

Family Handbook



3250 Baxter Road
Anchorage, AK 99504
Phone: 907-333-9062
Fax: 907-338-9362
www.waldorfak.org

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How To Use This Handbook

The Anchorage Waldorf School (AWS) Family Handbook is intended to be used as a guide and reference for families with children enrolled at Anchorage Waldorf School. The handbook contains a summary of school policies and procedures, as well as a wealth of information about AWS traditions and the many events that take place throughout the year. We hope this handbook helps us work together to build the best school and the best community possible. Thank you for joining us on this journey!

About Anchorage Waldorf School

Mission

The mission of The Anchorage Waldorf School is to spark and nurture the highest potential in humanity.

Core Values

Childhood: Childhood is the foundation of a healthy, productive life. We honor, protect, and nurture the physical, emotional, intellectual and spiritual being of the developing child.

Existence of spirit: We acknowledge the existence of spirit and respect all paths to understanding.

Imagination and creativity: We believe that imagination and creativity are fundamental. Fine and practical arts, music, and movement are integral to our program.

Community and social responsibility: We value an atmosphere of social renewal and stewardship in which individuals flourish and can contribute to the greater good of all.

Independence: We value the freedom to educate according to the needs of each child so she or he may become a free, independent thinker.

Our Social Mission

The social mission of The Anchorage Waldorf School is to promote the evolution of human consciousness through our actions, from the everyday to the large scale. We promote the right of everyone to freely develop his and her capacities to become the best human being possible. Throughout our school, we emphasize serving others, honoring our connection to the earth, and promoting peace. Based on these values, our school strives to make Waldorf education accessible to all children regardless of economic circumstances, and celebrates the gifts that a diverse community brings to us. We believe that all human beings should be treated with equal dignity and respect, with brotherhood being a principal value at our school. In all of these ways, we strive to be a model of how the larger world could be.

Our 20-Year Vision

Anchorage Waldorf School will be a thriving learning community changing the world through the depth and vision of our approach to education.

- Our Early Childhood through Grade 12 programs reflect and inspire creativity, artistry, and social responsibility.
- We are fully enrolled, financially strong, and growing.
- Our distinctive campus and architecturally inspiring facilities are well-crafted, well tended and reflect care for the earth.
- Our agreements and processes are clear and trusted.
- We are a diverse multi-generational community staying connected with those who have participated in our journey.
- We host children and adults from around the world to share the magnificence of Alaska, through conferences, workshops, training, and educational exchanges.
- We are a respected leading voice in Alaska's educational community.

The School Day

School Hours and Holidays

The school calendar is available for download from our website or in hard copy at the front desk. Please refer to the calendar for start and end dates for the school year as well as school holidays, parent-teacher conferences, and community festivals.

Class hours:

- 8:30 am - 12:30 pm for 3-day-per-week "full day" Kindergarten
- 8:30 am - 12:30 pm for 5-day-per-week "full day" Kindergarten
- 8:30 am - 2:15 pm for 5-day-per-week "extended-day" Kindergarten
- 8:30 am - 2:15 pm for Grade One
- 8:30 am - 3:00 pm for all other Grades

Preparation for the School Day

A great start to the school day is a good night's sleep and a warm, protein-rich breakfast. This allows the children to feel physically ready to settle in the classroom and to fully participate in their class work.

Waldorf education seeks to fully develop the capacities of the child, yet only a part of this development happens during waking hours. Ample sleep is essential because what a child is given at school needs to be developed through sleep. Most children need at least 9-10 hours of sleep per night. What they take with them into their sleep is of great importance—a rich story, a soothing song. Remember, a child's sleep is sacred, as is their awakening to a new day of life and learning. Please observe that Sunday is a school night and that children require adequate sleep in preparation for school on Monday.

The mood and pace of a child's morning at home set the tone for their day at school. We encourage families to create a gentle, unhurried rhythm—allowing time for dressing, breakfast, and goodbyes to unfold with ease. A calm journey to school, free from rushing, helps your child arrive grounded and ready to meet the day's experiences with joy and focus.

Morning Arrival

We ask all our families to commit to having their children arrive on time for school. Specifically, Early Childhood students should be arriving by 8:30 am for an 8:45 am beginning, and Grades students by 8:15 am for an 8:30 am beginning. Kindergarten and Grades teachers meet for morning verse from 8:00-8:15am. The Grade students are not allowed in the classroom before 8:15 am unless prior arrangements have been made with the Class Teacher.

Parking Lot Etiquette

We all converge on our small parking lot at the same times each day, so please follow these guidelines to help make this time efficient and safe for all:

- Please arrive via the 3250 Baxter Road entrance. Please park in the nearest available parking spot (backing into your spot if possible). If you are simply dropping-off your child, please continue west from Baxter Road all the way through the parking lot to the cabins, and then bear right and take the driveway/alley which runs east and exits onto Baxter Road. This allows for a more efficient one-way, "drive-through" drop-off.
- Watch carefully for pedestrians crossing the parking lot.
- Honor the space allocated for disabled parking and do not use this if you are not eligible.
- Please do not leave your car idling while dropping off and picking up your child. Delays happen, and those emissions are unhealthy for our children as well as for adults.
- Please refrain from using cell phones on campus, and especially while driving through our parking lot.
- For safety and licensing compliance, the west side of the parking lot will be closed to traffic between **8:45 a.m. and 3:00 p.m.** During these hours, all vehicles must enter and exit through **Baxter Rd.** Please **do not move the sawhorses** or other barriers at any time.

The Importance of Being on Time

As you will notice, there is a gap between drop-off time and when classes begin. This time is essential to allow students to settle into the classroom environment by greeting friends and putting their things away before entering the classroom each morning to take their seat. The start time for a class is the time that the classroom door is closed and children and their teachers begin work. Occasional tardiness is understandable, but frequent tardiness often causes the child to begin their day at a disadvantage and in a hurried state. It is also disruptive to the teacher and the rest of the class. We truly appreciate your effort to be on time throughout the year. If a student is tardy or absent more than fifteen (15) times this will prompt an absence letter. A plan for improvement will need to be developed in cooperation with your child's teacher. If this plan for improvement or conference fails to significantly reduce tardiness or absences then a follow up meeting will be scheduled where we discuss our ability to serve your child appropriately.

Late Arrivals and Absences

Please text your teacher by 8:00 am if you know your child will be late or absent from school on any given day. Leave a message stating the reason for the absence so that the information can be relayed to the Class Teacher. If your child will be absent long-term for a trip or medical visit, please talk with your teacher beforehand to alert them to the extended absence.

Dismissal

At the end of the day, children perform their assigned chores before coming together in closing. Because this time is an important transition for the students, we ask that parents wait outside the classroom until the teacher has dismissed the class for the day. The teachers will have the children ready to be picked up at 12:30 pm or 2:15 pm for Kindergarten, by 3:00 pm for Grades 2 and above. Children will be held in their rooms or outside with their teacher, for up to ten minutes, until a parent or other authorized guardian has come to receive them. Children that have not been picked up by this grace period will automatically transition to our Golden Cottage Program and families will be billed the hourly drop-in rate (see Late Pick-up from School).

Pick-up

We release children to their parents/authorized guardians only, unless we have received other directions prior to dismissal. We ask that parents make transportation arrangements for their child in advance of the school day and communicate any unusual or one-time arrangements to both the school and the child. Please make sure you update your child's Emergency Card with a list of the people to whom you will allow your child to be released. Any individual picking up a child who is not the parent or legal guardian must present photo identification to the Class Teacher before the child will be released.

Please call the school AND text your Class Teacher at least 15 minutes prior to your child's release if urgent changes need to be made in pick-up or carpool arrangements. Please do not make last minute arrangements for your child to be picked up by a person unknown to the teacher without also informing the teacher of the change.

Late Pick-up from School

Full-day Kindergarten students who have not been picked up by 2:15 pm will transition into the Golden Cottage Aftercare Program (GCP) outside in the Kindergarten play yard. Grades students who have not been picked up by a parent or other authorized person by 3:10 pm will be walked over to the Golden Cottage Aftercare Program by their teacher. The child will be signed in to GCP and the family will be billed for the time they spend in GCP that day at the drop-in rate. The drop-in rate is \$15.50 per hour, with charges applied for the full hour for any portion of time used.

Snow Days

During severe weather (extremely cold temperatures, high winds, heavy snow, glare ice, flooding, etc.), and at times involving other dangerous or unusual circumstances, The Anchorage Waldorf School will follow the lead of the Anchorage School District (ASD) in determining whether school will be open or closed for the first day of adverse conditions. Following on from the first day, the Anchorage Waldorf School will privately assess faculty and student access/safety to make an opening decision on a day by day basis. When possible, the decision to close will be made by 6:00 am on the day affected. Families will be notified of any school closures or delays by the Class Teacher and via Announcement on the school WhatsApp group. For information about ASD closures, check the ASD website, or listen to KFQD 750 AM or KSKA 91.1 FM for announcements. On occasion we have experienced years where more than five (5) snow days have had to be called. When more than five (5) snow days are called prior to March we will consider adding an additional instructional day to our calendar and extend any remaining assembly half days to full days.

Cold Days and Wind Chill

Children will be kept indoors during days on which the outside temperature, adjusted for wind chill, is less than -15 F. For example, on a day when the actual temperature is -10 F, and the wind speed is 10 mph, the resulting wind chill of -20 F would call for indoor play. If the wind were to drop to 5 miles per hour, the resulting wind chill of -15 would be considered acceptable for outdoor play. Class Teachers will exercise their best judgment in determining when class time should be spent outside during cold temperatures.

Please provide sufficient clothing to keep your child warm during cold weather. We advise parents to dress children in layers, and to provide a base layer of wool clothing that wicks moisture but retains warmth when damp from perspiration. Woollen socks are also important inside winter boots to keep toes warm and dry.

Classroom Visits and Parent Meetings

Our expectation is that parents will attend parent meetings as scheduled by the Class Teacher. During these meetings, parents will have the opportunity to discuss classroom structure, rhythm, curriculum, social issues, and other topics. While the forming of the class happens during the school day, it is just as important that a parent body be formed during the parent meetings. We also encourage parents to attend the many events throughout the school year that provide opportunities for personal enrichment and community building.

- Kindergarten: A very important aspect of a Waldorf kindergarten is the mood set by the teacher for the children. We therefore try to keep the disruptions to a minimum. There are many places parents can be involved outside the morning rhythm. Please ask the teacher for more information.
- Grades: The mood set by the teacher is also important in the Grades; however, visitors are more easily accommodated into the flow of the day. If you wish to visit a class, please contact the teacher to arrange a date and time.

Golden Cottage Program

This program is for children ages four and up who are enrolled at AWS. Our goal is to provide children with a peaceful, happy, temporary home before and after normal school hours. As with any Waldorf-related program, there is a natural rhythm that includes rest time, a nutritious snack, outdoor time, artistic activities, games, and play.

Hours of Operation

Childcare services are available on normal school days after school 2:15 pm - 5:30 pm. Services are not available on assembly days, when school ends at 1:15 pm. Prior to Winter Spiral and Lantern Walk there are no services due to preparation needs. Families will be notified well in advance if there are any changes to this schedule.

Rates

Please see our Golden Cottage Handbook for monthly contract and drop in aftercare rates. Sign-in and sign-out times are rounded to the nearest half hour. Ask the Golden Cottage childcare provider or the administration for a monthly contract if you plan to use aftercare regularly.

End-of-Care Release

Children will only be released to parent(s) or guardian(s) with custody rights, adults listed on their emergency medical cards, or to individuals who have been specified ahead of time by their parent(s) or guardian(s). These authorized persons are required to sign the child out of aftercare by signing their name and specifying the pickup time, in the Golden Cottage binder, before the child will be released.

Late Pick-up from Aftercare

If the child has not been picked up by 5:30 pm, the parent(s) or guardian(s) will be contacted by phone to confirm pick-up. A \$15 charge will be added for each 15 minutes that the child remains at AWS after 5:30 pm.

Seedling Class (Ages 19 Months – 3 Years)

We are delighted to introduce our Seedling Class for the 2025-2026 school year, a warm and nurturing full-time childcare program designed especially for our youngest students, ages 19 months through 3 years. This program provides a gentle and loving introduction to school life while honoring the principles of Waldorf early childhood education.

Hours of Operation

The Seedling Class offers a full-day, year-round childcare option that blends the security of consistent care with the beauty and rhythm of a Waldorf environment. Each day follows a predictable flow, balancing active play, quiet moments, nourishing meals, and outdoor time in all seasons.

This program operates from **7:30 a.m. to 5:30 p.m.**, Monday through Friday, and follows the school calendar for all closures.

Rates

Please refer to our Golden Cottage Handbook for details regarding the monthly contract. This program is offered **full-time only**; we are unable to accommodate part-time schedules or drop-in care. All enrolled children will be billed the full monthly tuition regardless of attendance.

End-of-Care Release

Children will only be released to parent(s) or guardian(s) with custody rights, adults listed on their emergency medical cards, or to individuals who have been specified ahead of time by their parent(s) or guardian(s). These authorized persons are required to sign the child out of the Seedlings by signing their name and specifying the pickup time, on the sign in and out sheet, before the child will be released.

Childcare for Other Events

During Fall and Spring Parent-Teacher Conferences, childcare will be available for the duration of each child's conference on the first day of conferences, provided that the conference occurs between 8:00 am and 5:30 pm on the designated conference day. Please sign up in advance with your teacher, or talk with the administrative assistant, if you require childcare. Childcare is only provided for your scheduled conference time.

Childcare is also sometimes available for community enrichment events and other community events if requested in advance. During these events, we ask that families contribute \$10 - \$20 to help pay our childcare providers for this service.

What to Bring to Class

Meals and Snacks

In the Early Childhood program, children help their teacher prepare a nutritious morning snack. Children who stay after school in the Golden Cottage program are also provided with a mid-afternoon snack. Extended day Early Childhood and Grades students are required to bring their own healthy snack and lunch, preferably protein rich. We encourage parents to pack snacks and lunches with nutritious foods that will provide the energy that growing children need throughout the school day, and recommend the use of thermoses for prepared warm meals. We also encourage parents to reduce their children's consumption of pre-packaged foods, and ask that no candy, gum, or carbonated drinks be brought to school at any time.

If your child would like to bring in a treat to share with their classmates on their birthday, please talk with the teacher beforehand so that you can ensure that the treat will be appropriate for classmates with food allergies.

Clothing

When helping your child dress for school, please keep in mind that our students engage in a variety of activities throughout the school day, from art and science projects to gardening, cooking, games, and sports. Each day, students should have:

- Outdoor clothing appropriate for the weather that will keep them warm and dry.

- Sturdy, flat-soled outdoor shoes to accommodate outdoor exploration and movement classes. Flip-flops, open-toed shoes, and clogs are not appropriate outdoor footwear.
- A pair of indoor shoes to be worn in their classrooms.
- An extra change of clothes to be kept in their cubby.
- In winter: snow pants, jackets, winter boots, hats, scarf/balaclava, and gloves. Young children without the necessary outerwear will be kept inside at recess; children showing signs of frostbite will be sent inside to warm up.

Please label ALL clothing and belongings.

Class Supplies

Tuition for each child includes a supplies fee, which covers the majority of the cost of materials and equipment required for all classes. Occasionally, students are asked to bring a specific item to supplement class materials for a special project. The class supplies budget does not always adequately cover all expected field trip costs in the Grades. Families are sometimes asked to contribute to these extracurricular costs on a case by case basis. Fundraising for the 7/8th and 8th grade trips is also expected. Please inform your teacher if this places any hardship on your family.

Each child is issued a pentatonic flute in Grade 1, for use in Grades 1 and 2. Each child in Grade 3 is issued a recorder. Each child Grade 4 and up is requested to supply their own stringed instrument for Orchestra class, although the school does have a limited number of instruments available for rental. Please talk with the Orchestra teacher to check availability and fill out an instrument rental contract. Current rates are \$15/month for violin or viola and \$30/month for cello or bass. These rates are subject to change at any time, but families will be notified of the change as soon as possible. Those needing to replace lost or damaged instruments will be billed for the replacement.

Forgotten Items

Occasionally students forget to bring lunch, musical instruments, outdoor clothing, or other necessary gear to school. You are welcome to drop off forgotten items any time during the school day at the front desk or at the class directly. We will make sure your child gets the forgotten item at a time when the class will not be interrupted.

Lost and Found

The Lost and Found is located on the coat hooks outside the downstairs bathrooms. We work to return lost articles whenever possible, which is much easier when the item has been labeled with the owner's name. Stop by the front desk to borrow a permanent marker if you need to label your child's clothing items. Any items in the Lost and Found that have gone unclaimed for a significant period will be added to the collection of extra gloves and hats outside the Kindergarten classrooms (for communal use), or donated to a local thrift store.

Dress Code

We strive for beauty in every aspect of life and ask that children dress neatly, cleanly, and tastefully, avoiding clothing with images, writing, or distracting fashions. Clothing should be appropriate for the weather and the day's activities. Please provide a special pair of indoor shoes for classroom use—check with your child's teacher for any specific guidelines. Our goal is to foster a respectful and inclusive environment free from distractions or trends that may single out or exclude children. We appreciate your support in selecting attire that promotes comfort, focus, and a sense of community.

AWS Dress Code:

- Choose clothing that is clean, hemmed, and free from rips and tears. No cut-offs, torn clothing, or clothing with frayed edges are permitted.
- Clothing may be solid colored, plaid, floral, patterned, etc..
- Clothing should be suitable for both classroom and outdoor play, and activities including games and gardening classes.
- Any designs on clothing should be non-distracting and non-commercial. This means no pictures, writing, advertisements, or licensed images. Small logos, which may be covered by two fingers, do not provide undue distraction, and may be worn, but please be mindful of this aspect of commercialism.
- Shorts, dresses, and skirts must be no shorter than three (3) inches above the knee, with no slits above that point.
- Hair should be combed, clean, neat, out of the eyes, and non-distracting. A teacher may request that a child's hair be pulled-back. Bleached, dyed, or otherwise colored hair is discouraged in the Grades.
- Clothing must be worn right side out. No exposed midriffs, cleavage, or visible undergarments. Tank tops must have a shoulder strap width of two inches.
- Hats may not be worn in the buildings.
- All clothing must fit appropriately. No overly baggy clothes, or sagging clothes, are permitted.
- Piercings must be limited to the ears only.
- Shoes must be worn at all times while on campus and must be functional for school activities. Closed-toe shoes are required in handwork and woodwork classes. Changing into appropriate footwear is not an allowable reason for tardiness. Shoes with wheels, shoes that light up or make sounds, high heels, platform shoes, and open-backed sandals are not allowed. Indoor slip-on shoes may be permitted at the teacher's discretion.
- The following items are distracting and are not allowed: athletic uniforms, military fatigues, chains (with the exception of fine jewelry), and watches that beep in class.
- Cosmetics, noticeable nail polish, and dangling earrings are not allowed.
- Jewelry should be kept to a minimum. It may be worn, but if it creates a distraction, the teacher may ask a student not to wear it again.
- Temporary tattoos, stickers, and writing on oneself are not allowed.
- Notebooks, lunch boxes, backpacks, hats, and other items must be free of sports teams, licensed, frightening, media-related, or other inappropriate themes.

Grades 6-8 Dress Code Addendum

As individual expression comes more to the fore, older students' appearance clearly impacts how they and their classmates feel. Students are expected to be dressed and groomed appropriately for school. Any style of grooming which presents a safety or health hazard, or which fosters disruption within our educational setting, is prohibited. Excessive ornamentation, such as multiple chains, bracelets, rings, etc., shall not be permitted. Students and parents are asked to use their good judgment in selecting school attire.

Hair and Make-up:

- Sixth graders may not wear makeup, including noticeable nail polish.
- For seventh and eighth graders, very moderate use of cosmetics, nail polish, and dangling earrings are permitted.

Clothing:

- Underwear, which includes bra straps and boxers, must not be visible. This includes layered clothing - if a top worn under a layer exposes more, the outer layer may not be taken off during the school day.
- Strap width on all tops may not be narrower than 2 inches.
- We encourage that tights, leggings, and yoga pants be worn under skirts and dresses.

We appreciate the parents' support in minimizing distractions and making focused learning a priority. However, it is up to the discretion of the faculty and staff as to whether students are in compliance with the dress code.

If a student violates the dress code, a teacher or staff member may take the following actions:

- Speak to the student individually;
- Require the student to exchange the item of clothing which is in violation of the dress code for an appropriate item;
- Contact the parents;
- Meet with the student and parents;
- Send a student home; and/or
- Bring extreme situations to the Grades Faculty and/or Faculty Chairs.

Assembly Dress

To cultivate a respectful atmosphere for assemblies, we ask that students' dress on assembly days be somewhat dressier/more formal.

Screen Media and Electronic Devices

The Anchorage Waldorf School curriculum carefully balances academic, artistic, and practical activities to stimulate and develop the imagination. The children take these experiences and images into their sleep life where they mature and progress, so that they may be further developed by the teacher the next day.

Television, video games, and even music on electronic devices can prevent this from happening. We work consciously at every grade level to cultivate the children's natural creativity, to provide conditions that allow them to concentrate on challenging tasks that help them grow, and to lay the basis for a life of intellectual inquiry. We ask parents to minimize or eliminate electronic media so that they don't undercut the very education they are otherwise committed to. We request that screen media not be used by all students from Sunday evening thru Thursday evening.

In the Early Childhood years, we strongly recommend little to no screen media. This protection from the adverse effects of screen time allows more time for social interaction, creativity and problem-solving. Your child's development thrives when given opportunities for inside and outside play. We encourage you to allow your child to join you in the happy care of home environment and exploration of the natural world "first-hand". Your child's abilities and self-sufficiency skills will increase, and they will gain confidence and competence in knowing how to do things and how to make things, as opposed to living in a virtual world.

As students move up in the grades, screen media and electronic devices will become a topic in class meetings. We recognize the pressures of our information-rich society and virtual friends, and we wish to help create support for parents who wish to allow their children to develop to their fullest capacities while in Grade school. Successfully navigating the nuances of social media sites takes greater self-knowledge and self-control than most Grades students possess.

For parents who grew up with media, we are aware that it can be hard to change media habits, and we are available to assist you with suggestions and support. For more information on the effects of television watching, the following books have been helpful:

Reset your Child's Brain, Victoria Dunckley

Why Limit Electronics? Media and Waldorf Education", Maya Muir.

Endangered Minds-Why Children Can't Think, Jane Healy

Failure to Connect: How Computers Affect our Children's Minds-for Better and Worse, Jane M. Healy

Four Arguments for the Elimination of Television, Jerry Mander

The Plug-in Drug, Marie Winn

Unplugging the Plug-in Drug, Marie Winn

What to Do After You Turn Off the TV, Francis Moore Lappe

Who's Bringing Them Up? Martin Large

What Not to Bring

Gum, radios, electronic games, cell phones, iPods, cameras, tablets, laptops, DVD players, and other electronic devices are not allowed on the school premises with students, this includes internet enabled watches. We seek to create a learning environment where human interaction and exploration is held in the highest regard, free from the distraction from electronics or other media. In addition, we ask you not to allow your child to bring their toys to school because of the likelihood that they will cause distraction. Any such items may be held by the teacher until the close of the school day and returned to the student at that time. If an item is brought to school repeatedly, the item may be held until claimed by a parent.

Cell Phones on Campus

Student cell phones are not permitted on campus or at off-campus school activities. Exceptions may be made on an as needed basis. The school phone at the front desk is available to any student who needs to make a call, with prior permission from a teacher. We are happy to take and deliver messages to children from their parents throughout the day. In addition, **we ask that parents silence their cell phones while on campus and only use their cell phones while in their cars in the parking lot.** On overnight field trips there may be an exception made for children if agreed to, a flip phone could be a possibility, or a phone used as a camera. This will be assessed on an as needed basis.

Healthy Children, Healthy School

The Anchorage Waldorf School is committed to providing a safe and healthy environment for all students. This commitment considers several factors: clean facilities, clear communication of state health laws for schools, a healthy balance between the needs and choices of each family and the good of the overall school community, and education and good practice around pertinent health issues for our students.

Faculty and staff receive ongoing training in First Aid and CPR. Each classroom and building is equipped with a First Aid Kit, and the school has a clearly defined Health and Safe School policy for the benefit of your child and the student body.

Emergency Contact and Medical Forms

The Anchorage Waldorf School requires an Emergency Contact form and Consent to Medical Treatment of a Minor form on file for each student. These forms **MUST** be completed and returned to the Executive Director or the Administrative Assistant **BY THE FIRST DAY OF SCHOOL** in the event that an emergency requires immediate transport to a medical facility. Please inform the school immediately of any changes in phone numbers or emergency contacts.

For ALL students, the following medical forms are required:

- **Physical Exam Form.** A physical exam form is current for only one year, so please turn in a new form as soon as your child receives their annual check-up. We also encourage parents to share information

regarding a child's current health, especially if the child may be under undue stress or exposed to an illness. If your child has asthma, allergies, or any other medical issues, please talk with their teacher at the beginning of the year to discuss any special considerations.

- **Current Immunization Record.** Please note that the school population includes a significant number of partially immunized or unimmunized children due to religious and medical exemptions.
- **Emergency Contact Card.** Please make sure this form includes the most current emergency contact information. Contact the administrative assistant if there are any changes to this information.
- **Transportation Release Form.** Required for any off-campus trips: bog walks only for Kindergarten, car transportation by AWS parents for Grades.

For NEW students only:

- **Tuberculosis Risk Assessment Form.** Only for children new to the school. This policy is designed to reduce unnecessary testing for TB if your child does not have positive risk for tuberculosis.

Immunization Exemptions

If for religious or medical reasons your child has not been immunized, or has been only partially immunized, an Alaska Immunizations Requirements for Religious Exemption Form or an Alaska Immunization Requirements Medical Exemption Form must be completed and placed on file at the beginning of each school year. These forms are required by law and are only valid if they have been notarized.

When Your Child is Sick

We support and encourage appropriate convalescence, as well as early wellness intervention. Please do not send your child to school if they are not feeling well, even if it appears to be a mild illness. Children with fever, vomiting, coughs, or other signs of contagious disease should not come to school. If your child exhibits any of these symptoms, we may call you to ask that you take them home. In addition, a child who is not well enough for outside play in the current weather conditions should stay home, as outdoor play is a fundamental part of the school day for students of all ages. If you feel it is necessary to send your sick child to school, please inform the teacher of the nature of the concern.

If you find your child has contracted lice, scabies, pink eye, impetigo, chicken pox, foot and mouth disease, strep throat, or any other infectious disease, do not send your child to school or have them on campus. Please notify the school immediately and seek medical attention. These are extremely communicable diseases and it is essential for parents to keep their children home in these situations. We will adhere to all current guidelines from State and local health departments regarding the duration of exclusion from school for children diagnosed with communicable diseases.

Head Lice

The school may experience occasional cases of head lice each year, and we strive to contain those cases as quickly as possible. Lice are most often transferred when children share brushes, combs, hats, coats, bedding, and other similar items. If you find a nit, please notify your child's teacher and the office immediately so that

the classroom can be thoroughly cleaned and class families can be notified. Please keep your child out of school until nit-free.

After all treatment procedures have been completed, and your child is free of live lice, he or she may return to school.

The time, cost, and energy which this "little" problem can require is often under-estimated until it is experienced. Please help our school community stay lice free.

Injuries at School

A teacher or the administrative assistant will provide First Aid to treat minor injuries. If your child receives more than a minor injury, or is too injured to remain at school, you will be notified. In the event that you cannot be reached, we will contact the emergency numbers you have provided until we reach someone.

In the event of an emergency involving your child, we will call 911 and have the child transported to the Emergency Room at the preferred hospital indicated on your child's Emergency Medical Card. Please carefully read the Consent to Medical Treatment of a Minor form to make sure you agree with its terms.

Medications

The Anchorage Waldorf School will administer medication to students only when a parent or guardian has provided written authorization on the "Authorization to Administer Medication" form, including for commonly used nonprescription products or items from the First Aid Kit.

Over-The-Counter Medications

Over the counter medications, including but not limited to non-aspirin fever reducers, naturopathic remedies, and vitamin and mineral supplements:

- May be provided by the child's parent
- Shall be in the original container with the original manufacturer's label intact (including box if applicable)
- Shall be supplied in a Ziploc bag labeled with the child's name
- Shall be given only at the dose, duration, and method of administration specified on the manufacturer's label
- Requires a physician's written order if given for more than ten consecutive days or at increased dosage

Prescription Medications

Prescription medicines will be:

- Kept in the original container with the original prescription label showing the child's name, name of medication, dosage, dosage intervals, the date filled, the expiration date, instructions, and the prescribing physician's or other medical professional's name; OR
- Kept in medicine sets filled by a pharmacist or licensed medical professional with the child's name, the prescription date filled, the expiration date, instructions, and the physician's or other medical professional's name
- Administered according to label directions unless modified in writing by the medical professional prescribing the medication

Topical Products

Topical products, whether brought by the parent or from a school first aid kit, may be used with prior written parental permission. Use shall not exceed manufacturer's directions.

Allergy Precautions

When a child has allergies, the school will work with the student's family to evaluate what precautions are needed and what response the school will take in order to ensure a safe environment for the student. A list of all reported allergies for all students is distributed to all faculty and staff at the beginning of the school year. Because many of our community gatherings include potluck style feasts, we cannot ensure that all food will be allergen free. Families are responsible for monitoring their child's diet during school gatherings and festivals.

Maintaining a Safe School for All

Drug, Alcohol, and Tobacco-Free School

The use of cigarettes, alcohol, and controlled substances by students or staff on the school campus is strictly forbidden. Alcohol is prohibited at school events and fundraisers when children are present.

Emergency Response Plan

The following plans are in effect at the school.

Fire: In the event of a fire, all occupants will exit the buildings immediately. All classes will exit through the closest door and line up with their teachers on the lawn to the east of the front door of the main building for attendance. Each teacher will carry their classroom emergency folder. The school performs a fire drill once a month to practice evacuation under 2.5 minutes, as stipulated by Anchorage Municipality standards.

Earthquake: In the event of an earthquake, all children will take cover next to a table, a desk, or other piece of heavy furniture, or curl against an inside wall covering their head and neck with their hands and arms. Any

classes that may be outside when shaking starts will sit down in an open area away from the building and power lines and stay there until directed to do otherwise.

Volcanic Eruption: In the event of a volcanic eruption where ashfall is imminent or predicted, children will be released to their guardians/parents as soon as practicable. N95 masks and water will be provided inside classrooms. If the school is recommended to temporarily close, notifications will be sent out via school WhatsApp and classroom teachers.

Parent notification: In all events, parents or guardians will be contacted by phone or e-mail with information about when and how to pick up children, if necessary.

Safe School: The Anchorage Waldorf School faculty and staff are mandatory reporters of suspected child abuse and neglect, in accordance with Alaskan law. The school does not employ anyone with a history as a sexual offender and conducts background checks on all faculty, staff, and substitute teachers before hiring, and every five years of employment.

Prohibition of Harassment, Intimidation, and Bullying

Social Inclusion Philosophy

AWS supports healthy and respectful interactions among our students and community as a whole. We are committed to promoting a spirit of social inclusion where each person is accepted and respected and where negative, harmful behaviors such as student-to-student teasing and bullying are quickly addressed. We often employ the methods of the Social Inclusion approach, based on the work of Kim John Payne, M.Ed., to resolve social and behavioral difficulties that arise in the daily life of the students from grade four on up. In grades one to three teachers use the curriculum, pedagogical stories, and clear boundaries to address these issues.

The Anchorage Waldorf School is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, and bullying.

"Harassment, intimidation or bullying" means any intentionally communicated message or image (including those that are electronically transmitted), or any intentional verbal or physical act (including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation (including gender expression or identity), mental or physical disability, physical appearance, clothing or other apparel, socioeconomic status and weight, or other characteristic), when the message, image, or act:

- A. Physically or mentally harms a student or damages the student's property;
- B. Has the effect of substantially interfering with a student's education;
- C. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying. "Intentional act" refers to the individual's choice to engage in the act rather than its ultimate impact.

Behaviors/Expressions

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of artistic, religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules.

Sexual Harassment

Sexual harassment can differ from other types of harassment. Sexual harassment includes conditioning any benefit (employment or educational) on submission to sexual demands, or verbal or physical behavior that unreasonably interferes with an individual's performance or creates a hostile, offensive, or intimidating environment. Behavior which may be considered sexual harassment ranges from licentious comments to gender stereotyping or discrimination. It must be defined within the context of the situation.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, to prevent further incidents of harassment, intimidation or bullying by the perpetrator or others, and to restore a positive school climate.

AWS will consider the frequency of incidents, the developmental age of the student, and the severity of the conduct in determining appropriate intervention strategies. Interventions will range from counseling, to correcting behavior and discipline, including, where appropriate, suspension, expulsion, and referral to law enforcement.

Retaliation/False Allegations

It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying. Retaliation is prohibited and will result in appropriate discipline. It is also a violation of this policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, a person found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

In the event a complaint of harassment is found to be false or otherwise without a reasonable basis, appropriate disciplinary measures may be taken against the student or employee who brought the complaint.

While this is in no way intended to discourage any employee or student who believes he/she has been the victim of harassment from bringing a complaint, AWS recognizes that a charge of harassment can cause serious damage to the reputation and personal character of the accused.

Reporting and Investigation Procedures

Any employee, student, or parent who believes he or she is being harassed or subjected to intimidation or bullying, or who witnesses an incident of harassment, intimidation, or bullying, should report it to the Faculty Chair or Executive Director. The matter will be thoroughly investigated. The identity of the student, employee, or parent making the complaint, as well as the identity of the individual accused of harassment, will be kept as confidential as possible. If you are unable to report the matter to the Executive Director or Faculty Chair, or if you believe that inadequate action is being taken to resolve the conduct, you should contact the President of the Board of Trustees.

The investigative procedure will be as follows:

- A. The complaint is received verbally or in writing by the Faculty Chair or Executive Director.
 - 1) In conversation with the person filing the complaint:
 - a. All specifics are gathered and documented.
 - b. Confidentiality and disclosure is discussed. Permission to use his or her name is sought, and if not granted, limitations on the ability to investigate are explained.
 - c. The investigative process, possible outcomes, and possible resolutions are described.
 - d. If a student is involved, the parents/guardians are notified of the allegation.
 - 2) While observing rights of due process, in conversation with the alleged harasser:
 - a. Describe allegations, and document the response.
 - b. Confidentiality and disclosure are discussed.
 - c. The process of investigation is described.
 - d. If a student is involved, the parent/guardian is notified of the allegation.
 - 3) According to the discretion of the Faculty Chair or Executive Director:
 - a. If harassment is admitted or otherwise already proven, the appropriate response is determined and implemented.
 - b. If it is already clear that no harassment took place and the complainant agrees, the process stops here, perhaps with a facilitated air-clearing discussion between the complainant and the alleged harasser.

- c. If it is not clear what actually happened, and the allegations, if true, would constitute harassment, intimidation, or bullying, the investigation continues. Outside authorities may be involved. The specific circumstances, including the seriousness of the allegations and the evidence brought to light, determine how the investigation is to proceed.
- B. Conclude the investigation:
 - 1) Document findings and reasons.
 - 2) Determine what resolution and/or disciplinary action is necessary, if any. Consequences will match the seriousness or recurrence of the incident and may include, but are not limited to:
 - a. A meeting with the alleged harasser, alone or with parent/ guardian
 - b. Harassment education
 - c. Counseling
 - d. Suspension
 - e. Expulsion
 - f. Referral to Law Enforcement
 - 3) The decision is communicated to the complainant and, if appropriate, parents/guardians.
 - 4) The decision is communicated to the alleged harasser and, if appropriate, parents/guardians.
- C. Nothing in this policy in any way restricts AWS from immediately suspending or expelling a student at AWS' sole discretion.

Non-Discrimination Policy

AWS is committed to equal opportunity for all students and all staff, and endeavors to provide an environment at its facilities where human dignity prevails.

It is AWS policy that no one shall be treated differently, separately, or have any action directly acting on him or her taken based on race, religion, national origin, marital status, sex, sexual orientation, gender identity, or disability where a person is otherwise qualified or could be with reasonable accommodation. It is our fundamental principle that every person is entitled to be treated with dignity and to be evaluated on their skills and abilities without regard to their immutable characteristics. AWS will make reasonable accommodation for religious beliefs.

Discrimination means treatment that reflects prejudice or differential treatment on a basis other than individual merit. Any employee, student, or parent who believes he or she is being subjected to discrimination, or who witnesses an incident of discrimination, should immediately report it to his or her class teacher. If appropriate, the teacher will help with direct communication. If the issue is not adequately resolved, or direct

communication is not appropriate, the issue will be brought to the Faculty Chair or Executive Director so that the matter can be promptly investigated and appropriate action taken in accordance with the procedures for investigating incidents of harassment, intimidation, and bullying.

AWS Student Rules and Guidelines for All

1. Students will treat all living beings respectfully.
2. Students will honor the physical and emotional well-being of themselves, each other, the teachers, and staff of AWS; to refrain from disturbing others or violating their space.
3. Students are to be in a state fit to learn at all times while at school.
4. AWS expects that the behavior of its students outside of school will not impair their development or bring the school into disrepute.
5. Students will follow all rules and limits, whether established by the class teacher, a subject teacher, assistant, a substitute teacher or adult volunteer, or any employee of AWS.
6. Students will respect personal privacy and property.
7. Students will care for school property.
8. Students will walk in the hallways.
9. Students will not use foul language, demeaning expressions, or intimidating language.
10. Students will not bring gum or candy to school.
11. Students will leave all toys and electronics at home, unless a teacher gives permission.
12. Students are not permitted in non-classroom areas.

Discipline Guidance for Early Childhood and the Grades

Teachers work to help each child learn appropriate social interaction, utilizing some or all of the following, depending on the child's age:

- Appropriate behavior will be stated, requested, and modeled.
- Intervention by the teacher will occur as needed.
- Inappropriate behavior will be redirected. If redirection proves inadequate, the child may be given an activity to engage in such as washing paint jars, sweeping, etc.
- The child may be helped to find a genuine gesture of reconciliation or healing.
- The child may be given time away from the situation, within the classroom

- The child may need to be sent home, at the discretion of the teacher, for the physical or emotional safety of the child or for the general well-being of the class.
- If the behavior directly affects other children in the class, the teacher may send a written communication to the other parents in the class stating: what has happened, what has been done, and who else has been informed (e.g., The Faculty Chair/Executive Director).
- If teacher intervention becomes a common occurrence, the child's parents are notified, and a parent-teacher conference takes place. The importance of congruency between home and school life is discussed, to help ensure that the child is consistently supported. Common goals are written and tracked in a [behavior plan](#). Parents and teachers have another conference, after a short period of time, to discuss progress in light of common goals.
- In the difficult situation that any student is placed on a behavior plan, their participation in extra curricular programs such as Golden Cottage is suspended for the duration of the behavior plan.
- If the child's behavior remains unacceptable, the child may stay at home while the Faculty and Administration decides if the child's participation in the program is in the best interest of the child and/or the class. If the child returns to the class, the faculty may request restrictions or conditions upon attendance.

Restitution Following Negative Behaviors

A restitution process can help restore what has been damaged in a physical, emotional, social, or spiritual sense. It also allows the person who has offended to reclaim self-esteem through personal effort.

A restitution activity may involve a simple intervention by a teacher, or more follow-up may be needed, including parental involvement. The seriousness of the offense and the response of the wrongdoer primarily determine the rigor of the process. Each situation is met individually with the emphasis on restitution and learning a better way.

In the case of more serious student actions such as those listed: in step 2 or 3 of the discipline policy, the Faculty may request the implementation of a restitution process. An effective restitution happens within the framework of a higher; value or mission so that the child does not see the restitution as an isolated event, but part of a larger picture of how people treat each other in community.

Characteristics and guidelines of a good restitution include the following:

- Seen by the victim as adequate compensation
- Requires effort in which the wrongdoer helps to find a resolution to help the victim
- Needs to be genuine
- Does not in any way encourage repetition of the offense
- Relevant to the general area of the mistake

- Strengthens the person who has offended

Successful restitution is also characterized by the lack of criticism, guilt, anger, or resentment in the helping adult. It is not essential that the restitution meet all these points, but the above shared guidelines are what AWS and its teachers are working toward to generate healthy and creative solutions to problem

Note: *The book: Restitution: Restructuring School Discipline by Diane Gossen was used to structure the above guidelines.*

Process Guidelines

The following steps provide a clear process that each teacher can work within. They are to be used when a student's behavior is too extreme, or when unbalanced behavior persists despite other measures. Serious circumstances may warrant suspension and/or expulsion. Please note that behavior is rarely, "cut and dried" - every individual needs to be treated with dignity and respect, and the teacher/faculty is given discretion to consider all factors.

STEP ONE - Student is sent home from lesson.

Problem Example: Disruptive behavior, elopement, an unresponsive attitude and/or verbal abuse. The student is over-tired, uncooperative, talks back, and/or is unwilling to work in a class setting. The behavior frequently interrupts the lesson and/or the teacher stops the lesson frequently to address the behavior.

Consequence: Teacher calls parent(s) requesting that the child be picked up from school. Parents arrange to pick-up the child. Emergency numbers are used if necessary. The teacher documents the incident(s) in the class teacher file. A copy of the incident form will be sent to parents. The parent(s) and teacher have a conversation. If the child being sent home becomes a common occurrence, a behavior plan and/or suspension may be considered. (See step 2). Note that participation in extra curricular services such as Golden Cottage and school wide on campus events is removed upon being placed on a behavior plan.

Who is Involved: The class teacher/faculty chair or subject teacher, after a conversation with the class teacher.

Action: The student is sent home for the remainder of the day.

STEP TWO - Suspension

Problem Example: Frequent continued negative, uncooperative behavior and attitude: persistent bickering with teacher and/or others, elopement, or inappropriate use of physical force and/or harming others physically.

Consequence: Parents are notified, and the student is suspended for up to five school days. The teacher(s) document the incident and the documentation is placed in the student's file and provided to the parent(s). Parent(s) and teacher(s)/faculty chair meet and develop a behavior plan before the student returns to the classroom. The grades teachers and the Executive Director are notified verbally at the next teacher meeting.

Who is Involved: The teacher(s), faculty chair and the parent(s).

Action: Suspension. conditions of return, formed in concert with the teachers, may be required. Written notification is given to the parent(s).

STEP THREE - Expulsion

Problem Example: Initiated if negative behavior, attitude, harassment, or aggression towards others continue. Implemented if behavior puts one's own safety and the safety of others at risk. For example:

- Harming others physically
- Bringing objects and/or substances which will put the child or others at risk
- Possession of items not allowed at school, as stated in parent handbook
- Inappropriate sexual behavior
- Continuous or long-term disturbance of class work
- Unauthorized use of fire
- Vandalism of school property or the property of others
- Suspension may be grounds for expulsion

Consequence: The student is suspended until a meeting of the faculty/faculty chairs and Executive Director, where the problem is reviewed and final action is taken. The student is expelled. The teacher(s) document the incident and places the documentation in the student's file.

Who is Involved: Faculty chairs, Faculty, Executive Director, and the incident is reported to the Board of Trustees.

Action: Expulsion. The parent(s), the teacher(s)/faculty chair, and a representative from the Administrative Group meet to communicate the expulsion. The teacher(s) reports to the faculty. A letter is placed in the student file confirming the final decision signed by the faculty chair. The Board of Trustees is notified.

Prohibited Items

Students are not allowed to use any of the following, nor to have them in their possession on school grounds: alcohol; aerosols; flammable substances; fire igniting equipment such as matches, lighters or lighter fuels (except as provided by the school and used under the direct supervision of a teacher); toys or weapons, such as guns or knives.

Guidelines Concerning Dangerous Activities Outside School (Grades 6, 7, 8)

The adolescent is reaching out into all areas of knowledge and experience, yet has not developed the critical thinking capacity to fully evaluate the consequences of many activities. Recognizing that The Anchorage Waldorf School addresses the whole child and that certain activities are potentially damaging to the young adolescent, the Waldorf Class Teacher has a responsibility to inform and meet with the parents of any students in his/her care that he/she strongly suspected of engaging in a dangerous activity, even when that activity takes place away from school.

While our concerns are mostly directed towards the student's use of illegal drugs, alcohol, tobacco, and precocious sexual activity, other unhealthy repeated behavior such as untruthfulness, video game addiction, shoplifting, etc., may come to the attention of the Class Teacher and should be addressed in a timely parent-teacher conference. When dangerous actions by a student outside of school hours come to a teacher's attention, the following procedure should be followed:

- The teacher will attempt to ascertain if the stories/rumors/suspensions are true.
- If it is determined that the behavior most likely is occurring or has occurred, a parent-teacher conference will be scheduled as soon as possible. The Early Childhood Faculty Chair will also be present at this conference. The teacher will talk to the parents about the information gathered in a non-judgmental manner. The conversation will include agreement on the course of action to be taken: seriousness of activity, appropriate consequences both outside school and possibly in school, the need for counseling or other form of intervention, and future expectation of student's behavior.
- A second conference (which includes the student) should follow the first to inform the student of the parent-teacher conference discussion and joint decisions.
- After this conversation, the parents are responsible for contacting the teacher in a regular, ongoing schedule. This contact will continue until both parents and teacher agree that the situation has changed and monitoring is no longer needed.
- A brief report of the parent-teacher conference will be given to the grades teachers' meeting or the Faculty Chair (depending on the seriousness of the activity). A summary of the conversation will be written by the teacher for his/her files. A follow-up report at the end of the parent reporting period will be made verbally in the grades teachers' meeting or to the Faculty Chair and written for the teacher's files.
- If, during this process, the actions of the student are significantly and negatively affecting his or her academic or social standing in the class, or adversely affecting the other students, the teacher, supported by the Administration and with the support of another colleague, will have a conversation with the parents and student regarding his or her continued inclusion in various class activities (field trips, class trips, etc.) and possibly in the school.

Note: Guidelines for dangerous activities at school or during school hours are included in our Discipline Policy for Grades 6, 7, 8; see steps two and three.

For the upper grades discipline is most often like that in lower grades; but occasionally upper grade students will more seriously "test limits" and additional strategies and consequences are needed.

A central task of this school is to quietly but firmly insist on a high standard of behavior. This means having the well-being of the students at heart, and providing a framework of standards. Questions regarding disciplinary issues, which have not been answered by your teacher, may be brought to the Executive Director/Faculty Chair via a letter or conversation.

Community Service Expectations at Anchorage Waldorf School

An essential component of our work together is modeling to our children the value of altruistic and community minded volunteerism. With this in mind we require community service hours to be completed by students in the sixth, seventh and eighth grade years. Sixth grade students must complete ten hours. Seventh graders complete fifteen hours and eighth graders graduate having completed twenty hours. These hours must be logged and recorded before being given to your teacher prior to any end of year trips.

Festivals and Community Events

Celebrating the rhythms of the earth and cycles of the seasons is a vital part of the school's communal life. During larger community celebrations, faculty, staff, students, alumni, and families gather to create a rich atmosphere of reverence and festivity.

New Parent Orientation and All-Parent Meeting - REQUIRED

This important meeting is held at the beginning of each school year to welcome and inform new and returning families. Faculty and staff will review the important information that every family needs to know to help them navigate the school year. At least one parent from each family is required to attend this meeting.

Flower Ceremony

Held at the end of the first week of Grades school, this ceremony welcomes new staff, faculty, and students to our school. The new children of Grade 1 are welcomed into the Grades school by their newly assigned mentors from the oldest class at the school. These mentors will be friends and guide to their younger friends throughout the first year of their "big school" experience.

Michaelmas

This festival of courage takes place in late September. From the bounty of nature, we gather the fruits of the harvest and store up the light to guide us through the darkness of winter. Into darkness and fear, Michael wields his sword of light and inspires us to face the inner and outer darkness with renewed strength of will and purpose in our lives. A Michaelmas play, involving all grades students in the school, is presented on a Saturday.

Martinmas Lantern Walk

This festival takes place in early November. As the outer darkness closes in and the sun's warmth weakens, we celebrate the old European custom of walking with homemade lanterns on St. Martin's Eve to prepare for the darkening winter months by making a home for the light to live. The Kindergarten and Grades 1-3 make lanterns and carry them, burning brightly, into the wintry darkness. Upper grades may be involved with song and food.

Grandparent's Day

Grandparents of all students enrolled at the school are invited to spend the Wednesday morning prior to Thanksgiving enjoying a special visit to the school. This event includes brunch, classroom visits, and the opportunity to learn more about Waldorf education by participating in a sample lesson or activity. This is a perennial favorite for the whole school community.

Winter Spiral

This festival for younger children is celebrated in early December. Advent celebrates a turning point when darker and shorter days become even more illuminated by candlelight. We experience a mood of anticipation, preparation and waiting. In walking the spiral garden, the children give and receive in reverence the light for their own candles.

Alumni Night

This panel discussion with AWS alumni, parents, and ASD high school teachers provides a special opportunity to hear about the journey that alumni take after they leave our school. This event is intended for all parents who are interested in learning more about Waldorf education and the unique advantages, challenges, and opportunities that AWS alumni face in the future.

All-School Meeting - REQUIRED

This important meeting takes place in the spring and provides parents with the opportunity to hear directly from the Board of Trustees as they present the Annual Report on the financial status and strategic planning process of the school. At least one parent from every family is required to attend.

School Play Season

Each grade works hard to stage a play by the end of the school year. Upper grades perform for students and parents during the school day, and also provide an evening performance. Each class teacher will be in communication with families well in advance to notify parents of performance dates. Please invite your friends and extended families to support your child and their class's efforts.

May Faire

As the days lengthen after the long winter, the sun brightens the outer world as well as our inner selves. May Faire is a celebration of buds bursting into blossom and the rebirth of new life all around us. The children wear floral wreaths and celebrate the arrival of spring by dancing around the maypole. A family festival adds to the gaiety of the day, and also serves as an important fundraising opportunity for the school.

Fundraising: A Family and School Partnership

We feel strongly that an independent Waldorf education should be available to those who seek it, regardless of financial or other life circumstances. Based on these values, we structure our tuition program accordingly. Our annual tuition plan usually covers approximately 80% of our operating expenses, and we, like many independent and non-government schools, endeavor to bridge that gap with donations, sponsorships and in-kind donations of goods and services. Gifts, in the form of time given towards fundraising events, and in the form of monetary donations, are essential to support the operating budget of the Anchorage Waldorf School. The fundraising events that take place annually are the Annual Gala, May Faire, and the Annual Giving Campaign.

Annual Giving

Our Annual Giving Campaign is held at the start of each year and is a key part of our yearly fundraising strategy. We encourage parents, friends, and relatives to contribute over and above tuition. As we are a nonprofit

501(c)(3) corporation, all donations are tax deductible. Every contribution is important, no matter what size, as the participation of our community reflects our strong commitment to the success of the school. Grant opportunities dramatically increase for us when 100% of families donate, regardless of the size of the donation.

May Faire

May Faire is a celebration of buds bursting into blossom and the rebirth of new life all around us. The children wear floral wreaths and celebrate the arrival of spring by dancing around the maypole. We open our beautiful campus to the public and provide a wonderful, child-focused day of spring celebrations. We make a small amount of revenue on the day, but the focus is more on family participation and a celebration of the spring. Our annual Auction is held on this day, and is an important source of revenue for the school. .

The Enchanted Garden School Store

Our school has a beautiful store full of handmade and specially selected Waldorf-inspired gifts, toys, books, and art and craft supplies. The school store is currently located in the main building. Tended by a volunteer team of parents and supplied with beautifully handcrafted items by the Craft Guild, the store is the perfect place to shop for your children or seasonal occasions while also supporting the financial health of the school.

Enchanted Garden School Store Hours:

- School year: Open during school hours and special events
- Summer months and holidays: Open by request; please call the school in advance to let us know you are coming

Additional Fundraising Activities

If you shop regularly at Amazon.com or Fred Meyer, you can raise funds for our school with every purchase you make. Please let the Administration know if you find out about any other opportunities for passive fundraising so we can share the information with other families.

Please go to the following links to register to earn money for our school:

Amazon: Go to <http://smile.amazon.com/> to start your Amazon shopping process. Enter “Anchorage Waldorf Education Association” in the “pick your own charitable organization” space to choose our school.

Fred Meyer Community Rewards: Sign up to link your Rewards Card to our school by visiting <https://www.fredmeyer.com/#/login?redirectUrl=%2Faccount%2Fcommunityrewards%2Fenroll>

School Governance

The Anchorage Waldorf School is a self-administered, collaboratively led institution with three groups responsible for integrated, yet distinct, areas of school governance.

The Board of Trustees

Leadership in the development of economic and community resources to support the school's mission including:

- Strategic Planning
- Governance
- Budget approval
- Fundraising leadership
- Legal affairs

Faculty

Pedagogical leadership and actualization of the mission through teaching & curriculum development

- Teacher selection and development
- Student selection and support
- Strategic vision mission renewal

Administration

Manages and develops resources in service to the school's mission by:

- Implementing policies and plans
- Managing human resources
- Facilitating daily school operations

Parent Participation

Our school is much bigger than the day-to-day happenings in our classrooms. As we seek to create a robust school community, we wholeheartedly embrace parent participation at our school and encourage you to get involved in a variety of ways. We also welcome new ideas and fresh energy—please talk to Administration or your child's teacher if you have an idea for a project you'd like to take on.

Parent Council

The Parent Council is made up of one or two parent representatives from each classroom. This group serves as an important conduit of information between the school and individual families. Parent Council serves a critical role at the school by coordinating and volunteering at a variety of events, including fundraising events. Parent council usually meets once per month.

Volunteering

There are many opportunities to volunteer throughout the year, from soliciting auction items for the Annual Auction, to joining the Kindergarten for a Friday Bog Walk, to taking on a special one-time project. Parents will be notified about these opportunities throughout the school year, and are encouraged to talk to their child's teacher, their class's Parent Council member or Administration if they would like to learn more.

Families are required to complete 10 hours of volunteer service each semester. If this requirement is not met, a \$100.00 fee will be charged.

Community Enrichment

Our Community Enrichment Program is a treasure trove of resources available to all who wish to participate. Each month we strive to bring another lecture or class that is open to the AWS community as well as the public. This program is an incredible way for us as adults to embrace the lifelong learning aspect of Waldorf education and continue to open our minds, hearts, and hands to new learning opportunities and experiences.

Study Groups

Every year we strive to have several smaller study groups where interested individuals may join together as a group to discuss specific topics or ideas. These groups are an opportunity to explore and share in a deeper understanding of the underlying essence of Waldorf education.

Communications

In all communications between parents, faculty, and staff, we strive for clarity, honesty, and timeliness in order to collaborate effectively in ways that will lead to positive outcomes that benefit all members of the AWS community.

Parent-Teacher Conferences

Main lesson teachers will provide at least one face-to-face conference with each child's parent(s) during each of the fall and spring semesters. In addition, these teachers will provide narrative end-of-year student evaluations to parents. These written documents include a curriculum overview and a progress report on each student. Parents are welcome to contact teachers with any questions or concerns at any time.

During the school year, subject teachers will provide, for each required parent conference, a brief written summary of goals met to date. More detailed information may speak to areas of praise or concern for specific students. Subject teachers will provide written curriculum overviews and individual student evaluations for the families at the end of the year. Parents are welcome to contact subject teachers with any questions or concerns.

Class Meetings

Class meetings provide an opportunity for parents to learn what is happening in the classroom and to form a strong class culture to support their children. It is important to make your best effort to attend so that your child's teacher can help you understand the what, when, and why of everything happening in your child's classroom.

Waldorf Newsletter

A monthly newsletter will be sent to all families to keep you informed about important campus events, special celebrations such as birthdays, and other essential updates or reminders. This newsletter serves as a key

communication tool to help you stay connected with school happenings, upcoming activities, and opportunities to get involved. We kindly ask that you take the time to read the newsletter thoroughly each month to ensure you don't miss any important information that supports your child's experience and engagement at school. If you have any questions or need additional details, please reach out to your Parent Council Representative or Class Teacher.

Annual Report

The Annual Report is available at the annual All-School Meeting in Spring each year. The Board of Trustees uses this opportunity to report to the school community on progress reached while working towards the school's financial and educational goals.

Website and Social Media

Please visit our website, www.waldorfak.org, for more information about topics like upcoming events, employment opportunities, and resources for learning more about Waldorf education. Check the Anchorage Waldorf School Facebook page and follow us on Instagram @anchoragewaldorfschool for pictures, article links, and information about upcoming events.

Student Photographs

Photos of children may be taken by staff during the school day and during special events. **As specified in your child's enrollment contract, you must submit a request in writing to the Executive Director if you do not want photos taken of you or your child.** Otherwise, pictures of students, parents, and AWS community members may appear in school newsletters, on the AWS website, etc. This is an important method of communicating the unique qualities of an independent Waldorf education with the larger public, and we value photography for giving us the opportunity to provide visual examples of the work that we do here.

While on site, we ask that parents not take pictures or videos of children unless they have asked permission of a teacher or the Administration. Please do not post or use photos of children other than your own without parental permission. Other parents may have requested that their children not be photographed, and it is important to honor that request. Also, photography is often disruptive to the creative play and learning process, and also contravenes AWS' policy that, while on campus, parents only use electronic devices while in their personal vehicles.

Healthy Communication and Building Trust

At AWS, we cherish and set time aside for real-time conversations. We value and model direct, personal interactions, and invite you to join us.

- A Address situations directly with the parties involved.
- N Navigate differences by honoring the dignity and confidentiality of everyone involved.
- C Count on and trust that problems and issues can be worked out.
- H Honor the dignity and confidentiality of everyone involved when navigating differences.
- O Outreach to all families
- R Respect one another.

- A Always parent with love.
- G Gifts....Diversity and Uniqueness are gifts.
- E Each must be willing to listen to all sides of an issue.

- W Work, learn and play together to strengthen our community.
- A Always strive to be worthy of imitation by our children.
- L Let go of the past, be in the present.
- D Do abstain from gossip and criticism.
- O Open up to everyday miracles.
- R Remember to be grateful.
- F Find practical ways to be welcoming and inclusive.

- S Show kindness and caring.
- C Communicate with integrity.
- H Hold everybody at the school in a loving way.
- O Observe without judgment.
- O Own your own feelings, beliefs and needs.
- L Learn and grow.

Credo for Building Trust

Conversation brings us the wealth of other people's ideas and perspectives, and helps us to grow socially. It has great creative potential when we agree, but it is also especially important to use conversation when we experience conflict or disagreement with another person.

Usually, what we really need is to hear the other person's perspective. Therefore, the best step is to bring our concerns directly to the person or people involved. Although it may seem difficult, it is in such conversations that we can see a larger picture, develop connections, and restore trust.

Here are some steps to consider taking when you have an issue with another person:

1. Talk with them directly.
2. If you have a hard time approaching the other person, ask another person to come with you.
3. If someone comes to you with critical observations about another person, encourage them to speak with that person directly.
4. Check back later to see how it went.
5. If they are reluctant, offer to come along as a "third-person," someone willing to facilitate their conversation.

Bringing our concerns directly to the person involved can also help to avoid spreading misinformation, and underscores our conviction that people act largely in good faith and with sound intentions. Following these guidelines for building trust is especially helpful in our school community setting.

Remember that none of us have perfected the art of conversation. We improve through practice; we build skill with experience. By communicating honestly and listening with empathy, we can address our particular concerns while contributing to the overall health of our community.

To Whom Should I Speak?

Please follow these guidelines for communication within the school:

- **General questions** such as questions about special events, the school calendar, contact information, etc. can be directed to the administration or Faculty Chairs.
- **Questions about enrollment and tuition** can be directed to the Administrator.
- **Questions about Waldorf Education** in general can be asked of any teacher. The parent education evenings and class meetings are particularly helpful.
- **Questions about school policy or procedures** can be directed to the Administrator or the Faculty Chair.
- **Financial questions** can be directed to the Bookkeeper, with assistance from the Administrator or Enrollment Director if needed.
- **Questions or concerns about your child** should be taken to the teacher directly involved, i.e. the class teacher and/or subject teacher. If you have discussed a situation with the teacher(s) involved and still feel that a problem remains, you should speak with the Faculty Chair or the Administrator.
- **Questions or concerns about your child's teacher** should be directed to the Faculty Chair or the Administrator.

General Policies

Use of School Mailing List

The school mailing list consists of the parents of past and present AWS students, parents of students at other Waldorf schools, and friends of Waldorf education and/or The Anchorage Waldorf School. The mailing list is for the exclusive use of Anchorage Waldorf School, and is not available to be sold, rented, or given out to any person or business for any non-school-related use. The school will use the list to mail out or distribute newsletters, announcements, flyers, annual reports, memos, and other such school-related correspondence. An annual school directory may also be published and distributed to the current year's parents, including parent & child groups, and approved pre-kindergarten families not otherwise associated with Anchorage Waldorf School. **If you wish to keep your phone number, addresses, and/or email unpublished in the directory, please notify administration.**

Professional Development and Teacher Evaluations

Our school supports our teachers by using a multi-layered approach to professional development and evaluation. All faculty members participate in self-evaluation, a "buddy system" for teacher support, in-house mentoring for teachers taking a class or a grade for the first time, biennial (every other year) outside evaluation, and as-needed evaluation. This program supports kindergarten, grades, and subject teachers. The objectives of this program are to foster improvement in teaching, conscious and meaningful conversation

between colleagues, interest in and gratitude for the work of others, conscious awareness of teacher performance, and improvement of teacher performance for the well-being of the school.

In addition, we work hard to ensure that the budget provides the opportunity for teachers to visit each other's classrooms and enroll in additional training. Each year, teachers are encouraged to participate in a week of in-service during March by attending a teachers' conference and/or by participating in an activity or workshop that will serve to enhance their experience as a teacher at AWS. For more details on this component of our teachers' professional life, please request to see the Employee Handbook.

Tuition and Contract Policy

Payment of Tuition

Tuition must be paid by cash, check, or credit card, in one of the following ways:

- One-time payment in full
- Two payment plan
- Monthly payments due each month (August to May unless otherwise stated on your child's enrollment contract)

It is expected that tuition will be paid as stipulated in the contract. Anchorage Waldorf School uses the TADS billing service to invoice and collect payments. Payment agreements will be sent by TADS via email for setup.

New Student Evaluation Period

There is an evaluation period of up to six weeks for new students in Grades K-8. Under special circumstances this period may be extended by the school or parent. The school or parent may cancel the enrollment contract within this evaluation period. If either party cancels the enrollment contract within this evaluation period, the school will refund tuition monies paid to the school beyond the deposit and the date of withdrawal.

Parent-Initiated Withdrawal Obligation

After the initial evaluation period, parents agree to provide one month's written notice to the class teacher prior to withdrawal of their child for personal reasons, and will remain responsible for payment of that semester's tuition (August through December or January through May) from the date their child leaves school.

School-Initiated Contract Cancellation

The school reserves the right, to be exercised at its sole discretion, to require the withdrawal of a child from the school, should the faculty decide it is best for the class, the child, and/or the school as a whole. The specific reason(s) for canceling a contract may vary, ranging from a mismatch between the child's needs with what we can offer as a school, to a mismatch between the parents' expectations and/or behavior with the school's pedagogical, social, and/or professional obligations. If the school exercises this right to cancel a contract, the school will refund any tuition paid beyond the date of withdrawal.

Policy Changes

The policies, rules, and benefits set forth in this guide are subject to modification. The Anchorage Waldorf School reserves the right to revise, supplement, or rescind any of the provisions, as well as any of our other admission and attendance policies, from time to time, as we deem appropriate, at any time and without advance notice, at our sole discretion.

This guide supersedes all previous Anchorage Waldorf School policy statements, including any previous guides, memoranda, and oral or written statements pertaining to school admission and attendance policies. The policies and procedures set forth in this handbook are guidelines only. AWS reserves the right to make the final decision regarding interpretation and application of all policies, benefits, and rules of conduct contained in this handbook, at its sole discretion.

About Waldorf Education

The Vision and Philosophy Behind Waldorf Education

Waldorf education was created to help each person realize his/her highest potential in complete freedom. Our curriculum is based on the philosophy and teaching methods of Rudolf Steiner (1861-1925), an Austrian philosopher, scientist, architect, and founder of Anthroposophy. The word Anthroposophy means "the knowledge of the true nature of the human being". While Waldorf teachers study and practice Anthroposophy, and base their understanding of students on Steiner's work, Anthroposophy is not taught to students. Waldorf education encompasses a survey of all world religions, and teachers protect the spiritual and religious freedom of our students and families.

Our Curriculum recognizes that the development of each person proceeds according to specific patterns from gestation through adulthood. At each stage, physical changes are linked to spiritual growth. Accordingly, Waldorf education is developmentally based, nourishing each student's body, soul, and spirit as indicated for their state of development. This prepares our students not only for the challenges of school, but for life.

In practical terms, our pedagogy addresses the head, heart, and physical self. We inspire the mind through a full spectrum of rigorous traditional subjects. We keep feelings engaged through storytelling in the early years, moral questions as students mature, music, art, and the rich social learning of stable class communities, potentially for eighteen or nineteen years of a child's life. Physical education encompasses therapeutic, soul-imbued Eurythmy, games, sports, daily classroom movement, ongoing creation of a student's own "main lesson books, "handwork, gardening, and woodworking. Students see an integrated world through our multidisciplinary approach. We are loyal to Steiner's insights into the human being, and through in-depth study, apply these insights to curriculum.

Understanding the needs and unspoken questions of each developmental stage is a life's work, and realizing full human potential is a big goal. This is the basis of the partnership between parents and teachers in Waldorf schools, and is why we offer so many opportunities for adults to learn more.

"If you want your children to be brilliant, tell them fairy tales. And if you want them to be even more brilliant, tell them more fairy tales."

-Albert Einstein

Recommended Reading

Waldorf Education

You are Your Child's First Teacher by Rahima Baldwin

Beyond the Rainbow Bridge: Nurturing our Children from Birth to Seven by Barbara J Patterson and Pamela Bradley

Waldorf Education-A Family Guide edited by Pamela Johnson Fenner and Karen Rivers

Waldorf Early Childhood Education Emerson Waldorf School Publication by Nancy Willson and Olga Wierbacki

The Uses of Enchantment: The Meaning and Importance of Fairy Tales by Bruno Bettelheim

Teaching as a Lively Art by Marjorie Spock

Confessions of a Waldorf Parent by M. Gorman

Learning to Learn: Interviews with Graduates of Waldorf Schools by AWSNA

School as a Journey: The Eight-Year Odyssey of a Waldorf Teacher and His Class by Torin Finser

The Education of a Child by Rudolf Steiner

Education in General

Endangered Minds: Why Children Don't Think and What We Can Do About It by Jane Healy

The End of Education by Neil Postman

Miseducation: Preschoolers at Risk by David Elkind

Killing the Spirit: Higher Education in America by Page Smith

Culture

The Hurried Child: Growing Up Too Fast Too Soon by David Elkind

All Grown Up and No Place to Go: Teenagers in Crisis by David Elkind

The Disappearance of Childhood by Neil Postman

Amusing Ourselves to Death: Public Discourse in the Age of Show Business by Neil Postman

Reviving Ophelia: Saving the Selves of Adolescent Girls by Mary Pipher, PH.D.

The Minds of Boys: Saving Our Sons From Falling Behind in School and Life by Michael Gurian and Kathy Stevens

Evolution's End: Claiming the Potential of Our Intelligence by J. C. Pearce

The Biology of Transcendence: A Blueprint of the Human Spirit by J. C. Pearce

Electronic Media

Endangered Minds: Why Children Don't Think and What We Can Do About It by Jane Healy

Evolution's End: Claiming the Potential of Our Intelligence by J. C. Pearce

The Disappearance of Childhood by Neil Postman

A is for Ox: The Collapse of Literacy and the Rise of Violence in an Electronic Age by Barry Sanders

The Plug-In Drug by Marie Winn

Amusing Ourselves to Death: Public Discourse in the Age of Show Business by Neil Postman
Four Arguments for the Elimination of Television by Jerry Mandir
The Children of Cyclops: The Influence of Television Viewing on the Developing Human Brain by Keith Bezel
How Television Poisons Children's Minds by Everett Miles, Ph.D.
Strangers in Our Homes: TV and Our Children's Minds by Susan R. Johnson, M.D.

Computers in Education

Computers in Education by Sloan, Fink, and Mitchell
The End of Education by Neil Postman
Technopoly by Neal Postman
Silicon Snake Oil: Second Thoughts on the Information Highway by Clifford Stoll
The Future Does Not Compute: Transcending the Machines in our Midst by Stephen Talbott
Failure to Connect by Jane Healy
The Computer Delusion (Atlantic Monthly July 1997) by Todd Oppenheimer
The Child and the Machine by Alison Armstrong and Charles Casement
The Flickering Mind: The False Promise of Technology in the Classroom and How Learning Can be Saved by Todd Oppenheimer