this time may the real suitability of the child's participation in Waldorf Education be determined.

Rhythm

A strong sense of rhythm is one of the most important foundations for the healthy development of the children. Our lives are suffused with rhythm in many natural ways, from our breathing and heartbeat to the regular flow of the seasons. Waldorf Education provides many opportunities for the children to be guided through daily, weekly, and seasonal rhythms.

Rhythm gives a child a sense of security, and allows him/her to venture out confidently into the world, little by little. When rhythm becomes a habit, it eliminates many arguments and difficulties in the balancing act between individual and community needs. Rhythm, imbued with love, is discipline in the most positive sense of the word.

Creating a healthful daily rhythm at home will support your child's experience at school. One way to accomplish this is to have a set bedtime. Every child needs a full night's sleep to nourish the inner life and to deepen and assimilate the day's experiences at school. What the child takes into sleep is therefore of great importance. Preparation for sleep is an essential part of your child's daily rhythm and might include a story, a strengthening verse, and a quiet song. Your child's teacher will be happy to make suggestions, and more information will be given on rhythm at parent evenings.

We expect children to arrive at school having had a healthful breakfast that includes protein. This allows the children to sustain their energy in the morning and to be fully present for their morning activities. In order that your children may take hold of the educational opportunity provided at our school, we ask that you as parents or caregivers attend to the following:

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

Parent Participation

Like thousands of other parents around the world, you have chosen Waldorf education for your child, and we ask that you actively support the work of your school. Every Waldorf school is unique, but like most schools, each is composed of interrelated groups: the faculty, the administration, parents, the board, and students.

It is the role of parents to support their school both morally and financially. The ideal for any Waldorf school would be that individuals take responsibility for the whole by contributing as much as they are able on their own initiative.

Volunteering

Suncoast Waldorf School relies heavily on support from the community. Children benefit when they see that their parents love the school and are working to help it to grow and flourish. We hope that every individual can find a place where they wish to be involved and can enjoy working with other parents to support the school.

For The Class

There are many opportunities for parents to help the class teacher. Each teacher will let parents know how their help can be most beneficial through class meetings, sign-up sheets and class newsletters. Examples of volunteer activities include setting up phone trees, helping with costumes, filing artwork or purchasing needed supplies. Generally, parents are invited to help set up and clean the classrooms at the beginning of the year and clean up at year-end. Throughout the year, parent volunteers organize classroom celebrations, class picnics, Holiday Faire efforts and parent gatherings – and supply refreshments for all of these events.

Designated Class Parents

Teachers invite parents in each class to serve as Designated Class Parents. Class Parents' responsibilities vary from class to class.

PARENT COMMUNICATION

Contacting Your Child's Teacher

Parents are asked to make appointments with teachers rather than engaging them in lengthy or weighty conversations before school begins or at pick up. Teachers will inform you of their preferred method of contact and times available. Formal conferences and class meetings are by no means the only times for parents and teachers to communicate. Teachers appreciate hearing about major and minor events that affect a child's work or behavior and are always ready to discuss a parent's questions or concerns. A note or phone call to the school can help arrange a convenient time to talk.

Home Visits

Teachers and parents have found that a harmonious relationship between the home and the school is usually reflected in the student's work, attitude and behavior. Teachers will contact families for brief visits and a mutually convenient time.

Parent Teacher Conferences

Two parent/teacher conferences will be scheduled during the school year. Please refer to the school calendar for the designated dates for the 2018-2019 school year. As the conference is intended to be between the teacher and parents, children and younger siblings should not accompany the parents. Childcare will be available for school-aged children during conferences. This is a wonderful opportunity for parents to review the child's and the class's progress, and to share concerns, impressions and suggestions. Additional conferences may be scheduled as needed.

Class Meetings

Class Meetings will be held periodically throughout the school year, giving parents a hands-on experience of the curriculum and a chance to discuss issues pertaining to the classroom or the developmental stage of the children. **It is expected that an adult from each family attend these meetings. Please notify the teacher if you are unable to attend.** To miss them is to miss a significant link in the understanding your child's education and a chance to connect with the parents of other children in the class.

Student End-of-Year Reports

Annual reports, characterizing each child's individual development and detailing his or her academic and artistic work in all subjects, are sent home following the end of the school year. Teachers do not give letter grades. Kindergarten teachers do not provide an academic review of their students, but do provide a characterization in the areas of social, emotional, mental and physical development.

PARENT EDUCATION

Opportunities for parent education abound. The school strives to serve as both a source of education and cultural renewal. It sponsors lectures and workshops throughout the year. When Waldorf teachers or experts are invited to our school to speak, all parents are encouraged to take advantage of hearing about Waldorf education and Anthroposophy from those who have many years of experience.

Handwork groups are a way for parents to learn about and practice some of the handcrafts that are part of the Waldorf curriculum. Your entire family can learn from, enjoy and grow through connection with the school and the doors it opens for you.

Books to Borrow

The school has books about Waldorf education, anthroposophy, child development and other topics of interest to Waldorf parents. Some of these books are available on loan and must be checked out by someone in the office. Individual class teachers may have their own library available.

VISITORS

Visiting Students

It is a school policy that only enrolled students be present during the school day. An un-enrolled student may visit one school day per year. Anyone wishing to visit must obtain permission beforehand from the class teacher in which he/she plans to attend, and complete a Classroom Visit Request Form with the school office.

Two days is the yearly limit for students wishing to visit. (This does not include visits for the purpose of enrollment.) Beyond the two-day limit, there is a pro-rated daily charge for students wishing to temporarily enroll. Permission to visit more than two days must be given by the class teacher and approved by the school office.

Visiting Community

Students interested in learning about Waldorf Education, school/teacher mentors and applicants seeking employment or internships may be found on campus or in the classrooms. They will be accompanied by a staff member at all times, until the background process has been completed. An external observation of a teacher or student may be necessary from the greater Waldorf community. This may be to observe an entire class, or individual observations/assessments.

Parents in the Classroom

In order to respect children's space and the integrity of the class, we require that parents and caregivers ask for the express permission of the teacher before visiting the class, meadow, or playground during school hours. At times, teachers may ask for parent volunteers for support in the classroom, for example, reading to the children or helping with handwork.

Volunteers must sign in and complete paperwork with the school office.

CONFLICT RESOLUTION

Where to Go with Questions and Suggestions

Please raise them! Parents often have questions, concerns or suggestions about a child or about the school in general. Clear and prompt communication is vital to the children in the classroom and to the interests of the community at large. If something seems amiss, act quickly. Delay makes matters worse for everyone. In most cases it is helpful to speak directly to the individual involved to see if things can be cleared up. If you are unsure with whom to talk about your concerns, see page 37. Remember, we are all working toward the common goal of the welfare of the children and the community.

Resolution Process

1. It is understood that professional and personal issues arise within any community. How a community deals with concerns is critical to the health and growth of the community. To prevent unhealthy undercurrents within the school and to curb the tendency to resort to gossip the following procedure has been developed. It is founded upon the premise that all conflicts should be handled first by the parties involved.
2. Any questions or concerns about school policy should be directed to the Faculty Chair or Administrator
3. Any questions or concerns about a community member will be taken directly to that person. You may enlist help from the Faculty Chair or the Administrator.
4. When someone brings concerns to you about another person in the community, it is your responsibility to direct that person to the person with whom he/she has the concern rather than discussing the situation with him/her. If resolution is not achieved through an open dialog between the two parties involved, you may bring the issue to the Faculty Chair or Administrator.
5. The Faculty Chair or Administrator may be called upon when concerns arise that cannot be settled directly without assistance. The Faculty Chair and Administrator pass no judgment and assign no blame, but rather attempt through non-violent communication to mediate communications between parties with concerns.

ANNUAL GIVING

The actual cost of educating a student at our school is higher than the cost of tuition. The generosity of our parents making monetary pledges through the Annual Giving campaign helps us bridge the difference between the actual costs of educating a student and the tuition charged. When every family makes such a gift, outside donors can be asked to also contribute funds that will help the school provide the programming we want for a full Waldorf curriculum and for full support of our teachers and staff.

FUNDRAISING EVENTS

There are three major school-wide fundraising events: The Holiday Faire a Spring Fundraiser and "The Walk for Waldorf". Parent volunteers are crucial to the success of these events, which contribute an estimated \$20,000 to the school budget each year.

CLASS FUNDRAISERS

Classes and school groups may conduct fundraisers to benefit their class or group. Funds raised by classes are generally saved and used for the 3rd grade Farm Trip, 4th grade Florida trip, or 5th grade Waldorf Pentathlon. Funds raised by a school group could be used for something such as support to a program. All classes or groups wanting to conduct a fundraiser must first submit a proposal to the Governance Council. It is the GC's goal to honor each class' or group's idea for fundraising, while balancing the needs of the whole school, and being sensitive about the number of times and the manner in which we ask our parent community to support various endeavors.

INDIVIDUAL FUNDRAISING

We encourage every student or parent who is fundraising for causes near and dear to their heart. While we would greatly enjoy supporting and promoting each of your individual efforts, it is simply not possible. The school is already managing a large fundraising effort, while balancing the fundraising needs of our classes and school-wide events.

Soliciting

We cannot permit any solicitation, sales promotion, or services offered by school parents to other parents, except for those activities specifically authorized by Suncoast Waldorf and therefore a part of SWS fundraising. The mention of and promotion of goods and services through special access of directories by being a SWS parent is not permitted. Anyone is free to contact those persons for their products and services directly, especially if those parents have submitted their information to the business directory.

FESTIVALS AND ANNUAL EVENTS

A wonderful detailed description of festivals and expectations from parents can be found in the Waldorf School Parent Community Handbook provided by The Parent Council.

Back to School Events

Back to School Kickoff

Get to know your school with a hands on introduction or reminder to our classrooms, school teacher and our teachers and staff. In this mandatory meeting you will learn about essential school policies and attend the first class meeting of the year with your class teacher.

Back-to-School Picnics

Held by the Early Childhood staff, or individual classroom teachers, meet and welcome new parents, old friends, faculty, and staff. These events vary from year-to-year.

The Rose Ceremony

On the first day of school, we welcome the incoming first grade with a Rose Ceremony. All the grades classes and their parents join together as the first grade greets their new first grade teacher with a handshake, and to receive a rose from the incoming fifth graders.

Fall

Michaelmas

Michaelmas is the first festival celebrated in the academic year. The story of Michael is one of goodness, facing and overcoming adversity. Archangel Michael, who according to tradition subdues a dragon to save the kingdom. Michaelmas is a festival of inner strength and initiative. It is about all of us, as individuals, finding the will to perform rightful deeds in the world. All families are welcomed to an outdoor (weather permitting) celebration featuring a Michaelmas-themed pageant performed by the grades students, fall crafts, a potluck and games of courage and strength. **All families and friends are invited** and encouraged to wear red.

Harvest Walk

Just before Halloween the kindergarten classes dress as pumpkins and visit the Grade School where students dress as Bankers, Farmers, Millers and Bakers celebrating the fall harvest time.

Halloween

Grades 1-5 celebrate Halloween by dressing up in simple handmade costumes (no masks) derived from characters in their Main Lesson work. They visit our neighbors at Accordia Woods, where they "trick-or-treat" at the doors of the residents. Activities and games follow on campus.

In addition, Parent Council hosts an optional simple Halloween evening gathering as an alternative to traditional trick-or-treating. Refer to the Parent Council for more information on this lovely event.

Martinmas

As the daylight begins to wane and we prepare for the long winter nights ahead, we look inward for light and purpose. Each November we celebrate Martinmas, a festival of inner light in the outer darkness. St. Martin was a soldier in Rome in the 4th century. Legend says that one wintry night he met a poor beggar, half-naked and freezing. Martin removed his heavy cloak from his shoulders and drawing his sword, cut it in two, and gave half to the beggar. Celebrating Martinmas serves as a reminder that each of us has a divine spark that we must ferry out into the world and share with others. **Children and parents** may participate in a lantern walk, carrying a handcrafted lantern on a walk in the darkness, symbolizing the inner light of humankind shining forth. When possible, Parent Council will coordinate a community event to celebrate Michaelmas.

Winter

Spiral Garden of Light

As the waning days of autumn reach their darkest at the winter solstice, we yearn for the return of warmth and light. At this time of year many cultures celebrate the holidays, seeking to renew both the inner and outer light in their lives. This is observed through Advent, with kindling of candles in a spiral of evergreens inspiring reverence and wonder.

Holiday Faire

The annual Holiday Faire brings a magical holiday spirit to the school and draws the surrounding community into the school. As a social event and important school fundraiser, it involves a great volunteer effort on the part of Waldorf parents and friends. Handwork groups meet regularly throughout the year to create items to be sold during the Faire.

Spring

Spring Gala

Our annual adult-only fundraiser featuring an auction, music and food. Check the *Weekly Bulletin* leading up to the event for information on how you can purchase tickets or be involved in the planning.

May Faire/Special Friends Day

May Day is held outdoors and includes May Pole dancing and making of flower crowns. This gives us a wonderful opportunity to welcome grandparents and special friends and show them the depth of what our school has to offer.

End of Year Contra Dance

A gathering for the community to celebrate the closing of the school year. This is traditionally held on a Friday evening, the week before school closes for the summer break.

Communications and Publications

Suncoast Waldorf School understands the importance of communications between faculty, staff, and parents. We will utilize many forms of communication, but ultimately it is the parents' responsibility to be informed and take the initiative to seek the answers they need.

PARENTSWEB PARENT PORTAL

ParentsWeb, the Parent Portal through RenWeb is the main communication vehicle for the school. Parents are expected to access their information through their ParentsWeb account they created during the enrollment process. Events, announcements and news are updated on the parent's home pages, keeping them informed of all school activities.

Teachers will send a weekly email, via their *RenWeb class page*, pertaining to their particular class, highlighting lessons, upcoming field trips and reminders of important dates. A bi-weekly school newsletter will be emailed and archives can be found on ParentsWeb.

CALENDAR

The school sends out a preliminary calendar of the school schedule late in the spring for the upcoming year, and a more complete version in late summer. ParentsWeb carries the full schedule of upcoming events. If you are planning a school event, please check with the office to avoid scheduling conflicts.

ALL-SCHOOL DIRECTORY

The School Directory is found on RenWeb ParentsWeb and lists the names, addresses, email addresses and telephone numbers of students by class. You will also find the contact information for Teachers, Staff and Board Members. It is your responsibility to ensure that the correct information has been established during the enrollment process. If you have changes, please login to your ParentsWeb account on RenWeb and update your information. The directory is for the personal use of the school community. Please respect its purpose as a private and valued school resource.

PARENT HANDBOOK

The Parent Handbook, Early Childhood Handbook and Parent Association Handbook can serve as an introduction to many aspects of the school and a resource for reference throughout the year. They are reviewed annually to provide updates to policies and procedures. Please contact the office to provide information or corrections.

SOCIAL MEDIA

Suncoast Waldorf School understands the ubiquity of social media and requests members adhere to behavioral guidelines that respect differences among our families' participation in social media. We recognize that some families use social media extensively, while others do not participate at all. You may choose to join the Suncoast Waldorf School Facebook group, and we encourage you to share your experiences in your own communities in ways that are aligned to your comfort with Social Media.

Social Media Guidelines:

- 1) Respect and protect privacy. Do not post/share names of children.
- 2) Protect community interactions. Be responsible. Please be responsible and sensitive to the needs of our community and address any issues that are raised. If you realize or are made aware that you have overshared, please modify your post(s) and/or practices so that you stay within the guidelines.

Enrollment and Financial Policies

Suncoast Waldorf School does not discriminate in enrollment practices in the basis of students' of their families' race, religion, national origin, ancestry, sex, sexual orientation, disability, marital status or gender identity.

EVALUATION PERIOD

All students new to the school enter the school on a 90-day conditional basis. This allows our faculty time to discuss initial adjustment with parents as well as identify any changes necessary to ensure the student's successful transition. The classroom teacher will meet with parents, if needed, to discuss the student's progress. The period may be extended depending on the situation. If a student is asked to leave at the end of this period, the family will only be responsible for a pro-rated tuition to the date of dismissal.

RE-ENROLLMENT

In January, each family will receive a re-enrollment packet that will include information about the re-enrollment deposit and tuition for the following year. Families who are not up to date with payment of the current year's tuition will not be offered re-enrollment. After the due date for re-enrollment through RenWeb, the school will open up spaces to families outside of the school in the case of a waiting list. Families enrolling after the due date will be processed as a new enrollment. No student will be allowed to attend school without complete enrollment and a signed tuition agreement.

TUITION

The tuition your family pays not only enables Suncoast Waldorf School to provide outstanding Waldorf education for your child, but it also supports all aspects of the school's operations. Timely payment of tuition is vital to the economic and educational health of the school. In order to meet salary and other financial obligations, the school counts on families to pay tuition on time.

The tuition is set each winter by the Finance Committee of the Board. Budgetary demands, projected enrollment, and expected fundraising revenue are all factors in this decision.

Tuition Management

Suncoast Waldorf School uses RenWeb/FACTS, a comprehensive tuition management company, for our admissions, enrollment, tuition assistance and tuition billing. Use of RenWeb/FACTS by SWS allows for a more streamlined and efficient process. All tuition billing is administered entirely through FACTS and can be accessed through your ParentsWeb portal. Payment and banking changes should be made through your account on ParentsWeb, or by request in writing to the school office.

Late Payment

Tuition payments are due on the 5th or 20th of each month. A \$35.00 late fee shall be charge for payments not received on the due date. Returned payments, or a failed attempt in your online payment will be charged \$30 by FACTS and two more attempts will be made. Please update your payment method if your account changes so this does not happen.

If a family is having difficulty paying tuition, they should contact the Administrative Director as soon as possible to discuss the situation. If a payment is missed, TADS will contact the family and try to arrange for payment. **When payments are thirty days late the student must remain home from school until FACTS records the payment.** Year-end reports will not be sent out to parents, or another educational institution until accounts are paid in full. All unpaid tuition and fees will be pursued through a collection process.

WITHDRAWALS AND REFUNDS

Parents who intend to withdraw their children from the school must inform the school in writing. An exit interview will be scheduled and a Tuition Settlement agreement will be signed. To see if you qualify for partial reimbursement of tuition, refer to the *Tuition Refund Schedule* in the appendix.

There will be no reduction in tuition due to a student's inability to attend school because of illness, vacation, bad weather, suspension, expulsion or other reason.

TUITION ASSISTANCE

We believe Suncoast Waldorf should be open to all families who value Waldorf education. Families with children in 5-day EC programs through Grade 5 are eligible to apply for Tuition Assistance. Applications for tuition assistance are submitted with requested documentation on-line through TADS.com this year. The award amount is determined by TADS and members of the Board's Finance Committee.

Tuition Adjustment for Multiple Siblings

This is a form of Tuition Assistance for those families who cannot afford the full tuition. Recognizing that tuition may present a financial burden for families with more than one child enrolled, the school allows such families to request a deduction of 10% off the tuition of subsequent children.

EXTERNAL SCHOLARSHIPS

Recipients of External Scholarships such as The Florida Tax Credit Scholarship (AAA, Step Up for Students), McKay Scholarship and Gardiner Scholarship are subject to the terms of the individual scholarships. Please refer to the Parent Handbook for each scholarship program and Suncoast Waldorf School's *External Scholarship Policy* for additional information.

Campus Life

DRIVING & PARKING ON CAMPUS

When driving on campus for any reason, please be aware that children may be found unexpectedly in parking areas or drives. Please reduce your speed and exercise extreme care and caution while entering, exiting and driving in the parking lot. The curbs in front of the main building and administrative offices are strictly no parking at any time. This blocks the flow of traffic and must be kept clear for emergencies. Parking at the Cretan Center is only allowed when contracted for events. Alternate parking is available on the service/delivery road for the Curlew Memorial Gardens.

DROP-OFF AND PICKUP

Children may be dropped off in the morning as early as 8:00 am. Arriving at least 15 minutes prior to class time creates a breathing out space and allows the children time to adjust to the school atmosphere. Safety and accountability are foremost...with this in mind, please consider these guidelines.

The outer driveway loop is the drop off area for grades children, and the specific location will be the arbor at the edge of the meadow near the 3rd grade gardens. Children should exit on the right side of the vehicle. Please do not park your car in either of the loops. Parents of kindergarteners are granted priority to park in the parking lot. When picking up kindergarten and 1st grade children, you may use the inner loop and pull around to the front porch area under the overhang where your child will be helped into the car and you will sign them out. Please do not sit and idle, as we would like to keep the air fresh for the children. Additionally, you may park and walk up to the kindergarten dismissal area. Please stay close or hold the hand of your child as you walk back to the parking lot, as many cars are moving around and it is sometimes hard to see the little ones if they are alone. Take extra precautions when crossing the parking lot.

When picking up grade school children, the outer loop is to be used for upper grades (2-5). There will be a teacher with a clipboard to sign out your child. Persons who are not normally picking up your children will be required to show identification and sign the sign-out sheet. The teachers will confirm that that person has been authorized by the parents/guardians to pick up the child before he/she is released.

If an emergency occurs and you must be late, be sure to notify the school. Remember that your being late can cause stress and worry for your child. **After 3:15, the K-5th grade child will be admitted to aftercare.** You will be invoiced through FACTS for the additional care. We suggest that you call on the help of a fellow parent if you know you are going to be late.

ELECTRONIC DEVICE/CELL PHONE USE

In the interests of relationship and community building, common areas are to be cell phone free. If you must, please find a private place to talk. Pick up and drop off are important transition times, during which your child needs your attention. Cell phones and handheld electronic devices may not be used by students on campus.

PET POLICY

Visits by animals on campus are discouraged and we must insist that when present they be on a 6' leash and under close control at all times, we expect animals to be kept out of high traffic situations.

Please be aware and sensitive to the fact that even the safest and best behaved dog may distress or cause discomfort to any among us with allergies or anxieties. We wish everyone to feel secure and at home in and around our school.

WHAT TO BRING FROM HOME

1. A change of clothes marked with the student's name.
2. A light jacket or sweater to be kept in the classroom.
3. Indoor shoes/slippers that stay on feet during circle work (check with your class teacher for preferences)
4. Rain gear for rainy days.

What to Leave at Home

Teachers work hard to provide an environment of beauty, warmth and harmony. They take care to create a classroom that supports the curriculum and developmental stage of the children. Toys, electronic equipment and other items can undermine this atmosphere and disrupt the class. Moreover, items from home may be lost or broken and their presence on school grounds leads to possessiveness, jealousy and other difficulties.

LOST & FOUND

The school is not responsible for lost clothing or personal items. There is a Lost and Found Basket near the main office for personal belongings such as clothing, books, lunch boxes, hats, jackets, etc. Several times each school year, the basket is cleaned out and unclaimed items are donated. Labeling clothing and belongings with the child's name makes retrieval much easier.

FOOD AT SCHOOL

Suncoast Waldorf School schedules a time for morning snack and lunch. In the kindergarten, a nutritious snack of natural and whole foods is prepared. Those who stay for the afternoon bring their own lunches. Children in aftercare should pack an extra (nut free) snack.

Grade school children should bring in an adequate, nourishing snack such as fresh fruit, cheese or nuts* to eat before morning recess. A wholesome lunch brought from home helps the children get the most out of afternoon school hours. (*please be informed of allergy policies in your child's classroom)

Food should be simple, non-perishable and healthy. Please, no soft drinks, candy or junk food. We encourage whole foods, not processed, and organic when possible. No artificial coloring or flavorings (these are rocket fuel for the children). Please pack only as much as your child will eat, as it is disheartening to see good food wasted. Insulated lunch boxes and coolers are almost a necessity in our Florida heat and humidity.

Please pack lunches in re-usable containers. Waste will be sent home in the lunchbox to be disposed of.

NUT/PEANUT POLICY AND RESTRICTED DIET

In the event that we have a child with a peanut or tree nut allergy, we will implement a policy that will keep our allergic children safe while respecting the nutritional needs of our other students. If your child has a severe allergy to peanuts or tree nuts, you will need to notify the office with a note from a physician stating the allergy so we can take the proper precautions.

If your early childhood student is on a restricted diet and cannot partake in the provided snack, we will need this noted in writing, as well as a copy of the modified menu to provide to the Pinellas County Licensing Board.

HEALTH & SAFETY

Illness

A child who is ill or shows signs of illness should not be brought to school. A child with fever, diarrhea, excessive coughing, green mucus, or excessive fatigue should stay home, or will be sent home. Children will not be admitted to school until 24 hours after a fever.

If a child becomes ill or too tired to be in the classroom, a parent or authorized adult will be notified. It is our expectation that the parent will make arrangements for prompt pickup of the child, within one hour. The school office has limited resources and can accommodate children for short periods of time. If we cannot reach you, we will call the numbers on your emergency contact list.

Contagious Diseases, Communicable Medical Conditions & Lice

If your child has had a live vaccine (varicella or flu shot,) please notify the office as soon as possible, as there are many under-immunized students on campus.

Students who contract any contagious illness or communicable condition, such as influenza, strep throat, conjunctivitis, ringworm or pinworms must show proof they are under professional medical treatment and are no longer contagious before returning to school.

If lice or nits are discovered on a child, the parent will be called to take their child home for treatment. All nits (eggs) must be removed from the hair, chemical treatments alone will not suffice. The school will check the student before they can return to the classroom, or they may bring a doctor's note allowing them to return to school.

Depending on the circumstance, the school will notify parents by class, or the whole campus via email bulletin including information about the symptoms, possible complications, degree of contagion, and requirements for attending or returning to school.

Medication

Prescription Medication for Children:

When prescription medicine is to be administered to a child at school, the medication must be presented in the original bottle/package with a label affixed by the pharmacy or physician showing the child's first and last name, the dosage and schedule of administration, what the prescription contains, the date purchased and the

physician's name. In addition, a medical authorization form must be signed by the parent in each case. Epi-Pens must be provided in pairs and be kept up-to-date.

Non-Prescription Medication for Children:

When non-prescription medicine is to be administered to a child at school, it must be accompanied by a medical authorization form signed by the parent in each case. In addition, a letter detailing the type of non-prescription medication and dosage signed by the child's physician must be on file at the center; this letter must be renewed, signed and dated annually.

Topical Non-Prescription Medication:

Topical non-prescription medications such as sunscreen, petroleum jelly or other ointments may be applied to a child only with written parental authorization via a signed consent form. This form must be renewed annually. When the above conditions have been met, administration of medication to children shall be limited to trained Administrative Staff and Faculty. Sunscreen and bug spray are considered topical medication and an authorization form must be completed and on file.

All medication is stored out of reach of children at all times. Parents must provide a medicine spoon as needed. After medication administration window is complete, all remaining medicine shall be returned to the parent. Bronchial inhalers may be administered by the student and kept by the student's class teacher.

Health Registration

Each student must have health records on file. Medical forms are permanent school records and will be transferred along with all other school documents. Required forms include:

Health Physical

A record of a physical examination completed within the past 12 months. Although a specific form is not required, it is recommended that Florida's standardized School Entry Exam form (DH 3040) be used to document completion of a physical examination. It must be completed by a health care provider licensed in the United States to perform physical examinations. For students transferring to a Florida school, a comparable form from another state is also acceptable, if completed within 1 year.

Immunization

The Florida Certification of Immunization (Form DH680) must be used to document the immunizations required for entry and attendance in Florida schools. These forms are not available to the public and must be completed by a Florida physician or a Florida county health department. It is recommended that parents obtain a copy of the child's complete immunization history before leaving the current state of residence. The county health department that serves the area where the child will be residing will need this immunization history. A Religious Exemption Waiver (DH Form 681) may be submitted in place of the DH680. **The Florida Department of Health may require Suncoast Waldorf School to exclude children without immunizations from school in case of a communicable disease outbreak.**

PLAYGROUND RULES

Once the child has been signed out of the teacher's care the child is under an adult's supervision and it is the responsibility of the adult to see that the child is abiding by the school play area rules. All families should leave campus by **4:00pm** unless enrolled in aftercare.

- Children must be supervised at all times.
- No rough play or any play that may frighten or hurt another child. This includes physical contact sports or play (ie. wrestling, football, rugby)
- No personal toys or equipment without proper authorization. (ie. skateboards, bicycles, footballs, etc)
- Shoes must be worn at all times with the exception of the sandbox.
- Flowers and gardens are to be enjoyed by all and not to be picked or trampled.
- No climbing or standing on the fence, No kicking, standing or swinging on the gates.
- The sheds, bridge and picnic tables are not to be climbed on or treated in any way to cause damage.
- Monitor the use of the rope swings at all times.
- Living creatures are not to be captured, injured or taken from the playground.
- No running with sticks, and no sticks on the play structure.
- Children may not walk on top of the monkey bars.
- Sand needs to stay in the sandbox.
- Parents must accompany children into the building for restroom.
- Classrooms are off-limits outside of normal school hours.
- You must vacate the playground or meadow if a school group or class is occupying the space.

Early Childhood Programs

Watercolor painting, baking, storytelling, singing, puppetry, and outdoor play are among the activities that nourish the child's sense of wonder. Our focus is to create an environment worthy of imitation, the natural learning style of early childhood.

MERRILY WE MEET

Parent and children meet for 2 hours weekly to enjoy a peaceful morning enriched with song, verse, snack, and play. Within the framework of Waldorf Education, we explore and deepen our understanding of child development. We will learn from sharing our insights and observations, as well as having readings and discussions of articles that explain these approaches toward the young child. Handwork projects for the adults enrich our experience of the seasons.

THE KINDERGARTENS

The Waldorf Nursery Kindergarten is for children aged 3 and turning 4. The three Mixed Age Kindergartens are for children 3 ½ to 6. Here young children are free to unfold their imaginations through play, to develop social skills, and to experience many practical domestic activities. In this nurturing, homelike environment, children have the opportunity to develop and grow as they approach the threshold of the elementary grades. Children must be toilet trained.

KINDERGARTEN ATTENDANCE

Florida law specifies that all children who have attained the age of 6 years by February 1 of any school year are required to attend school regularly during the entire school term. During their true kindergarten year, a child must attend a 5-day program to meet state attendance and promotion requirements.

FIRST GRADE READINESS

First grade readiness is the foundation of a successful school experience for each child. Between 6 and 7 years of age children begin to show signs of readiness, indicated by many physical and behavioral changes.

A child with a birthdate before April, who will be six years or older upon entering First Grade, will be eligible for First Grade. Children who would be six years old on July 1 or after will not be eligible for Suncoast Waldorf School's First Grade.

A play based assessment will take place in October followed by parent conferences. Formal School Readiness Assessments will take place beginning in February and final placement decisions will be communicated in May. A copy of the assessment will be included in End of the Year Reports mailed after the close of the school year.

Suncoast Waldorf School reserves the right to determine whether or not a particular child is developmentally ready to start our Grade School program, even if he/she meets the birth date requirement. Any student starting a new program is subject to a 90-day evaluation period.

RHYTHM OF THE DAY

From the moment of birth, a child's life is regulated by rhythm, for example breathing in and out, sleeping and waking. We are surrounded by rhythm of nature through day and night, the seven days of the week, the monthly moon phases and the cycle of the year. When children experience a healthy rhythm, their lives are imbued with security and good discipline.

In the kindergarten, we are guided by daily, weekly, and seasonal activities that provide this essential opportunity for the child. Each morning begins with a time for creative play during which the teachers are engaged in a daily/weekly activity, such as painting on Monday, or baking on Tuesday. This is followed by tidying up, a bathroom routine, a circle of songs and movement, snack time, washing up, going outdoors and finally coming together for a story. Great attention is also given to celebrating autumn, winter, spring and summer, not only through festivals, but also during the times of transitions. Children long for a rhythmical way of life that deeply nourishes their play and learning.

When a child's school rhythm can also be supported at home with a nurturing rhythm (such as mealtime and bedtime routines), their early childhood will be a rich and harmonious one.

Punctuality

SWS strives to develop a culture of punctuality and regular attendance for all classes and all students. Punctuality conveys respect and regard for others, and is best taught by adults who practice being punctual themselves. Children who are late start the day disadvantaged by their tardiness and have difficulty entering into the social dynamic of the class. Their late arrival also disrupts the carefully created mood held by the teachers and distracts their classmates from their work and play. We recognize that unforeseen events can cause a student to be late, but we ask that early childhood parents plan their morning allowing for ample time for punctuality. Kindergarten children should have these habits in place before transitioning to first grade, as habitual tardiness can impact placement for first grade.

Early Release

Occasionally a Nursery/Kindergarten teacher will shorten a child's day. A successful school experience is of primary importance and cannot be measured in hours. A shortened day is a tool which is used in our program to help a child who may not be quite ready for a full morning or full day experience. Our hope is that a child in these circumstances will be gradually integrated back into complete mornings or a full day experience.

BIRTHDAYS

The kindergarten celebrates each birthday with a beautiful birthday ritual that includes the birthday story, a gift from the teacher and original cards, made in class, from classmates. Parents and grandparents are invited to attend.

DRESS CODE

Children need simple, comfortable, sturdy clothes for work and play. Clothing should suit the season and be able to get dirty.

If a child comes to school dressed inappropriately, the parent will be reminded of the Dress Code policy. Should the child come to school again dressed inappropriately, the parent will be called to bring appropriate clothing from home. A child may be asked to turn his or her shirt inside out or borrow dress code clothing from the office.

Dress points to consider

- Shirt and dress straps should be three fingers wide. No spaghetti straps.
- Shirts will be **solid, colored or patterned**, and free from media images or writing of any kind, with the exception of Suncoast Waldorf shirts.
- Shorts and skirts need to fall below the child's fingertips when arms are relaxed at the side. Shorts and leggings must be worn under dresses and skirts. No restrictive or long skirts.
- Shoes must be worn outdoors at all times.
- Shoes will be close-toed and must stay on the feet when running and climbing. This enables children to participate fully in activities. No flip-flops, clogs, heels, light-up shoes, or cowboy boots.
- Hair should be neat and out of face, pulled back with a band, if necessary.
- Jewelry should be minimal and no watches will be worn.
- Nail polish and make-up will be removed.
- Should allow the child to use the bathroom independently.

The Grade School

ATTENDANCE

Continuity and established classroom rhythms are vital to Waldorf education. We expect all of our students to develop excellent attendance records. Excellent attendance shows a commitment to learning and a respect to the learning environment and serves as a good preparation for meeting responsibilities later in life. Family vacations should coincide with school vacations when possible.

Please contact your teacher before 8:00am when your child is going to be absent. If your child has a communicable disease, please notify the office of this fact.

Truancy

More than 7 absences may result in a parent meeting with the Governance Council. Scholarship students may not be absent more than 17 days during our school year (90% attendance), or their scholarship may be in jeopardy. Excessive absences may require dismissal from the school.

TARDINESS

Please arrive on time as classes begin promptly at 8:15. It has been found that morning interruptions undermine the quality of education we are bringing to the children. The children will feel they have missed an important aspect of the school day and will not have the same feeling of belonging to the group. **The underlying message of persistent tardy arrivals is a lack of respect of the child's experience, the class, the teacher and the work that is being presented.**

3 TARDIES = 1 ABSENCE

Leaving Early

Students who leave before the end of the school day are expected to obtain permission in advance. Special subjects are normally conducted in the afternoons only two to three times per week, so please limit the number of times students leave early. A parent will come in and sign the student out in person.

GENERAL CODE OF CONDUCT

Suncoast Waldorf School strives to inculcate a school-wide culture of courtesy and respect that does not vary from classroom to classroom. When students step onto the school grounds they are expected to exhibit behavior that is compliant, respectful and polite. So that students are very clear about what the school expects, the following Code of Behavior has been adopted:

- Speak and act in a respectful manner toward everyone
- Meet all class work expectations
- Meet all class behavior expectations: such as raising hands to speak, remaining in seat
- Enter the buildings quietly and in an orderly way
- Ask permission to leave the classroom
- Never leave the school grounds unattended
- Comply with directions from any teacher or other adult.

You may review our behavior and discipline policy in the Policy and Procedure section of this handbook.

DRESS CODE

Children need simple, comfortable, sturdy clothes for work and play. Clothing should suit the season and be able to get dirty.

If a child comes to school dressed inappropriately, the parent will be reminded of the Dress Code policy. Should the child come to school again dressed inappropriately, the parent will be called to bring appropriate clothing from home. A child may be asked to turn his or her shirt inside out or borrow dress code clothing from the office.

Dress points to consider

- Shirt and dress straps should be three fingers wide. No spaghetti straps.
- Shirts will be **solid, colored or patterned**, and free from media images or writing of any kind, with the exception of Suncoast Waldorf shirts.
- Shorts and skirts need to fall below the child's fingertips when arms are relaxed at the side. Shorts and leggings must be worn under dresses and skirts. No restrictive or long skirts.
- Shoes will be close-toed and must stay on the feet when running and climbing. This enables children to participate fully in activities. No flip-flops, clogs, heels, light-up shoes, or cowboy boots.
- Hair should be neat and out of face, pulled back with a band, if necessary.
- Jewelry should be subtle and not distracting. All digital watches and other electronic watches must be left at home. Analog watches are restricted until after the 3rd grade.
- Nail polish and make-up will be removed with the exception of nail polish in 4/5th grades
- Assembly dress will be neat and clean with boys wearing belted dress pants and a collared shirt. Girls will wear a dressy skirt, belted pants with appropriate blouse or a dress.

THE GRADE SCHOOL DAY

Children between the ages of 7 and 14 learn primarily through their feelings for those who teach them, whom they come to love and trust and with whom they develop a long-term relationship. Waldorf class teachers uniquely foster continuity in the lives of their students by staying with their class groups throughout the years. The children come to sense how their teachers as lifelong learners are engaged in the daily creation of new and exciting lessons about the beauties and wonders of the world. The contagious enthusiasm of their adult role models sparks their own continual interest, imparts valuable habits, and engenders reverence for life and a respect for and love of learning. Children of this age remember best whatever has stirred their feelings and respond to lively lessons that have the elements of movement, rhythm, and repetition. The arts play a predominant role in engaging students in heartfelt and memorable experiences. These stimulate creative imagination and promote a healthy emotional growth, self-motivation, and connection with the world.

Over the course of the elementary school years, Waldorf teachers act as pedagogical and social artists who integrate the arts--language, visual, musical, and movement-- with a plenitude of science, mathematics, geography, and history. A comprehensive academic program is firmly based on live experience. The developmental needs of children are met by gradually leading them from a more imaginative, pictorial mode of learning to one involving the emergence of concepts and ideas.

The Morning Lesson

A central feature of every Waldorf School is the Morning Lesson that occurs during the first half of each morning. During this period, each class concentrates on one particular subject for a block of three to four weeks. That subject is then set-aside for a time and another one taken up. This allows the class to keep a single focus and to go deeply into a subject for a time. Alternating subjects in this way gives a healthy rhythm to the process of learning. The class teacher teaches all the morning lesson blocks to his class.

Outline of the Morning Lesson Curriculum

First Grade:

- * Language Arts: introduction to letters and their sounds, poetry recitation and drama
- * Form Drawing and writing the capital letters
- * Arithmetic: introduction to the qualities of numbers, addition, subtraction, multiplication and division
- * Fairy tales and nature stories

Second Grade:

- * Language Arts: continued writing practice, reading, poetry recitation and drama.
- * Arithmetic: practice of the four processes; learning math facts and tables
- * Animal Fables, Legends of the Saints and nature stories

Third Grade:

- * Language Arts: basic elements of grammar, spelling, reading, beginning composition
- * Arithmetic: continued practice of four processes, weights and measure
- * Old Testament stories
- * House building, Farming, and Home Crafts
- * Week-long farm trip without class parents as chaperones

Fourth Grade:

- * Language Arts: spelling, reading grammar, and composition
- * Arithmetic: introduction to fractions and practice of all operations
- * Local geography; the home state and surroundings
- * Human and Animal Study (zoology)
- * Norse Myths
- * Florida Studies overnight trip

Fifth Grade:

- * Language Arts: continuation of all prior work; written reports
- * Arithmetic: introduction to decimals and practice with operations)
- * United States geography
- * The Plant Kingdom (botany)
- * Ancient myths of India, Persia, Egypt, and Greece
- * Ancient Greek history and Olympic training
- * Participation in Waldorf Pentathlon (2018-2019 to be held in Atlanta)

Waldorf schools include two modern foreign languages from different language groups in the curriculum. Our ideal program includes Spanish and German, both taught by native speakers. Beginning in grades one and two, the children experience the foreign culture through songs, verses, stories, and games. Gradually the written language and grammar are introduced, culminating in reading, writing, and conversation in the later school years.

Music

Singing is a part of every school day. In addition to singing and playing flute or recorder with the class teacher, the children will have a formal music class once a week. Starting with simple melodies in the early grades, the children advance to learning rounds and songs with two or more parts.

The children are introduced to the pentatonic flute beginning in the first grade, and recorder in later grades. Grades 4-5 will have a beginning violin class once a week during the school day. After school private lessons are recommended.

Art

The class teacher gives regular instruction in drawing and watercolor painting through the grades. In the early grades painting is non-representative; children are immersed in the experience of the different colors and learn the quality of each. Beginning in fourth grade, painting lessons are often related to the subject being taught in the main lesson. Beeswax modeling is part of the first three grades and clay modeling, veil painting, drawing with charcoal and pastels, and other art forms are also part of art lessons through the grades.

Form Drawing

Form drawing is taught in grades one through five as part of the main lesson or in a period of its own. Forms of various kinds are drawn, beginning with straight and curved lines in first grade. This is the foundation for the child learning to write and provides very important practice in eye hand coordination, so vital to neurological development. By third grade the forms become quite complicated and help to develop the child's spatial orientation and sense of balance and proportion. In fifth grade, with this experience behind them, the children practice free hand geometry. By sixth grade the students are ready to execute detailed geometric forms with compass and straight edge.

Eurythmy

Eurythmy is a subject unique to Waldorf education that is based on a scientific and intuitive knowledge of the human being. Eurythmy helps to increase and support the children's inner mobility, flexibility and dexterity. It is also a social art and engages the children in several exercises that cultivate a healthy relationship to community and a loving sense of others. The curriculum in the early grades primarily addresses the willing-doing phase of development where the lessons flow within a lively atmosphere of joy and reverence in the world of imagination and rhythms. In the later grades, Eurythmy provides students a way to understand the formative powers at work in language and music and the metamorphosis of form.

Handwork

Each class learns handwork from the first grade on to strengthen the child's will and develop fine motor skills and the related brain functions that are the foundation for thinking. Handwork skills taught through the grades include: knitting, purling, crocheting, spinning and simple weaving, cross-stitch, four needle knitting, and hand sewing.

EDUCATIONAL SUPPORT

In determining what learners we can serve, we recognize our capabilities and limitations and our wish to meet each student's needs with integrity. A collaborative approach is taken when assisting teacher and parents in finding the additional support needed.

Developed out of Rudolf Steiner's pedagogy, Curative education is a healing approach that all Waldorf teachers use in their classes to support the development of each student and the class as a whole. As part of the SWS 2018/2019 Educational Support Program, a series of Curative education cycles will take place throughout the school year in which our Educational Support teacher will work one-to-one with students nominated by their class teachers. Curative-Remedial one-to-one work simply provides extra, individual support to a student who may be having some difficulties in the classroom.

While teachers may provide extra help on a short term basis, long term tutoring and remedial services must be provided by the parents. Parents seeking outside tutors or specialists may refer to the Suncoast Waldorf School Care Group for recommendations.

GRADES/END OF YEAR REPORTS

Waldorf Schools do not use alphabetic or numeric grades for grade school students. Suncoast Waldorf feels that a full assessment of a student's progress can be obtained through twice yearly parent-teacher conferences and a detailed end of the year report. Questions can be brought to your child's teacher at any point during the year, and parent teacher conferences can be arranged. End of Year Reports will be sent after the closing of the school year.

MUSICAL INSTRUMENTS

The school will provide flutes and recorders for all students to use. Starting in 4th grade, sometimes the second half of third, students will learn to play a string instrument, namely, violin. Parents are expected to supply the violin at their own cost. The school may have a few to lend, check with the class teacher. Because practice is important, we ask families to commit to support their child's musical experience at home.

BIRTHDAYS

Birthdays will be celebrated in the class with a special observation. If the student's birthday falls on a weekend or during vacation, please plan a time with the class teacher for the celebration. Birthdays are not as elaborate in the grades as they are in the Waldorf kindergartens; parents are not expected to attend. A shared snack from home can be brought in by the child. Please contact your child's teacher for more specific guidelines regarding birthdays in your child's class.

Please be considerate of students' feelings if planning out-of-school birthday celebrations. Invitations should be mailed using the school directory.

Discipline and Behavior

Discipline is not punishment, it is *teaching* children courtesy, how to work and play with others, how to resolve conflicts, how to set personal goals, how to organize tasks, how to manage time and how to achieve self-discipline. Discipline is an integral part of the Waldorf curriculum: building self-discipline, establishing an aesthetic sense of order and rhythm, and utilizing restitution, resolution, and reconciliation rather than punishment.

Teachers will handle cases of misbehavior in ways that are appropriate to the specific situation and age of the child. Most situations are minor, remedied through healthy interaction between teacher and student in the classroom, playgroup or social setting. However, in some cases, further investigation, and parent notification will be required.

DISCIPLINE

Childhood is a time for the child to learn about the world we live in, as well as to relate to others in a group. Feelings are strong in childhood and we try to encourage children to express their feelings in ways which help themselves and others. Teachers in the early childhood program handle discipline through redirection, strong rhythms throughout the day, week, and year and through the art of eliciting imitation from the young child. Misbehavior will be handled in appropriate ways that are appropriate to the specific situation and to the age and temperament of the child.

This may include:

- Keeping hands busy with good work
- Offering drinks of water or the healing basket
- Encouraging and facilitating positive interactions between children
- Offering a quiet space for reflection

In some cases, further intervention is necessary and parents will be notified. The teacher may recommend changes in the child's routine or diet or consultation with experts in child development. If the distress continues, the child may be given a six-week probation period. This is often long enough to show improvement or it may be decided that another setting would be more helpful for both the child and the school.

Suncoast Waldorf does not condone physical punishment as a consequence for misbehavior. Physical intervention is only permitted in order to prevent a child from hurting him/herself or others. No discipline is used that is severe, humiliating or frightening, or involves food, rest or toileting.

A CULTURE OF RESPECT

Suncoast Waldorf School strives to inculcate a school-wide culture of courtesy and respect that does not vary from classroom to classroom. When students step onto the school grounds they are expected to exhibit behavior that is compliant, respectful and polite.

SWS is a place of respect and learning and behaviors that are not polite, respectful and compliant will not be allowed. So that students are very clear about what the school expects, the following Code of Behavior has been adopted:

- Speak and act in a respectful manner toward everyone
- Meet all class work expectations
- Meet all class behavior expectations: such as raising hands to speak, remaining in seat
- Enter the buildings quietly and in an orderly way
- Ask permission to leave the classroom
- Never leave the school grounds unattended
- Comply with directions from any teacher or other adult.
- Come to school dressed appropriately for school work
- Take good care of school property
- Use correct speech
- Act with courtesy and good manners at all times

In the lower grades of the school teachers evoke from the children a love of authority; they use imaginative pictures to correct behavior; and they develop classroom management techniques to prevent misbehavior before it happens.

Students are expected to have respect for teachers, other students, and property and to be diligent in their studies. It is assumed that they will be neatly and tastefully dressed. When a student behaves or dresses in an inappropriate fashion, the teacher or staff member responsible for the student at that time decides what corrective action is appropriate. In the case of misbehavior, consequences should ideally:

- Relate as closely as possible to the misdeed (fit the situation)
- Fit the temperament of the child
- Provide an opportunity for reconciliation or restoration and an opportunity to “set things right”
- Aid in the moral development of the student

In some cases, further intervention and parent notification and participation in ameliorating a behavior may be required. In a “Support Meeting,” teachers and parents will strategize ways that the school and home can work together to bring about a change of behavior, after noting both the shining aspects and the challenging aspects of the child. A two-week follow-up will take place, either by phone, email or face to face meeting.

In the case of severe misbehavior that is deemed unsafe for others, the school reserves the right to suspend or dismiss a student from the school.

Inappropriate and Disruptive Behaviors

Minor Infractions that can lead to disciplinary action (but not limited to):

- Being disruptive to the class or those nearby
- Being disrespectful of the school property or the natural world
- Speaking or acting irrespectively toward another person
- Mild Profanity (“Freakin”)
- Electronic Devices
- Refusal to participate in class
- Excessive talking during class

Severe Behaviors

Examples of general behaviors with the intent to cause harm or disrespect considered to be severe:

- Severe harassment, including bullying* and cyber-bullying
- Possession of weapons or dangerous objects
- Kicking, hitting or physical harm/injury to another
- Possession of tobacco or drugs
- Damage to Property
- Leaving School Grounds (without permission)
- Threats - Physical or Verbal to others, or to the school
- Abusive or obscene language (Verbal or Gestures)

Consequences

At all times, teachers are expected to use common sense, knowledge of individual children, and their training when establishing disciplinary boundaries. Upon initial misconduct by the student, the teacher initiates redirection of unacceptable behavior into positive form and/or verbal reminder and setting of boundaries through a warning conversation. After repetitive, consistent and/or serious misbehavior where the student is not responding to redirections in the classroom and/or the playground:

- The child may be removed from the classroom, suspended or otherwise removed from the situation depending on the nature of the misconduct.
- Parents will be notified and a parent-teacher conference may be necessary.
- Written documentation will begin.

When misbehavior becomes a pattern, it is recommended that the teacher enlist the assistance of the Care Group and a further course of action may be taken by the Governance Council in consultation with the teacher. A support plan will be put into place and an Evaluation Period will be activated. Parents should be on call in case the student is sent home. If sufficient improvement by the student is not made, there will be termination of enrollment.

BULLYING

It is the solid intention of Suncoast Waldorf School that all students will feel safe and included.

What Bully Behavior IS:

Bullying is the use of force, threat, or coercion to abuse, intimidate, or aggressively impose domination over others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power. Behaviors used to assert such domination can include verbal harassment or threat, physical assault or coercion, and such acts may be directed repeatedly towards particular

targets. Justifications and rationalizations for such behavior sometimes include differences of class, race, religion, gender, sexuality, appearance, behavior, body language, personality, reputation, lineage, strength, size or ability.

What Bully Behavior is NOT

When it comes to bullying, no one would disagree that bullying behavior is unkind, but, not every unkind behavior is bullying. In fact, kids, especially young children, are still learning how emotions work and how people get along with others. They need parents, teachers and other adults to show them how to be kinder, how to resolve conflicts, how to be inclusive and how to grow into responsible adults. Immediately labeling them a bully doesn't help them grow and learn.

Remember there will be times when kids will do or say something that is hurtful. Although being unkind should never be ignored, be careful not to lump all inappropriate behavior into bullying. Instead, try to distinguish between hurtful or unkind behavior and bullying behavior.

Here are some examples of what is NOT considered bullying:

Expressing Negative Thoughts and Feelings

Children, especially elementary school children, often are very open and honest with their thoughts and feelings. And although it may be uncomfortable for another child to hear what another person thinks, it is not always bullying to share thoughts and feelings.

Being Left Out

Remember, it is natural for children to be close friends with certain people and want to spend time with them. Although children should be friendly and kind toward everyone, it is unrealistic to expect them to be close friends with every child they know. It is also normal that a child won't be invited to every function or event. There will be times when they are left off the guest list for birthday parties, outings and play dates. This is not the same thing as ostracizing behavior.

Experiencing Conflict

It is a known fact that children will bicker and fight. In fact, conflict is a very normal part of growing up. The key is that children learn how to solve their problems peacefully and respectfully. A fight or a disagreement does not represent bullying – even when unkind things are said. Remember, bullying is about a lack of power. A spat or disagreement is not bullying.

Teasing

Most children have been teased by a friend or a sibling in a playful, friendly or mutual way. They both laugh and no one's feelings get hurt. Teasing is not bullying as long as both kids find it funny. However, when teasing becomes cruel, unkind and repetitive, it crosses the line into bullying. Joking and teasing becomes bullying when there is a conscious decision to hurt another person. For instance, making demeaning comments, name-calling, spreading rumors and making threats all constitute bullying.

Not Playing Fair

All children, at one point or another, will want to play a game according to their "rules." To their friends, they may even appear "bossy." Although playing with someone like this can be unpleasant, it is important to remember that children are still learning how to play fair. Instead, they need an adult to help them learn how to take turns and how to cooperate with others. If your children have bossy friends, teach them how to respond to the bossy behavior. For example, your child could say: "Let's play your way, the first time. Then, let's try my way." Remember, wanting games to be played a certain way is not bullying. Only when a child begins to consistently threaten other kids or physically hurt them when things don't go his way does it start to become bullying.

Responding when a situation arises

Professionals tell us that 80% of bullying happens outside direct adult supervision. Because of this, it is important to build and maintain open pathways of communication with our children so that they feel free to come to us when something happens. When a child does report an incident, it is important not to over-react. This can startle a child and cause them to not tell of further incidents.

Here are some helpful tips:

Listen to the story all the way through. Ask questions if there are parts that you don't understand. Try not to take sides or form opinions yet. Any emotional reactions will make it more difficult for a child to report anything else in the future.

Parents:

- Assure the child you will help sort the problem out.
- Contact the teacher involved, keeping an open mind as to what took place, and try to work through the situation in a spirit of co-operation. If the teacher is hearing about the incident for the first time from you, give them as many details as possible to help them with their investigation.
- Above all, show the child a positive role model in demonstrating how adults can meet together and work things out in a friendly and open way. When adults come into conflict over these issues, it only adds to the child's fears.

- If you feel for some reason that the teacher does not understand your concerns or is not taking the matter serious, contact the Chair of the faculty your child is in and share your concern.

The School's Response:

Early intervention is the most successful and appropriate way to prevent bullying. When a situation comes to our attention, the response of the school is to:

1. Guarantee safety of the children
2. Investigate
3. Report
4. Remediate
5. Follow-up

1. Guarantee safety of the children

The first response of the adults who become aware of the situation is to make sure the children involved are safe. Any child who has been hurt must be attended to and both the recipient of aggression and the aggressor must be kept under direct adult supervision until the teacher has determined what has happened. The recipient and the aggressor are interviewed individually and are never in the same room together when interviewed.

2. Investigate

A teacher or Care Group member will talk with the children directly involved – the recipient(s) and the aggressor(s). If there is a discrepancy in their stories, the teacher and school counselor will turn to others in the area who might have seen the incident, e.g., adult supervisors, other children from the class, children from other grades, etc. Finally, the "truth tellers" will be consulted. Every class has children of high moral integrity who are not afraid to "tell the truth" about what is really going on, even if it means their friends get in trouble.

Once the children involved are safe, the school begins to investigate and pull together as many facts about the situation as possible. In the kindergarten, the teachers are usually told by children when something happens, or they see it directly. This makes the gathering of information more straightforward. In the Grade School, from these many reports of the incident, the teacher creates a scenario of what happened, and tells it to the aggressor and the recipient for their reaction. After this, the teacher, usually with the section chair, creates a report of the incident. An investigation should ideally be completed in one school day. In the rare instances where this is not possible, the teacher must inform the parents at the end of the day why the investigation is incomplete and when it will reasonably be completed.

3. Reporting

It is always the responsibility of the teacher to report an incident to the children's parents. This is usually done after the investigation, except when a child has been physically hurt. In this instance, a preliminary report is made informing the parents of the child's injury, the action the school has taken to provide for the child's safety and the impending investigation. At the end of the investigation, the teacher will report the findings to the parents and the Administration at the end of the school day. The report needs to include a strategy for the continued safety of the children while the situation is being remediated. The teacher will alert the other teachers of the class as well as those on outside duty. If parents have concerns after hearing the teacher's report, they should contact the Administrator.

4. Remediation

Depending on the situation, the teacher may or may not have developed a plan to remediate the situation. In the Early Childhood, the plan is worked out by the teacher with the parents. In the Grade School the plan is worked out with the aggressor and sometimes the class or student body to remediate the situation. Teachers generally consult with parents as well.

The goal of remediation is to transform a situation in order to make it impossible for the bullying and aggression to continue. Ideally, we like to bring about the transformation of the social dynamics of individuals and groups. Remediation is like medicine. There are many different approaches depending on what the illness is. The common element in all remediation is that the perpetrator(s) of aggression take responsibility for what they have done. This means taking concrete steps to make the situation right.

5. Follow Up

In the days and weeks following an incident, parents are eager to know if the steps the school has taken are working. Teachers should provide enough regular contact to reassure parents that their child is safe or taking the appropriate steps to change his or her behavior.

Learning to be kind

The goal of Suncoast Waldorf School is to be proactive in building healthy human relationships and safe class communities that can provide a buffer against violence and aggression. This is a process, but with guidance children can get rid of inappropriate and unkind behavior. Children who bully are often the children who most need adult love and compassion. Students who are targeted will be protected, will be helped to learn strategies for responding, and seek help from their teacher or adults. Children will learn the principles of non-violent communication and will be helped to develop empathy toward others.

SEXUAL CURIOSITY AND BEHAVIOR IN CHILDREN

Very young and preschool aged children will display curiosity about their own bodies, and about others'. As children age and interact more with other children is not uncommon for these developing children (ages 4-6) to become more aware of the differences between boys and girls, and more social in their exploration.

Providing close supervision and clear positive messages about modesty and boundaries and privacy is important. Just because a behavior is typical doesn't mean it should be ignored. Often, when children participate in this behavior it indicates that they need to learn something. It is helpful to identify your family attitudes and customs with regard to privacy, openness about sex, and media exposure for children.

Too often, peers and the media begin to have a bigger influence on the sexual attitudes of school age children. If parents aren't a reliable resource, your child may turn to a peer or perhaps an older child for information about sex, sexual organs, and reproduction — and chances are slim that the facts will be correct.

Information for parents and caregivers on common sexual development and behaviors in childhood can be found in the *Resources* section.

POLICY FOR ADULT BEHAVIOR

This policy addresses the standards we wish to establish for all adults who enter our school grounds. We wish to make sure that all adults support the children through thoughtful and careful monitoring of their conversations and actions. All adults who come on to our school grounds are to maintain a respectful manner of speaking to children, to teachers and to each other while on our campus. Rude, aggressive or obscene language toward anyone, especially to children, and in the presence of children, will not be permitted. Further, we will not allow anyone to strike, in any manner, a child, an adult or a pet, or property while on our school grounds.

In addition, we want to caution all adults, while on campus, to be mindful of the content of their conversations while the children are able to overhear them. It is preferred that adults not walk around the campus using cell phones but rather find a private place in which to use the cell phone.

Anyone on our faculty or staff or even any parent who observes another violating these standards of behavior, should first politely request that the offender cease immediately. If this does not affect a change in the other's actions, an incident report should be filled out and filed with the office. Our Governance Council will follow up with any further action if necessary.

SEXUAL HARASSMENT POLICY

In compliance with federal, state and local laws, Suncoast Waldorf School prohibits sexual harassment in any form by anyone. Suncoast Waldorf Association will not tolerate the harassing of an employee, student, or applicant for employment. This policy applies to all persons, irrespective of their position in our business or school.

Sexual harassment is defined as follows: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made whether explicitly or implicitly a term or condition of an individual's employment or enrollment, (2) submission to or rejections of such conduct is used as the basis for employment or enrollment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or educational environment.

If you believe you, or your child, have been the victim of sexual harassment, you should inform the administrator, or board of Trustees. Your situation will be treated confidentially on a need-to-know basis and will be promptly and thoroughly investigated. If the result of the investigation indicates that corrective action is called for, such an action may include disciplinary measures ranging from a warning to the termination of the employment of the offender.

MISCONDUCT

Duty to Report Misconduct and Reporting Procedures

All employees and agents of the Suncoast Waldorf School have a duty to report misconduct by:

- Classroom teachers
- Instructional paraprofessionals
- School administrators
- Substitute teachers
- Librarians, social workers or counselors
- Special instructional contractors

If an allegation of suspicion of misconduct comes to the attention of any employee or agent of the Suncoast Waldorf School, the person must contact the school administrator or Board of Trustee president within 48 hours; upon which the Board president will convene an emergency meeting of the Board with the Faculty Chair or faculty designee present within 72 hours after the date on which the subject matter of the complaint came to the attention of the school.

Misconduct Affecting the Health, Safety or Welfare of a Student

When an allegation of misconduct by instructional personnel or school administrators is received and if the alleged misconduct affects the health, safety or welfare of a student, the Board of Trustees of the Suncoast Waldorf School may act to immediately suspend the individual from regularly assigned duties and reassign the suspended individual to positions that do not require direct student contact. Suncoast Waldorf School will notify the Department of Education, Office of Professional Practices Services of any legally sufficient complain of misconduct affecting the health, safety or welfare of a student within 30 days after the date on which the subject matter of the complaint came to the attention of the school.

MANDATORY REPORTERS

All staff of Suncoast Waldorf School are mandated reporters and are required to report any suspected abuse, neglect, or maltreatment on the part of an employee, parent, or volunteer. Any abuse or maltreatment of a child, either as an incident of discipline or otherwise is prohibited. Any means of corporal punishment will not be tolerated. Additionally, withholding or using food, rest or sleep as a punishment is prohibited. If any type of abuse or neglect is suspected, it will be reported to the State Hotline for Abuse and Neglect at the mandated number –1-800-96ABUSE.

Policies & Resources

ALLERGY AWARE POLICY

Due to the increasing number of students with allergies we are seeking to promote allergy awareness in our school community. This 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 skin, upper and lower respiratory, gastro-intestinal and cardiovascular.

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

The greatest risk of exposure is in new situations or when normal daily routines are interrupted, such as birthday parties or school trips.

The School's allergy plan has three components:

1. Information, Education and Awareness
2. Avoidance
3. Emergency Response

It is the objective of our allergy plan to enable students with allergies, including anaphylactic causing allergies, to attend Suncoast Waldorf School. The "Allergy Aware" 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. Suncoast Waldorf School also recognizes that an environment that is "allergy aware", but not "allergen free", 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 family.

1. Information, Education and Awareness

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

Board

The Board will be made aware of the legal responsibilities towards the children with life- threatening allergies and ensure there is a process for the annual review of the policy at the school.

Administration

- Reviews and updates the policy annually.
- Works with the parents of an anaphylactic student.
- Makes contact with parents of an anaphylactic student and meet each year to gather or update medical information related to the condition including: causal factors, severity of allergy, past incidents of anaphylactic reactions and other health considerations.
- Prepares and maintains a student file including consent forms, waiver, physician's instructions and Alert Sheets with annual updated photograph for each anaphylactic student.
- Ensures the Alert sheets with updated photographs are posted in the child's classroom, front office, kitchen, and any after school program areas.
- Ensures parents provide two auto-injector kits to the receptionist by the first day of school. At least two auto-injectors are suggested, one always located with the student and one located in the school office in a known accessible location.
- Reviews procedures with entire staff each year in the week preceding school start.
- Develops and maintains an emergency plan that is consistent with the school's anaphylaxis policy.
- Arranges 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 should also include training in the emergency administration of the auto-injector. Training should take into consideration the age, maturity and responsibility-level of anaphylactic students.
- Works with the parent community to increase awareness of anaphylaxis, its avoidance and its treatment.
- Provide information to the school community via faculty and parent handbooks, community bulletin, etc.

Faculty

- Notify class parents each term on allergies and food safety encouraging students not to share food, to wash hands before and after eating and the dangers of bringing allergen products to school.
- Send home a letter by parents of students with allergies where provided
- Monitor any food in the classroom eg: snacks, "birthday treats" provided by parents or class parties.
- Establish class rules on:
 - Not sharing food

- Washing hands before and after eating with soap and water or wet wipes depending on class
- Cleaning up food spillages
- Plan for ability to access Epi-pen / emergency plan on any field trips or excursions.

Parents of an Anaphylactic Student

- Ensure the Medical Emergency Response Plan is completed and kept up-to-date. Complete any necessary Emergency Medical Authorization Forms.
- Ensure that Epi-pens and / or medication provided are clearly labeled with the child's Name, Year, Classroom and Dosage required and show a current use by date
- Be invited to send a personal letter home to the class parents explaining their child's' allergy needs.
- Provide a current photo of the child if requested.
- Provide a MedicAlert bracelet for their child.
- Teach their child:
 - About their allergen and the substances that trigger it;
 - To recognize the first symptoms of an anaphylactic reaction;
 - To know where medication is kept and who can inject it;
 - To communicate clearly when he or she feels that a reaction is starting;
 - To carry his/her own auto-injector in a body pouch or fanny pack;
 - Not to share snacks, lunches or drinks and to politely explain why he/she is not sharing;
 - To understand the importance of hand-washing;
 - To take as much responsibility as possible for his/her own safety.
- Recognize the inherent risk associated with a child attending a school environment that is 'allergy aware' and not necessarily 'allergen free'. Parents may be asked to sign an Allergy Risk Acknowledgement Form.

All Parents

- Will respond co-operatively to requests from the school to eliminate allergens from foods sent to the classroom to be shared.
- Inform themselves and participate in parent information sessions as appropriate.
- Encourage their own students to respect an anaphylactic student and follow school prevention plans.

All Students [Age-appropriate]

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

2. Avoidance

- The school will adopt a policy whereby the class environment will be reasonably adapted to accommodate anaphylactic students to the extent possible. **The school cannot assume responsibility for providing a completely allergen-free environment.**
- 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 community, solicit the co-operation of families, and to set in place procedures that are designed to safeguard the anaphylactic student as much as possible.
- The School will provide an allergen-free area within the home classroom of the student with the allergy, using a co-operative approach with students and parents.
- Safe eating area procedures will be established, including cleaning and hand-washing procedures.
- Anaphylactic students will be required to eat only food prepared at home or approved for consumption.
- An anaphylactic child will be encouraged to take precautions, such as placing food on a placemat, or napkin rather than in direct contact with a table or desk.
- Education about the allergies hidden in non-food materials will be provided when possible (i.e. play materials, play dough, soap, counting aids, science projects, special seasonal activities).
- An anaphylactic child will be encouraged not to share food, utensils, containers or towels; not to leave food unattended; and not to share musical instruments that go in the mouth.
- School festivals involving food should aim to label products containing allergens wherever possible.

3. Emergency Response Plan Recognition

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.

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

*Hives may be entirely absent, especially in severe or near fatal cases of anaphylaxis.

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 should be encouraged to listen to the child. If he or she complains of any symptoms that could signal the onset of a reaction, staff should not hesitate to implement the emergency response steps. Child complaints may include:

Throat tightness or closing	Difficulty breathing
Difficulty swallowing	Sense of doom
Dizziness	Vomiting
Change of color	Change of voice
Wheezing	

Allergy Aware Timeline

1. Staff P.D - Review Emergency Medical cases and Allergy Aware policy
2. Parent meeting / Class letter will include Allergy Aware policy information.
3. Article in Community Bulletin
4. Class teachers with anaphylactic allergy students will talk to students.
5. Parents of students with anaphylactic allergies may send a personal letter to class families.

Emergency Allergy Response Plan

1) Stay with child, keep them calm

2) Send:

- 2 children to get Epi-pen (if in classroom).
- 2 children to office / staffroom tell children to give allergy student's name and to RUN.

3) Action:

- Epi-pen to be administered
- Pull of grey safety cap.
- Grip with a tight fist and firmly jab / press black tip into outer thigh. Keep pressed against thigh and hold for a count of 10.
- Do not place thumb at end of Epi-pen.
- Listen for "click" and check to see if needle is exposed when pulled out from the thigh. If so, it has worked, continue with Emergency Response Plan. If there is no exposed needle, administer 2nd injector right away.
- Ambulance to be called.
- Parents to be contacted ASAP. Follow Emergency Plan in student's file.

Treat with second dose of epinephrine (Epi-Pen) if necessary in 10 to 15 minutes if an ambulance has not arrived and the symptoms have reappeared.

*Note: Epi-pen needs to be discarded in a needle-proof container to minimize any chance of injury.

SPECIAL NEEDS POLICY

Suncoast Waldorf School is a place where students of varied learning styles can be successful. Because the mode of teaching includes not only oral presentations by the teacher, but hands-on work, artistic rendering of concepts presented through lessons, field exploration, movement and creative dramatics, students who are strong auditory, logical learners can round out their learning skills. Likewise, students who may be visual or kinesthetic learners can experience more school success using intelligences that may be underused.

As is true at all schools, some students at Suncoast Waldorf School have special needs that nevertheless challenge their efforts to experience success in school. Our faculty and staff members do not have the suitable training required in working with students with extensive learning disabilities, and emotional or behavioral disorders. Consequently, Suncoast Waldorf School must ensure that efforts to serve particular students do not impose undue hardships on teachers or detract from other students' opportunities to learn. Further, we want to ensure that we do not create a situation that would interfere with a student's needs being met.

Individual admission and continued enrollment decisions include consideration of the resources available to meet the needs of each student while maintaining the best atmosphere for all students. At the time of admission, parents are required to share any past IEP's and professional evaluations. Continuation of the admissions process is contingent upon receiving this information. We recognized, however, how important it is to look at a student with "fresh eyes," and will personally interview each applicant. If teachers determine a need for further information about a student, parents may be required to have a student evaluated and share the results with Suncoast Waldorf School. If modifications, therapeutic treatments, or academic support are recommended, our faculty and staff determine what accommodations are possible within Suncoast Waldorf School's current resources. In order to succeed, some students require outside support and services, the funding of which is provided by the student's family. If you believe that your son or daughter may need such help, please begin conversations with us during application time.

If the faculty and staff question whether a student's needs can be met at Suncoast Waldorf School, communication with parents is timely and thorough. Teachers consider modifications on an individual basis, as recommended by professional evaluations, in the context of existing resources and limits.

Accommodations that might be considered, within limits, include:

- Preferential seating
- Extended time or alternative location for work
- Teacher or peer notes if available
- Time made available to a student's tutor or therapist to discuss performance
- Modification of assignments or due dates
- Behavior contracts

Suncoast Waldorf School does not provide:

- Individual Education Plans (IEPs)
- Educational or psychological evaluations
- Constant monitoring or one-on-one instruction / attention
- Exemption from major course requirements, including homework and class attendance
- Program modifications that are not compatible with the Suncoast Waldorf School philosophy
- Adaptive testing that avoids course requirements or skills taught in class
- Adaptive aids such as laptop computers or amplification devices
- Interpreters
- Specialized services such as occupational or physical therapy, remedial programs and nursing care.

It is our experience that parents play a crucial role in students' success at Suncoast Waldorf School and this is especially true for students with special needs. Possibilities for student success are greatly enhanced when parents value the philosophy at Suncoast Waldorf School, understand the nature of our curriculum, recognize our strengths and limitations and cooperate to provide information or support services that may be necessary. Regular communication between parents and teachers is critical to the success of students with special needs. We expect that parents of students who require accommodations respond in a timely manner to phone calls, letters, requests for conferences, information, assessments, or outside support services such as counseling and tutorial help.

FIELD TRIP POLICY

Purpose

The purpose of this policy is to provide guidelines for the safety of students, teachers and chaperones on field trips, thereby allowing teachers to maintain control and maximize the learning opportunity. This policy also provides guidelines for acceptable behavior for student and chaperones, to address problems that have already occurred, and prevent new ones from occurring.

Field Trip Requirements

Students in first through fifth grade are provided with an opportunity to attend local field trips throughout the year. Any field trip must be planned, with notification given to the office and to the parents. The *Field Trip Notification Form* must include detailed dates and activities, accommodations, chaperones, cell numbers, names of drivers. It will be submitted to administration and approved by the Administrator and Faculty Chair. Kindergarten children may go on limited excursions on campus, or properties adjacent to our campus where main streets are not crossed.

Field Trip Fees and Permissions

All field trip permission and fees are due on designated date prior to the field trip as specified in the permission slip. In the event a student has not, by the designated date, remitted payment for fees and permission associated with a field trip, the student will not be allowed to attend the field trip. The student will remain at the school and appropriate school work or activities will be assigned.

Transportation

Transportation for trips will be provided as stated on permission slip. Parent drivers of private vehicles, commercial buses/vans or rented vans are the preferred option for transportation. If according to Florida law a child requires a car seat to travel in a car, it is the parent's responsibility to provide a car seat for the child during the fieldtrip. SWS reserves the right not to take a child if it is determined that the child requires a car seat and one was not provided for them. Kindergarten children may not be transported in vehicles other than those of their parent/guardian.

PARENT DRIVERS/CHAPERONES

Requests for parent field trip drivers and chaperones will be made by the teacher. The responsibility of driving a group of students include the requirements that all drivers must follow the SWS guidelines and expectations for parent drivers. If a parent fails to follow these guidelines, they may be prohibited from driving in the future. A *Parent Transportation Form* must be signed and submitted to the school office, as well as a copy of a valid Driver's License and current proof of insurance.

Parents may indicate their willingness to drive/chaperone and will be notified by the teacher if they have been selected. The teacher will submit a list of drivers to the office in advance so that the office can verify that proper documentation is on file. Parents not selected to chaperone or drive may not attend the field trip with their child unless they have requested in advance, and received, written permission from the teacher to attend. Suncoast Waldorf School reserves the right to deny any parent permission to drive for and/or attend any trip, at any time, for any reason.

Each teacher, or their designee, will organize the transportation and determine:

- Which students each parent driver will chaperone;
- Departure time;
- Route that will be taken;
- Where to assemble upon arrival;
- Where to assemble before departure from field trip site;
- What to do if a group returns to school before the teacher.

Parent drivers will be provided with a folder containing the following information:

- A map and contact information for the destination;
- Emergency contact names and phone numbers, including the teacher's number;
- Health forms, allergy and medical emergency information.

Parent Chaperone Guidelines

Each chaperone is responsible for abiding by the following guidelines:

Siblings may not attend any field trip, unless enrolled in the class;

- Do not talk on a cell phone for an extended conversation anytime the chaperone is responsible for students on the trip, except as required for student health, safety, welfare, or to get the students to and from the destination.
- Do not provide any snacks to student, unless permission has been granted in advance by the teacher.
- Know where the students assigned to your group are at all times.

- Do not give permission to students to do anything that contradicts the written or spoken instructions of the teacher or administrator in charge. The teacher is ultimately responsible for the discipline and control of the group. Chaperones are under the direction of the teacher.

Exceptions

In the event that a parent is not selected to drive on a field trip and is not comfortable allowing their student to ride with someone else, that parent may choose to drive the student to and from the field trip. The parent needs to alert the teacher as soon as possible so that all of the pertinent information can be copied and made available. The parent must deliver and pick up their child at a designated location and time. If the parent is late for pick-up, the child will be returned to school with another driver.

Student Expectations

Students are expected to display respect for others, self-restraint, and good manners on all field trips just as they are in the classroom. Behavior that violates SWS rules or jeopardizes the safety of others will be documented and filed at the school; consequences will be determined per the Student Discipline Policy. Disrespectful, insubordinate, or unsafe behavior on a field trip is unacceptable and may result in exclusion from activities. In extreme cases, parents will be contacted and asked to arrange for their child to be picked up immediately.

Student Attendance

Suncoast Waldorf School field trips are planned to enhance learning and to provide opportunities and experiences that enhance the Waldorf curriculum. Students not attending the field trips must attend school for the day where they will be given classwork assigned by their teachers and will be supervised by another classroom.

Overnight Field Trips

As part of the Waldorf curriculum, students in grades 3-5 are offered the opportunity to attend overnight field trips. Generally, extended overnight field trips require extensive parent/class fundraising. Standard Rite of Passage trips are highlighted below, but classes may have additional trips throughout the years.

Third Grade Farm Trip

The class will typically spend a school week on a working farm choosing chaperones from outside of the class parent body. Parents may be asked to drive students to and from the farm, or to attend daily field trips away from the farm, but will not participate or stay overnight.

Fifth Grade Pentathlon

A three-day event hosted by a southeastern region Waldorf school. Parents may be asked to drive and/or chaperone, but will not be placed in their child's cabin. The students compete in the Pentathlon not as schools but will be organized into Greek city-states. A minimal number of chaperones are required by the host school, but parents are encouraged to attend as spectators, securing their own accommodations, meals and/or transportation.

SCHOLARSHIP POLICY

EXTERNAL SCHOLARSHIP RECIPIENTS (STEP UP, AAA, MCKAY, PLSA)

Tuition Agreement

Your tuition agreement must be signed before the calculation of any scholarships or assistance. As you complete the re-enrollment packet on RenWeb, you will pay your non-refundable deposit and indicate that you are applying for Tuition Assistance. You will then sign your agreement and set up a method of payment. Tuition assistance and scholarships will be added to your agreement as an addendum and a credit. You will have a 15 day grace period after receiving your award to withdraw contract without penalty.

Testing

The State of Florida requires that an approved standardized test be administered to each child receiving a Florida Tax Credit Scholarship or Personal Learning Scholarship beginning in 3rd grade and each year thereafter. The test will be administered late in the spring. Results will be available in the office during the summer, if requested.

Attendance

Students may not be absent more than 18 days during a school year. Failure to be present for 90% of the school year will result in the loss of the scholarship. If you plan to withdraw during the school year, please notify the school at least two weeks prior to withdrawal so your scholarship can be transferred. All monies owed to the school must be settled before transferring a scholarship. Please review Suncoast Waldorf School Withdrawal and Refund Policy.

Scholarship Payments

Parental tuition payments are necessary when an eligible private school's tuition and fees total more than the scholarship. The household is responsible for the additional charges that exceed the awarded scholarship. A provisional credit will appear on your FACTS account after the tuition agreement has been finalized. If the actual scholarship checks are not signed for deposit within 7 school days of notification, the provisional credit will be removed from the account creating a balance due. It is the responsibility of the parent/guardian to ensure that the external scholarship payment is endorsed for credit before the due date.

You will be notified via email when the payment checks arrive at the school. If, within **5 days**, the check has not been endorsed by the household, a second contact will be made, by phone or in person, **after 7 school days the check must be returned to the issuer.**

TUITION REFUND POLICY

For applicants who cancel enrollment or students who withdraw from enrollment, a fair and equitable settlement will apply. The Suncoast Waldorf School Tuition Refund Policy applies to all terminations for any reason, by either party, including family decision, course or program cancellation, or school closure.

Any monies due the applicant shall be refunded within 45 days of official cancellation or withdrawal.

Types of Recognized Cancellations & Withdrawals

1. An applicant’s conditional acceptance is not approved by the school after the first 90 days of attendance. The applicant shall be entitled to a refund of all monies paid, except for the application fee, deposit, and fees incurred by FACTS.
2. The legal guardian of the student cancels enrollment in writing within 15 business days of signing the Tuition Agreement. In this case all tuition collected by the school shall be refunded. Application fee and fees incurred by FACTS will not be refunded.
3. The legal guardian of the student cancels enrollment after 15 business days of signing the Tuition Agreement but prior to August 1. In these cases, all monies paid to the school will be refunded except for the application fee, the deposit, fees incurred by FACTS, and a \$150 penalty for not cancelling within the 15 allotted days.
4. Families who are applying for Tuition Assistance have 15 days after receiving their award to withdraw their Tuition Agreement with no penalty. All monies will be refunded except for the application and FACTS fees.
5. If a student on approved leave of absence notifies the school that he/she will not be returning, the date of withdrawal shall be earlier of the date of expiration of the leave of absence or the date the student notifies Suncoast Waldorf School that the student will not be returning.
6. When a student is dismissed by the school or does not attend for more than 30 days (Unofficial withdrawals will be determined by Suncoast Waldorf School by monitoring attendance at least every 30 days.), refunds are given only if the family schedules an exit interview with the School.

Refund Schedule

For students who are enrolled as of August 1 and withdraw prior to course completion the following schedule of tuition earned by the school applies. All withdrawals during this time will incur a \$150 withdrawal fee in addition to the total tuition still owed to the school.

All refunds will be students last date of due to a student who refunded within 45 days student has withdrawn, unofficially. Monies to be paid within the determined in the exit

In the case of disabling the student’s immediate documented mitigating reasonable and fair made.

Date of Withdrawal	Total Tuition Owed to School
Before September 18	30%
Sept 19—Oct 8.	45%
Oct 9—Oct 31	60%
Nov 1—Dec 1	75%
Dec 2—end of school	100%

calculated based on the attendance. Any monies withdraws shall be of a determination that a whether officially or owed to the school are amount of time interview.

illness or injury, death in family or other circumstances, a refund settlement will be

How to Initiate your Cancellation or Withdrawal

The legal guardian of the student must notify Suncoast Waldorf School of withdrawal in writing. In official cancellations or withdrawals, the cancellation date will be determined by the postmark on the written notification, or the date said notification is delivered to the school administrator in person. We will contact you immediately upon receiving your withdrawal letter. If we do not contact you within 5 business days of sending your letter, please contact us directly as we may not have received your letter.

The Suncoast Waldorf School administration will request an exit interview in which the settlement will take place. Failure to attend the exit interview could result in not receiving a settlement and being responsible for the 100% of remaining tuition.

COMMON SEXUAL BEHAVIORS IN CHILDHOOD

From NCTSN (The National Child Traumatic Stress Network)

Preschool children (less than 4 years)

Exploring and touching private parts, in public and in private ■ Rubbing private parts (with hand or against objects) ■ Showing private parts to others ■ Trying to touch mother's or other women's breasts ■ Removing clothes and wanting to be naked ■ Attempting to see other people when they are naked or undressing (such as in the bathroom) ■ Asking questions about their own—and others'—bodies and bodily functions ■ Talking to children their own age about bodily functions such as "poop" and "pee"

Young Children (approximately 4-6 years)

Purposefully touching own private parts, occasionally in the presence of others ■ Attempting to see other people when they are naked or undressing ■ Mimicking dating behavior (such as kissing, or holding hands) ■ Talking about private parts and using "naughty" words, even when they don't understand the meaning ■ Exploring private parts with children their own age (such as "playing doctor", "I'll show you mine if you show me yours," etc.)

School-Aged Children (approximately 7-12 years)

Purposefully touching private parts (masturbation), usually in private ■ Playing games with children their own age that involve sexual behavior (such as "truth or dare", "playing family," or "boyfriend/girlfriend") ■ Attempting to see other people naked or undressing ■ Looking at pictures of naked or partially naked people ■ Viewing/listening to sexual content in media (television, movies, games, the Internet, music, etc.) ■ Wanting more privacy (for example, not wanting to undress in front of other people) and being reluctant to talk to adults about sexual issues ■ Beginnings of sexual attraction to/interest in peers

Although parents often become concerned when a child shows sexual behavior, such as touching another child's private parts, these behaviors are not uncommon in developing children. Most sexual play is an expression of children's natural curiosity and should not be a cause for concern or alarm. In general, "typical" childhood sexual play and exploration:

- Occurs between children who play together regularly and know each other well
- Occurs between children of the same general age and size
- Is spontaneous and unplanned
- Is infrequent
- Is voluntary (children agreed to the behavior, none of the involved children seem uncomfortable or upset)
- Is easily diverted when parents tell children to stop and explain privacy rules

Some childhood sexual behaviors indicate more than harmless curiosity, and are considered sexual behavior problems. Sexual behavior problems may pose a risk to the safety and well-being of the child and other children. (For more on this topic, see the National Child Traumatic Stress Network's website www.NCTSN.org)

Sexual behavior problems include any act that:

- Is clearly beyond the child's developmental stage (for example, a three-year-old attempting to kiss an adult's genitals)
- Involves threats, force, or aggression
- Involves children of widely different ages or abilities (such as a 12-year-old "playing doctor" with a four-year-old)
- Provokes strong emotional reactions in the child—such as anger or anxiety

Responding to Sexual Behaviors

If you encounter a situation where the children are a little embarrassed but otherwise not distressed, this can present an ideal opportunity for teaching the children about healthy boundaries and rules about sexual behavior.

The first step is to try to figure out what actually happened. To do this, it's important to stay calm. Staying calm will allow you to make clear decisions about what you say and/or do, rather than acting on strong emotions. To remain composed, try taking a long, deep breath, counting to ten, or even closing the door and stepping away for a couple of minutes before saying anything. After taking a few moments to collect his or her thoughts—and to consult with a spouse or partner if feeling very unsettled—the parent could then talk to each child one-on-one.

When talking to children about sexual behaviors, it's important to maintain a calm and even tone of voice and to ask open-ended questions as much as possible, so the children can tell what happened in their own words, rather than just answering yes or no.

A parent might ask each child:

What were you doing? ■ How did you get the idea? ■ How did you learn about this? ■ How did you feel about doing it?

Although children usually respond well when parents take the time to give them correct information and answer their questions, it is important to provide information that is appropriate to the child's age and developmental level. You will find an overview of some of the most important information and safety messages for children of various ages at *Sexual Development and Behavior in Children: Information for Parents and Caregivers* nctsn.org/nctsn_assets/pdfs/caring/sexualdevelopmentandbehavior.pdf

Keep in mind that you do not need to bombard children with information all at once. Let the situation—and the child's questions—guide the lessons you share. The important thing is to let children know that you are ready to listen and to answer whatever questions they may have.

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A Guide to Child Health — Michaela Gloeckler & Wolfgang Goebel
Beyond the Rainbow Bridge — Barbara Patterson & Pamela Bradley
The Incarnating Child — Joan Salter
Toymaking with Children — Freya Jaffke
You Are Your Child's First Teacher — Rahima Baldwin
The Hurried Child: Growing Up Too Fast Too Soon — David Elkind
Simplicity Parenting — Kim John Payne
Heaven on Earth: A Handbook for Parents of Young Children — Sharifa Oppenheimer

WALDORF EDUCATION & PARENTING

An Introduction to Waldorf Education — Henry Barnes
Understanding Waldorf- Education from the Inside Out — Jack Petrash
Rudolf Steiner: His Life and Work — Gilbert Childs
Waldorf Education: A Family Guide – Fenner/Rivers
School as a Journey – Torin Finser
Rhythms of Learning: What Waldorf Education Offers Children,
Parents & Teachers – Roberto Trostli

WORKS BY RUDOLF STEINER

Kingdom of Childhood

Practical Advice to Teachers

Rudolf Steiner in the Waldorf School Anthology

The Education of the Child

WEBSITES

suncoastwaldorf.org
waldorfeducation.org
waldorflibrary.org
bobnancy.com

2018-2019 SCHOOL DIRECTORY (as of 8/24/2018 enrollment)

As enrollment changes throughout the year, the most current Directory can be found in RenWeb/ParentsWeb.
If you have changes, please update your account as necessary.

FACULTY

Fiddlehead

Ashley Bodley , Sept 22	ashelybodley@suncoastwaldorf.org	415-269-7068
Christa Mutschler , Sept 9	christamutschler@suncoastwaldorf.org	727-600-7787

Morning Glory

Angela Neff , May 5	angelaneff@suncoastwaldorf.org	727-415-8405
Mei Tschang , Sept 17	meitschang@suncoastwaldorf.org	727-638-5898

Periwinkle

Kendall Potts , Jan 30	kendallpotts@suncoastwaldorf.org	727-204-6795
Michelle Stolz , Aug 17	michellestolz@suncoastwaldorf.org	727-244-6208

Sunflower

Anita Rodriguez , May 10	anitarodriguez@suncoastwaldorf.org	954-330-4527
Heather Forsythe , Apr 12	heatherforsythe@suncoastwaldorf.org	727-459-5117

<u>Grade 1 -Liesil Stein</u> , July 28	liesilstein@suncoastwaldorf.org	610-209-2522
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<u>Grade 2- Wendy Barnes</u> , Mar 22	wendybarnes@suncoastwaldorf.org	727-339-9475
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<u>Grade 3- Susan Brown</u> , July 5	susanbrown@suncoastwaldorf.org	773-339-7109
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<u>Grade 4- Maria Case</u> , Jan 31	mariacase@suncoastwaldorf.org	224-240-8104
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<u>Grade 5- Liudmila Self</u> - Oct 10	liudmilaed@gmail.com	727-238-0172
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Educational Support

Jen Stubbs - Jan 7	jenstubbs@suncoastwaldorf.org	727-808-3688
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Parent Child/Music

Connie Manson , Nov 11	conniemanson@suncoastwaldorf.org	941-320-3065
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Spanish/Games

Jess Lopez , Apr 13	jesslopez@suncoastwaldorf.org	787-662-2761
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Eurythmy/Handwork

Andrea Marti , Sept 12	andreamarti@suncoastwaldorf.org	949-307-2732
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German

Daniela Colic , Sept 20	danielacolic@suncoastwaldorf.org	813-300-3913
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Aftercare

Sue Butter , Feb 24	suebutter@suncoastwaldorf.org	218-370-9565
Kate Capra , May17	katecapra@suncoastwaldorf.org	727-542-7031