



Parent Handbook
2023-2024



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DAILY SCHOOL SCHEDULE

Early Childhood Center

(Pre-K/Kindergarten)

Arrival- 8:15 a.m.

Full day

8:30 a.m.-3:15 p.m.

Elementary School

(Grades 1-8)

First bell (Arrival begins)

8:15 a.m.

Second bell (Beginning of main lesson)

8:30 a.m.

School dismissal

3:15 p.m.

Extended Care

3:30 - 5:30 p.m.

SCHOOL OFFICE HOURS & GENERAL CONTACT INFORMATION

Office Hours: Monday-Friday, 8 a.m. - 4 p.m.

Office Phone: (313) 822-0300

Fax Number: (313) 822-4030

Extended Care: (313) 303-1460

Messages may be left for faculty or staff by email, voicemail, calling the office or placing a written note in the mailboxes located in the office. Please report student absences as soon as possible.

SCHOOL VERSES

Morning Verse (Lower grades 1-4)

*The sun, with loving light,
Makes bright for me each day.*

*The soul, with spirit power,
Gives strength unto my limbs.*

In sunlight shining clear,

I reverence, O God,

The strength of human kind.

That I, with all my might,

May love to work and learn.

From thee stream light and strength,

To thee rise love and thanks.

**Morning Verse (Upper
grades 5-8)**

*I look into the world Wherein there
shine the sun Wherein there lie the
stones Wherein there gleam the stars
Wherein the plants do live and grow The
beasts do feel and move And I to spirit give
A dwelling in my soul. I look
into the soul
That lives and grows in me. God's
spirit lives and weaves In light of
sun and soul
In heights of world without In
depths of soul within. To thee of
spirit of God May I now turn to
seek
That strength and grace skill For
learning and for work May live and
grow in me.*

Closing Verse (At the Ringing of Bells)

*To wonder at beauty Stand
guard over truth Look up to
the noble Resolve on the good
This leadeth us truly To
purpose in living
To right in our doing
To peace in our feeling To light
in our thinking; And teaches us
trust
In the workings of God
In all that there is
In the width of the world
In the depths of the soul.
-Verses by Rudolf Steiner
Founder of Waldorf Education*

DETROIT WALDORF SCHOOL

Welcome to Detroit Waldorf School (DWS)! It is our hope that you will discover for yourselves, as well as for your children, the richness and depth of the community that surrounds us here at the Detroit Waldorf School. In these introductory paragraphs, we hope to give you a brief history of the school, an overview of the educational philosophy and objectives with which the faculty work, as well as a description of the form of the school's governance and organization.

There are many practical details in school life which we also hope to cover as part of this handbook to help make your role as a parent more informative. Parents are a vital part of our undertaking as an educational community and, to that end, we invite your questions and your active participation in the work of DWS.

The World-Wide Waldorf Community

DWS is part of the world-wide Waldorf school movement of nearly 1,000 schools in 83 countries on six continents. The Waldorf school movement is the second-largest educational movement in the world, second only to the Montessori school. Out of more than 250 Waldorf schools in North America, ours is one of the ten oldest.

The first Waldorf school was opened in Stuttgart, Germany after World War I as a school for the children of the Waldorf Astoria cigarette factory workers. Rudolf Steiner (1861-1925), an Austrian philosopher and educator, agreed to work with the factory's owner to begin the school. By World War II, Waldorf schools existed in Germany, Holland, England, Norway and the United States. Waldorf schools were closed in Nazi-occupied countries after the outbreak of the war because the schools upheld the worth of the free individual. The school movement began expanding dramatically at the close of the war and has continued to spread to all parts of the world and to serve nearly every culture of people on the globe.

Founding of Detroit Waldorf School

Detroit Waldorf School was founded in 1965 during a period of tremendous social and political unrest as Detroiters grappled with solutions for the city's social, racial, and economic problems.

The original idea and impulse for starting a Waldorf school came from Rudolf and Amelia Wilhelm. They tried to persuade the Detroit superintendent of schools to accept private donations to restore the budget cuts in their children's school. Upon the superintendent's refusal to accept the parents' initiative, the couple decided to begin a Waldorf school to give Detroit parents a choice in the education of their children.

After much work attracting prospective students and teachers, the school needed a home. It required an impassioned speech from Junius Harris to convince the board of the Central Methodist Church to allow the school to open a nursery at the church. One year later, Dr. Wilhelm acted on the opportunity to purchase our present school building. The first classes were held in September of 1966. Dr. Wilhelm also founded a Waldorf teacher training institute on the premises. This later became Sunbridge College in Spring Valley, New York.

Mission Statement

The mission of the Detroit Waldorf School is to provide a rich and dynamic pre-K-8th grade Waldorf education to a geographically, racially and socio-economically diverse student body in Detroit and Southeastern Michigan. The Detroit Waldorf School is a community dedicated to helping each child develop his or her full human potential: clear, creative thought and expression; balance and compassion in feeling; and conscience and initiative in action. Waldorf education fosters the development of free-thinking, moral, and self-confident individuals who lead successful and inspired lives.

Philosophy Statement

Exceptional Education: At DWS, learning embraces the academic, the artistic and the practical. Waldorf education offers a rich and rigorous academic and artistic curriculum for all grades, including science, mathematics, language arts, literature, history, geography, fine and practical arts, foreign language, music, and physical education.

Innovative Teaching: Waldorf education is designed to cultivate children's inherent curiosity and love of learning. We believe learning happens when children are fully engaged in making discoveries about themselves and their world. Our approach “brings forth” the gifts that all children possess, helping each child reach their full human potential.

Inspired Minds: Our community of educators and parents believe that every child has unique gifts and talents to share with the world. Our aim is to graduate students who are capable of independent, critical and creative thinking and who will enter adult life with the confidence and knowledge needed to face the challenges and opportunities of the 21st century.

Responsible Community: The Detroit Waldorf School is a diverse and thriving school, which believes that a strong and engaged community produces a strong learning experience. We are committed to being part of a wider community, including our talented faculty and staff, our educated and involved parents, our wide circle of supporters and friends, and the city of Detroit. Our school is fully accredited by ISACS (Independent Schools of the Central States) and by AWSNA (Association of Waldorf Schools of North America).

Governing Bodies/Committees

Board of Trustees - The Board of Trustees is responsible for running the school from a legal and financial standpoint. The board meets monthly and members of the board include faculty, parents, and members of the community. Nominations for new members are considered each year and officers of the board are selected annually. The president of the board represents its members and is a member of the Administrative Council.

College of Teachers - The College of Teachers bears primary responsibility for determining policies which affect pedagogy including teaching standards, programs, and teaching personnel. It is an organ of pedagogical research, dedicated to the task of deepening insight into the pedagogical needs of the school and of our times.

The college is a group of teachers within the faculty who (1) have been at the school for at least one year, (2) are recognized as effective teachers (i.e. have the confidence of colleagues and parents), and (3) are dedicated to the future of the school and to the philosophy behind it.

Where background, commitment, and mutual confidence permit, college membership may also include non-teaching personnel (e.g. administrator). The college meets weekly. Every second year, the college chooses a chairperson, who focuses on and coordinates the activities of the college, is a faculty representative to the larger community, and who represents the college on the Administrative Council.

The board and college work in close consultation with each other to ensure effective leadership for the school community. It is recognized that some decisions are made solely by the board, some solely by the college, and some may require joint approval. The board and college strive to meet together at least once annually.

Faculty - The faculty is responsible first and foremost for the education of the children. Faculty members bear responsibility for ensuring adequate communication with parents regarding curriculum content and purpose, student concerns, study materials, events, etc., relating to Waldorf education. In addition, faculty participates in most aspects of school administration. The faculty meets weekly to discuss and deliberate on the personal character and progress of the children, to enhance collegial relationships, and to further professional development. Faculty members are active in the practical work of the school through the joint committee structure. The faculty chooses a faculty chairperson biennially. The faculty chairperson takes responsibility for communicating with the larger school community, organizing faculty meetings, and for representing the faculty on the Administrative Council.

The Administration - The administrative staff is responsible for the non-teaching aspects of the daily operation of the school. The Detroit Waldorf School employs a professional administrator to oversee and coordinate the work of the administrative staff and to work in close connection with the faculty,

college, and the board. The administrator is a member of the Administrative Council.

The Administrative Council - The council is a body comprised of the administrator, faculty chairperson, college chair and board president. The Administrative Council meets regularly.

The Parents - The parents are urged and encouraged to partner with all bodies of the school to create a healthy, viable environment in which their children can learn and grow. Parents are urged to participate on joint committees such as outreach, finance, etc. as their talents and expertise suggest. They are also invited to lend support to building and grounds days, festivals, fundraising, and other special events and class trips. Such volunteer activities help fulfill the 30 hours per year of service that the school community expects of its members. Parents are required to attend two parent evenings and two parent/teacher conferences a year. In order to appreciate the pedagogy and the philosophical foundations of Waldorf education and to align their own efforts in harmony with them, parents are encouraged to attend the many special events, study groups, etc. Parents also have a voice in the life of the school through participation in the annual retreat and all-community meetings.

DWS Parent Group

The mission of this initiative is to build a strong parent community. To support our school's faculty and staff. Our parent group is involved in many activities that help uphold the overall fabric of our school by participation in fundraising, event organizing, community outreach, inter school communication, class representation, growing parent community, and staff/faculty appreciation and support. DWS Parent Group works with the school to facilitate parent involvement in developing a healthy, inclusive, and active community. The parent group has a representative to the faculty (college, counsel, and admin) and to the board of directors to help create an ongoing dialogue among the three.

Learning more about Waldorf Education

Our school and faculty provide various ways in which interested parents and friends can learn about the Waldorf curriculum and the thinking that lies behind it such as: educational evenings, talks and tours, articles and books of interest, parent/teacher conferences, and more.

Taste of Waldorf Tour

Sessions are held monthly. They are intended to inform the community at large and provide a helpful introduction to Waldorf education. It is also a requirement in the enrollment process. Parents are welcome to attend; please see the school calendar for dates and times.

SUGGESTED READINGS

Numerous books on Waldorf education are available (or can be ordered online).

- *Between Form and Freedom*, Betty Staley. A practical guide to the teenage years.
- *Children at Play: Preparation for Life*, Heidi BritzCrecelius. There is nothing that human beings do,

know, think, hope and fear that has not been attempted, experienced, or practiced in children's games.

- *Confessions of a Waldorf Parent*, Margaret Gorman. A lively, unexpurgated account of one parent's journey.
- *Creativity in Education*, Rene Querido. An overview of the purposes, philosophy and methods of the Waldorf approach to education, delivered in a vigorous style.
- *Encountering the Self*, Hermann Koepke. A Waldorf teacher reveals the processes of the nine-year old change.
- *Four Arguments for the Elimination of Television*, Jerry Mande
- *The Magical Child*, Joseph Chilton Pearce. Identifying trends in modern child rearing which are leading us to a disturbing rise in child abuse, functional illiteracy, and general malaise.
- *Miseducation: Preschoolers at Risk*, David Elkind. Support for a healthy education that encourages the spontaneous learning process allowing children to explore and understand their world.
- *On Learning to Read*, Bruno Bettelheim and Karen Zelan.
- *On the Threshold of Adolescence*, Hermann Koepke
- *Beyond the Rainbow Bridge*, Barbara Patterson, Pamela Bradley. A handbook for early childhood in an easy-to-read format.
- *The Recovery of Man in Childhood*, A.C. Harwood. A fine beginning, this book focuses on child development and the ways in which Waldorf education meets the growing child.
- *Rudolf Steiner/Waldorf Education*, edited by David Mitchell. An excellent first encounter, with photos, artwork, and a clear text.
- *Teaching as a Lively Art*, Marjorie Spock. The most detailed grade-by-grade description of the curriculum.
- *Toward Wholeness*, Rudolf Steiner Education in America, M.C. Richards. "One of the most satisfying...books on Steiner." New Age Magazine.
- *The Uses of Enchantment*, the meaning and importance of fairy tales, Bruno Bettelheim.
- *Waldorf Education: A Family Guide*, edited by Pamela Johnson Fenner and Karen L. Rivers. This book is the winner of the Benjamin Franklin Award.

PARENT & TEACHER COMMUNICATIONS

Class Curriculum Meetings

Parents are expected to attend the class curriculum meetings usually held in the early fall and spring to discuss the educational and social goals of the class for the year and prepare for the following year. These meetings provide an opportunity for meeting new parents in the class and networking among parents. A daily schedule and a main lesson block plan are handed out at the fall meeting date. The teacher gives a detailed description of the developmental milestones for the child in the particular grade level interwoven with a survey of the year's curriculum. Homework, reading, chores at home, and appropriate pastimes are discussed. The teacher also shares anecdotes from the classroom. This is also an opportunity to plan class trips and projects.

These meetings are an opportunity to deepen your understanding of Waldorf education and partner with the class teacher and parents. Many class teachers also request that parents attend additional meetings during the year to plan class activities and to keep them well informed of the school's pedagogical work.

Parent-Teacher Conferences

At least twice during the year, the class teacher will arrange a meeting with each family to discuss each student's progress. Scheduling for elementary meetings is coordinated through the office; the Early Childhood Center schedules its own meetings. Parents should contact their class teacher whenever there is a question about their child's progress in school.

Parent Communication with the School and Teachers

Parents are encouraged to contact their class or subject teacher directly if there are any questions or concerns about situations within the class. Please check with individual teachers as to the times most convenient for school-related phone conversations. Any concerns that require a lengthy conversation can be addressed in a pre-arranged conference. Please do not approach teachers on the playground, as they need to be watching the children.

While the school does not have a principal, the Administrative Council (Board President, Administrator, College Chair, Faculty Chair, ECC and Grades Coordinators) functions as a focal point for communication within the school. Therefore, if you have a concern and for any reason you feel you cannot take it to that person directly, please contact a member of the Administrative Council. They will either work with you to help resolve the problem or take it to the person who can.

If parents feel that they are not comfortable going to their class teacher, or need to take a concern further, they may contact the Faculty Chair or College Chair, who will see to it that the concern is taken up by the appropriate group. If it is a school-wide concern, please take it to the College of Teachers. If there is a concern or question for the office staff, please feel free to call them directly.

Please see the “Quick Guide of Who to Call for What” for list of names and contact information <https://www.detroitwaldorf.org/contact-us>

A community meeting is held annually, to provide parents with an overview of how the school is doing and offer an opportunity for parent input on various topics. If a concern is not resolved and a formal grievance is necessary, please see the DWS grievance policy.

FUNDRAISING ACTIVITIES

Traditionally, tuition covers the majority of an independent school’s budget. At Waldorf, grants, donations, and fundraising events such as the Walk-A-Thon, Annual Give Campaign and Spring Auction account for the balance.

Beyond school fundraising, the upper grades are allowed to raise funds to be used in offsetting the cost of their eighth grade class trip. All fundraisers must be approved by the college of teachers.

Walk-a-Thon

The Walk-a-thon is a traditional fall fundraiser that allows students to participate in raising funds for the school community. The children and extended community secure pledges to walk a certain number of miles during the school day at a predetermined location. All of the funds raised from the pledges will support the school.

Annual Fund Campaign

Each year the friends, alumni and current parents of the school are asked to make a contribution to our Annual Give Campaign. Full participation in annual giving is important to the foundations and corporations that support us, so all families are asked to participate to whatever extent they can afford. Parent volunteers are asked to call each member of our community individually and ask for their contributions.

Spring Auction

Traditionally, our spring fundraiser is the annual auction. Parents and faculty are asked to donate items or solicit donations through businesses and personal contacts, as well as to invite friends, family and neighbors to join us for this event. The auction is important for fund development and is an exciting social occasion that strengthens our school community. Its success depends on the support and commitment of all parents.

SCHOOL INFORMATION

Festivals & Assemblies

Festivals are a vital part of Waldorf education. Their purpose is to bring the community together and provide nourishment for the soul. Families are invited to attend these wonderful community events

For more information please check your school calendar and the Through the Gate newsletter for

dates and times of festivals and assemblies. Descriptions of these festivals and assemblies can be found at <http://www.detroitwaldorf.org/festivals/>

Annual School Calendar

An annual school calendar is published each year to identify holidays and school breaks, parent-teacher conferences, class meetings, fundraisers, all school festivals, and other noteworthy events. The first draft of the calendar is usually mailed with the school's summer mailing to parents and the final draft is available at the beginning of the school year. Please check the calendar carefully so that you can be available for conferences and class meetings and for any events for which you are acting as a parent volunteer.

Assemblies & Other Events for Elementary Students

Twice during the year the children share work from their classes. In the spring, a music concert is also held. Occasionally, classes are asked to perform for special events. The dates for the assemblies are scheduled in the school calendar. Attendance by all children is required. In case of illness or emergency, parents should contact their class teacher. Dress for assemblies is casual dress; no sweatpants. For the concerts, students should wear a white shirt with black pants or skirt; no tennis shoes are permitted.

Extended Care

For the convenience of parents, the school provides an aftercare program which is supervised by our staff.

- Extended Care for Early Childhood and Graders (1-8) is offered from 3:30-5:30: The cost is \$6.00 per hour (or any portion thereof) for the first child and \$4.00 for additional siblings. Extended Care ends promptly at 5:30 pm. A late pick-up fee of \$1.00 per minute will be assessed at that time. The Extended Care phone number is 313-303-1460. Extended Care is billed monthly.

The student may not participate in any school activities, including sports, field trips, assemblies, camping trips, etc., if there is an overdue aftercare balance.

- The school will bill monthly for after school services.
- A \$5 late fee is charged for bills that are 10 days late.
- At 45 days late or \$100 delinquent, students must remain home until payment.
- Year-end reports will not be sent until the account is paid in full.
- A student may not attend summer camp until the account is paid in full.

Children must be under adult supervision at all times during the school day. If children are at school after regular school hours, they are required to sign up for aftercare. For your child's safety, please do not ask your child to wait outside the gate or anywhere in the building other than with the special program staff after regular school hours.

We ask any parent who is doing volunteer work on an event and stays after regular school hours to sign your children into aftercare. Fees will be waived in honor of your time here. Simply fill out a form and have it signed by the administrator and event coordinator. Waived fees do not apply to children in a carpool. School policy regarding discipline applies to all aftercare programs.

Emergency Closings

When school must be closed because of bad weather, an automated phone call or text will be made and the closing will also be announced via email, DWS website and the local news stations as early as possible. Any other emergency closing will be communicated via the automated phone system.

Fire, Tornado, LockDown and Shelter in Place Drills

The children practice drills several times during the school year. The purpose of the drills is to develop a practical response should such an event occur. The entire school practices in a swift and orderly manner. We also have blankets, water and an emergency radio, flashlights and emergency procedures to help staff respond to manmade or natural events.

School Space

There are many activities in our growing community and parents are encouraged to get involved. To avoid double-booking on a room and to ensure guard duty, all meetings held at school must be arranged with the building manager or through the office.

Supplies and Musical Instruments

Most supplies are covered by tuition and furnished as needed. However, replacement of lost items is the responsibility of the student. The class teacher will communicate the need for any special supplies that a class requires.

Since the children are provided with all the necessities for the school day, your child should not bring any materials to school, other than a lunch and snack, unless the teacher makes a specific request. Usually, this request could include lined paper, three-ring binders, and the like. Parents should not send candy, pop, toys, radios/tape recorders, or similar items to school with their children.

In first grade, the school provides a pentatonic flute. If the flute is damaged or lost during the year, parents must pay for a replacement.

All children will play a musical instrument as part of our regular academic program. Students will be responsible for renting or buying their own instruments. If you wish to have your instrument insured, you must provide insurance through your own private policy. The Detroit Waldorf School is not responsible for loss, damage or theft of any instruments.

Private lessons are encouraged for all students but are required when a student is new to the school or new to an instrument.

Student Assessment and Academic Performance

The Detroit Waldorf School does not assign letter grades to the work of the students until the upper grades (normally 7th and 8th grades).

While grades are the most familiar form of assessment to most parents, the school believes that the parents and the students are better served and informed of a student's progress through mandatory parent-teacher conferences (scheduled in November and March) and in the year-end written student report. The class teacher clearly lays out the curriculum for the year in the fall class meeting and then individually reviews your child's progress during the parent-teacher conferences. Any questions about your child's progress should be directed to the class teacher. Additional conferences may be scheduled if either the parent or the teacher feels the need.

Detroit Waldorf School Resource Program

The resource program is part of the instructional program at the Detroit Waldorf School. The primary purpose of the program is to assist children who are experiencing difficulty in their regular classroom in a way that will allow them to overcome hindrances to their learning. This program is not a tutorial program for children who need assistance in completing class assignments.

The school is fortunate to have a trained remedial consultant, an artistic therapist/occupational therapist, and a therapeutic eurythmist on the staff, which allows many avenues of support for the children.

Class teachers refer students to the program when they determine that supplementary assistance will be helpful for the child. Before a referral occurs, the teacher will have consulted the parents about the difficulty and reason for the referral and will obtain permission from the parents for the referral.

Upon referral, the resource program staff will discuss the situation to determine what kind of additional assistance would be most beneficial to the child. The child will receive assistance in the place of another class in the curriculum for the length of time that it takes to remedy the child's problem.

The school supports part of the cost of this supplementary assistance; parents will be informed what part of the cost they will be expected to pay before the lessons begin and will be asked to sign a permission slip and a contract for the services. In addition to a referral to our own program, parents will be informed about the resources available outside the school that may be beneficial for the child's progress.

Through the Gate

The school newsletter, Through the Gate, is sent electronically every Friday. The newsletter contains important reminders, lists of upcoming activities, sports schedules, articles about Waldorf education and other information.

The administrator or administrative assistant must approve all outside submissions for consistency with the Waldorf philosophy and pedagogy. If there is a question regarding pedagogical appropriateness, the submission will be taken to the faculty chair. The office staff always reserves the right to edit submissions for spelling, grammar and length.

Note: Through the Gate may not be used for advertising or promoting goods or services.

Visitors to the Classroom

Students may occasionally bring a visitor to the school. However, two (2) days' notice must be given to the office, and the teacher(s) of the visited class (es) must grant prior permission. An emergency form must also be filled out for the days they are visiting.

SCHOOL POLICIES AND REGULATIONS

Absence and Tardiness

Absences: No child will be dismissed during the school hours for medical appointments or other reasons without proper written notice from the parents. The class teacher or Early Childhood Center teacher must be informed by explanatory note for a doctor's appointment or early dismissal. If you are aware in advance that your child must be absent from school, please notify the class teacher as soon as possible so that you can discuss any special arrangements that must be made.

When there is no advance warning that your child must be absent, call the school office by 9 a.m. to report the absence and the reason for it. This call is very important, because it assures us of your child's safety and keeps the class teacher informed of the student's condition when there is illness. Excessive absences may result in dismissal from school.

Tardiness: One of the most important moments is when school begins. The initial activities set the mood and goals for the day and tardiness impedes your child's progress. Children should arrive at school when the first bell rings at 8:15 a.m. so that they can be settled in their classroom and ready for the Main Lesson by the last bell, which rings at 8:30 a.m. Tardiness occurs when your child is not in the classroom and ready to begin the main lesson at 8:30 a.m.

If you are late getting your child to school, write a note explaining the tardiness. The child must go to the office to get a tardy slip. When there is consistent and unexcused tardiness, the class teacher will contact the parent directly and address tardiness. Excessive tardiness may result in dismissal from school.

Volunteers

DWS could not run safely and efficiently without the assistance of our families. In addition to payment of tuition and fees, each parent is expected to participate as an active member of our

community. We ask each family to fulfill a minimum of 30 hours of volunteer time for the school and to fill in a volunteer time sheet and return to the school office for tracking.

Please note that volunteers supporting a school function where there is unsupervised contact with students must complete a volunteer application. It is a school policy to conduct a background check for each volunteer.

Field Trip Chaperone Policy

Chaperoning a class trip can be a valuable experience and is a great way to volunteer your time for the school. For the duration of the field trip, chaperones become representatives of the school and assume role modeling and mentoring relationships with the students. Those individuals wishing to accompany classes on overnight trips must give written consent for the school to conduct a background check.

Chaperone guidelines, rules and expectations for all parents and adult volunteers:

- Parents will ensure that any recordings played in their car are age-appropriate. Parents will do their best to foster conversation, games and other positive social exchanges among the students in their car.
- Parents will not consume alcohol or drugs while chaperoning on a trip, and will not smoke in the presence of students.
- Parents and teachers will do their best to ensure that the parent's own child will experience the trip as the other students in the class do, without special privileges or treats due to their parent's presence.
- It is generally inappropriate to have younger siblings attend field trips, because most trips are pedagogically grade-specific, and because of the disruption that absences cause to the younger sibling's own class, and because the parent's attention is needed for supervising the students on the trip.
- Parents will not undermine the authority of the class teacher by not following directions or instructions or changing the rules described.
- Parents will not overstep disciplinary boundaries. Please leave the discipline to the class teacher, but do let children know if you see unacceptable behavior or an unsafe situation developing. Do not allow children to engage in dangerous behavior.
- Parents will not use foul language, speak to children in harsh, angry or intimidating tones, or use aggressive or inappropriate gestures.
- Parents will not engage in activities which distract attention from the tasks of the group. This includes personal activities (such as texting, internet use, phone conversations) that withdraw attention from chaperoning responsibilities.
- We ask that parents do not send "progress reports" of the trip in the form of email, phone, text, or photographic messages. Allow the students to experience their nature or cultural trips without media intervention. Photography is not discouraged, but the time for that sharing is after the trip.

Student Safety and Handling Conflict

To ensure your child's safety, please remember that every child must be under the supervision of an

adult at all times while at school. Do not ask your child to wait outside the gate or in any part of the building. We, as educators and parents, realize it is our duty to protect children, whenever possible, from fear and trauma, and to model positive behavior and problem solving/conflict management skills. To this end, we have developed a policy regarding how parents handle problems that occur with children other than their own while on school premises or during school activities:

- When conflicts/problems arise between children, parents must first seek accurate information from a teacher or other adult who was present during the event.
- If the situation is not resolved with this additional information, then the child's parents should speak to the child's class teacher and the parent(s) of the other child involved in the conflict/problem.
- It is never acceptable to discipline or reprimand someone else's child directly.
- If there is not a satisfactory resolution after these steps have been taken, the problem should be brought to the attention of the school administrator.

Consequences for any adult who does not follow these guidelines may include:

1. Being asked to leave the grounds of the school.
2. The child (ren) of the parent will be unable to attend school until the parent meets with school representatives.
3. If the behavior is perceived to be abusive, it will be reported to Protective Services or other authorities as appropriate.
4. Disenrollment of the parent's child (ren) from the school.

These are serious matters, and will be treated accordingly. In addition, the school follows federal, state and local laws in child safety. This includes following legal procedures in cases of suspected abuse. If you suspect abuse, please go directly to the school administrator.

Campus Safety

The following measures are in place to provide a safe environment for all students, faculty and staff on the school campus.

- Security is in place on the school property during operating hours.
- DWS is a weapon free safe zone. Carrying firearms on the property is strictly prohibited.
- Safety drills are practiced throughout the year and can be found on the DWS website.
- The Emergency Planning Guide is annually reviewed and updated by the Administrative Council and Facilities Department.

Cold Weather Policy

Children must always bring appropriate outdoor clothing to school. If the teachers on the playground feel that it is too cold, or that the children have been outside as long as it is comfortable for the weather conditions, the teachers will bring the children inside. Recess will be indoors when the

temperature or wind-chill is zero degrees Fahrenheit or lower. A teacher may, at their discretion, take a willing group of children outside when indoor recess is announced. The teacher will ensure these students are dressed appropriately for the weather conditions. No child will be required to go outside when indoor recess is announced.

Student Behavior Guidelines and Discipline Procedures

Discipline is an integral part of education at the Detroit Waldorf School. Building self-discipline, establishing an aesthetic sense of order and rhythm, and understanding the consequences of behavior are all central goals of Waldorf education as these contribute to a secure sense of well-being and allows the individual to successfully participate with others.

Guidelines for behavioral expectations are clearly stated in the parent handbook and in the employee handbook. These guidelines are intended to meet the needs of the individual student and the overall needs of the student body. The DWS student discipline strategy includes three reinforcing components. The first is the pedagogical component. Planning tools intrinsic to Waldorf education such as rhythm, ritual, repetition and reverence when applied to daily teaching practices reduce student stress and increase student interest in positive participation. The second component is adequate and responsible supervision, provided by conscientious personnel, and predicated on respectful and inclusive relationships between teachers and students, clear behavior expectations of all parties, and consistent supervisory practices. The third component includes effective behavior-management responses, appropriate corrective measures and individualized remedial measures.

Maintaining a strong and reliable rhythm to each day and an orderly and predictable classroom environment resolves many discipline issues through prevention. Depending on the age and development of the children, we also use several guidance methods that are intended to help children internalize rules, get along with each other, and become more self-directed in their behavior. These behavior-management responses and methods include:

- Modeling positive behaviors and manners
- Modeling kindness and respect
- Giving limited choices
- Redirecting children to alternative behaviors and activities
- Problem-solving through discussion
- Guiding conflict negotiations
- Improving communication skills
- Allowing for safe natural consequences
- Promoting cooperation amongst children
- Reinforcing positive behavior
- Building self-esteem and confidence
- Setting and reinforcing limits

In addition, appropriate corrective measures might include:

- Temporary removal from the classroom, where a student remains under supervision
- Assignment of related work
- Supervised alternative time for reflection and/or restoration
- Behavioral contracts

- A joint conference with parent(s) and teacher(s)
- Temporary removal from school.
- Remedial measures as determined by the behavioral and developmental needs of individual students.

Student Code of Conduct

At DWS, we strive to develop the understanding that everyone is an important part of the classroom and school-wide community. When conflict arises in our interactions, we work to find a healthy way to resolve them and help children develop the social skills to move through difficult situations in a constructive way.

Students are encouraged and expected to:

- Attend school regularly and arrive promptly
- Come to school well-rested, well-fed, and prepared
- Participate in all classroom activities
- Be courteous at all times
- Be respectful to others and use kind and respectful language
- Behave in a safe manner for themselves and others at all times
- Assist in helping to solve their own problems (with adult help as needed)
- Be quiet and calm in hallways
- Complete homework on time and in a thorough, neat manner (Grades)
- Abide by all school rules
- Care for and respect others and their personal space and property
- Care for and respect school property
- Share playground and common area equipment and space – no exclusion
- Help clean up to the best of their ability

Communication and teamwork between teacher and student and parent/guardian(s) are very important in resolving behavioral problems as they arise. Teachers will notify parent/guardian(s) of any on-going or major discipline problems so that problems can be resolved in partnership.

Classroom Guidelines

In addition to the above stated expectations in the Student Code of Conduct, the following guidelines apply to classrooms, and by extension, field trips:

- Students shall support a positive learning environment by agreeing to do what the class is doing and what the teacher is asking.
- Students shall complete their daily tasks and chores cooperatively, respectfully, and in a timely manner.
- Courteous and respectful behavior and language are always expected of students, parent/guardian(s), faculty, staff, and visitors while participating in any activities at DWS or on field trips.
- If property is stolen or defaced by students, it will be replaced, at parental/guardian expense if needed.

The following behaviors will be directly addressed through a resolution-oriented approach in a developmentally appropriate way:

- Vulgar, profane, or rude words
- Spiteful or malicious attitudes or behaviors
- Lying
- Teasing, rudeness, harassment, bullying, mocking, mimicking, exclusion, or any other type of abusive behaviors
- Biting or spitting
- Shoving, hitting, or fighting of any sort

Students should not be in possession of the following items at DWS:

In addition to any illegal substance and all fire igniting equipment such as matches or lighters, students are not allowed to be in possession of the following on DWS grounds or school sponsored field trips:

- Electronic equipment or devices unless asked for specifically by a teacher for a particular assignment or learning need. Electronic equipment includes any device that would give students access to gaming, social media, music, and the internet.
- Hardballs or wooden and metal baseball bats
- Objects that may be construed as a weapon of any type, including knives
- Guns of any type (including toy and water)

Discipline Procedures

Teachers will handle cases of misbehavior in ways they deem appropriate to the specific situation. Most situations are minor, remedied through healthy interactions between teacher and student. However, in some cases, further intervention and participation is required and consequences may apply. In such cases, the following steps will be taken:

1. The teacher will contact the parent/guardian(s) in no less than 24 hours.
2. A meeting between teacher and parent/guardian(s) may be scheduled and when appropriate include the child.
3. A written plan with steps and time frames may be drawn up and discussed, appropriate to the degree of behavior and age of the student.
4. The teacher may bring the situation to the Care Group and/or Faculty to discuss the child's behavior. These are confidential discussions intended to help the child.

Continued disruptive or hurtful behaviors may require faculty and parent/guardian(s) review of the situation, and implementation of a reasonable time-line for changed behavior to emerge. In some cases, parent/guardian(s) may be required to provide outside support services for their child.

Restitution

Following certain disciplinary situations, restitution restores healthy relationships for all people involved. A restitution process is aimed at restoring what has been damaged in a physical, emotional, social, or spiritual sense. It also allows the people involved to heal and reclaim self-esteem through personal effort.

Characteristics and guidelines of a good restitution process allows those harmed and those who have caused harm to work through a process of reconciliation. This may be a facilitated process.

In a successful restitution, the helping adult will demonstrate compassion, understanding, and objectivity.

Student Dismissal

If disruptive, harmful, and/or unsafe behaviors continue, the last option would be that DWS reserves the right to suspend or dismiss a student for violation of the conduct policy.

The school may, at its discretion, initiate suspension or expulsion of a student if behaviors reflect social or academic conduct below the standards required by teacher and/or school. All students are required to participate in the school's policies as described in this document.

Suspension can provide time for faculty and parents to plan a strategy for the student to return. It also allows the student and parent a chance to reflect on behaviors and to find a new relationship to the expectation of the teacher and school. Suspension can teach reasonable consequences directly related to negative actions.

A student can be expelled at the discretion of the School. Dismissal from school may occur if a resolution was not achieved with the above procedures.

Dress Code / Personal Appearance

The Detroit Waldorf School does not require students to wear uniforms. Generally, clothes should be neat, in good taste and in accordance with school activities. Clothes, lunch boxes and book bags should not display media messages or pictures (i.e., Disney, movie or rock group T-shirts). No tank tops. Pants must fit at the waist and not drag on the ground. No short-shorts.

The children play outdoors for recess. Please have your children dress for the weather with appropriate clothing, especially for cold and wet conditions. Extra hats and gloves can be kept in the child's cubby. Children are expected to wear indoor shoes while in the classroom. An extra pair of shoes is needed for gym class.

Hat Policy

Though we are always overjoyed when children wear warm hats when the weather is cold and hats that supply shade when it is sunny, hats are not to be worn in the classroom or in the school building at any time.

Children may wear headbands or ponytails and other fasteners in order to control locks, but such gear should not cover the entire head. Bandanas and sweatbands, while perhaps necessary on the sports field, are not allowed indoors. Headgear for religious or medical purposes is acceptable.

Health, Medication and Accident Policy

1. Children who become ill at school will be allowed to rest in the office. Parents will be contacted to pick up their child as soon as possible when a child is too ill to remain in school. Please pick your child up in the school office immediately. For the sake of all the children and the faculty, do not bring a sick child to school. Illness and disease spread quickly in the close confines of a school, and it is not fair to your child or the other children and adults to bring a sick child to school. A student must be fever free for 24 hours before returning to school.
2. Recess is part of the school day, and if children are too ill to participate, they are generally too ill to

be at school. When an exception is needed, write a note to your child's class teacher explaining the reason. A child may remain indoors at recess time only with a written request from home or a note from a physician. The child will stay in the office.

3. Please report a communicable disease to the office IMMEDIATELY. Before returning to school, your child must bring a physician's release statement that the disease is no longer contagious. This is a Michigan law requirement.
4. **Please provide a physician's release form when your child is returning to school with restrictions due to illness or injury.**
5. Parents are requested to space medication within the hours that the child is at home. Under special circumstances, approved by a physician, accommodation may be made for use of medication during school hours: The administration of prescribed medication and/or medically- prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program. Authorized administrative personnel are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student. EPI-Pens will be administered by any trained DWS staff member.
6. If your child has asthma, written parental permission and a copy of the prescription from the child's physician must be on file in order for any child to use an inhaler while at school. The school will provide a copy of the Authorization for Prescribed Medication, Treatment, or Asthma Management form to capture parent and doctor signatures. We suggest that children in the lower grades (Early Childhood Center-4th) keep their inhalers in the school office. Office staff will oversee students coming to the office to use an inhaler.
7. Children who incur a mild injury while in school are given simple first aid. The parent is called if it appears that the injury requires further attention. If a child requires emergency medical assistance, the school will attempt to contact the parents first, then an emergency contact, but may be required to take the child to a hospital emergency service if parents cannot be contacted. The child will be taken to the hospital indicated on the Child Information card. An incident report is always filed if there is an injury.
8. The school will need to have any special requests regarding the administration or non-administration of first aid on file in written form. Also, please list any necessary information regarding allergies, especially to insect bites, foods, etc.

THE SCHOOL'S INSURANCE DOES NOT COVER INDIVIDUAL STUDENTS IN THE EVENT OF ACCIDENTS AND INJURIES. PLEASE REVIEW YOUR FAMILY'S HEALTH CARE INSURANCE TO BE SURE THAT YOUR CHILDREN ARE ADEQUATELY COVERED FOR SCHOOL ACTIVITIES.

Lice Policy and Procedures

Policy

- Parents will be notified if their student has lice. Early Childhood Center students will be sent home. Grade students will be sent back to the classroom wearing a head covering. However, to prevent any discomfort to the child, we strongly encourage parents to arrange an immediate pick up.
- The student may be readmitted to school after treatment and examination at home.
- Upon returning to DWS, a parent must accompany the student to the school office and remain with their child until school-designated personnel can re-examine the student. If no live lice are found, the student may re-enter the school.
- Any student with nits (farther than ½ inch from scalp) will be allowed in school.
- Parents must remove nits daily and check continuously for up to 3 weeks to avoid reinfestation.
- The student will be re-checked by designated school personnel 7- 10 days after initial treatment. If lice are found, procedure steps 1-3 will be repeated.

Procedures

When a member of school staff suspects that a child is infested with head lice the following procedures should be followed:

1. The child will be restricted from activities involving close contact (i.e., hugging) or sharing personal items (i.e., hats, clothing, brushes) with other children. If this is not possible the child will be sent home.
2. The school faculty will be notified, and the parents must be contacted (verbal communication is preferred).
3. A letter will be sent home notifying classmates' parents that a case of head lice is suspected and asking them to check all of their children for head lice.

Pet Policy

Students may not bring pets to school, even if just for a visit. The primary reason for this policy is to protect both parents and children who have allergies.

Peanut Policy

As our school community has grown so has the necessity to address a greater diversity of need and circumstance. With this growth also comes an opportunity to build and strengthen our community relationships in new ways. Many schools in Michigan and across the country are grappling with the issue of food allergies and how to address them in a way that is inclusive, reduces the likelihood or severity of a reaction, and protects the youngest members of our community who are not yet old enough to understand or manage allergies themselves.

Sharing a meal is one of the most memorable and celebratory ways that we create community together. This is true for our students in the classroom and for all of us at community events. Many of us are

fortunate to be able to eat all kinds of foods. There are also people in our community who have life-threatening reactions to certain foods. Peanuts are especially problematic and it is because of this that we have decided to make our school a **Peanut- Free School**.

We ask that **no peanuts** be brought into our school. Foods sent in for snack, lunch, or any Class event (including parties, field trips, etc.) should be carefully checked to make sure they are peanut-free. Families can help ensure that our school stays peanut-free by reading packaging labels and reminding children not to share food with other children at school. We need to make sure that there is little opportunity for a child to be exposed to foods that could harm them.

Nutrition / Birthday Policy

The faculty has worked with various doctors over the last few years to better learn how to help children overcome obstacles in their learning. This work has helped us understand the importance of nutrition for a growing child. These doctors encouraged us to use whole grains and fresh organic fruits and vegetables as much as possible.

We welcome suggestions from parents and urge them to send us their favorite healthy lunchbox ideas to share in our newsletter, Through the Gate. For health and educational reasons, we ask that the children not bring gum, candy or pop to school. Please avoid “Lunchables” and fast food lunches as well as any highly sugared and artificial foods. This policy is also applied to birthday celebrations in the classroom. **DWS is a PEANUT FREE school.**

Hot Lunch

DWS does not have a formal hot lunch. Traditionally, the seventh grade class offers a hot lunch item (pizza) as part of their fundraising efforts throughout the course of the school year. Information on this fundraiser will be available on the school website and in the school weekly news in the fall.

The school policy is for grade school children to bring a mid-morning snack and a suitable lunch. Finally, all uneaten lunch will be sent home with the child so that the parent can monitor the food that a child is actually consuming.

Use of Electronic Technology on Campus

The effects of electronic technology on the physical and emotional development of children is an ongoing concern. On campus and school sponsored activities, students should not be in possession of electronic equipment or devices unless asked for specifically by a teacher for a particular assignment or learning need. Electronic equipment includes any device that would give students access to gaming, social media, texting, music, and the internet.

As educators and parents we have an important stake in this concern: the healthy growth and development of the children in our care. The Waldorf curriculum is multi- sensorial by nature and is designed to assist the children in developing healthy sight, hearing, smell, touch and movement, all of which are of critical importance to developing thinking. For that reason, the faculty of the Detroit Waldorf School refrains from exposing the children to electronic technologies in the school and purposes the following guidelines:

1. The faculty asks that parents, likewise, eliminate their child (ren's) use of electronic equipment and media (enumerated above) for Grades 4 and below.
2. From grades 5 through 8, the school asks parents to eliminate their child (ren's) use of electronic equipment and media on school nights. This will allow for more time for family interaction, homework, practice time for musical instruments, and space for proper meals and sleep.
3. Electronic equipment or devices are not allowed unless asked for specifically by a teacher for a particular assignment or learning need. Electronic equipment includes any device that would give students access to gaming, social media, music, and the internet. Written permission from the school and class teacher is required for student cell phone usage; please contact the office for a form.
4. Norms for computer use for classroom assignments will be developed for the upper grades (6, 7, & 8) and will be communicated to parents by their child's class teacher. As adults, we use our cell phones and similar electronic devices to make our work more convenient and productive. However, we also have become somewhat unconscious about the effect that the use of these devices may have on others. The faculty requests that you refrain from use of these devices while on the campus.

Auditorium

The auditorium is the heart of the school, and the work that the children present on stage is an extension of the pedagogical work in their classrooms. The ringers, camera flashes, video equipment and conversations that accompany the use of these devices are disruptive to the respectful environment that we are attempting to create for the children.

Please turn off all electronic devices when entering the auditorium and refrain from entering and leaving the auditorium except at the beginning and the end of the program or during intermissions.

Parents may have questions about the lack of use of amplification systems in the auditorium during student performances. Again, after careful study of the pros and cons of this issue, the faculty has affirmed our pedagogical decision that hearing the authentic human voice and the music that we play is very important to the development of healthy listening and healthy speech in the children. While this may represent an inconvenience at times for the audience, we work hard as a faculty to help the children reach a high level of skill and art in their stage voices. Our auditorium has good acoustical quality, so it is left to us to make ourselves heard to the audience. If a member of your family has hearing difficulty, we urge you to arrive early and select seats near the front of the auditorium.

Dropping Off, Parking and Picking Up Students

When dropping off children in the morning, have your child (ren) exit the vehicle on the curbside only. Our street is very busy at drop-off and pick-up times and the safety of the children requires your attention and cooperation. Please do not park along the yellow curb or block any driveway along Burns when picking up or dropping off children.

Parking and drop off is allowed on the Charlevoix side of the building. This entrance of the school will be open and monitored between 8:15 – 8:30 am only.

Please observe city laws which allow parking only on the side of the street you drive on, e.g. when driving toward Charlevoix, park on the playfield side; when driving towards Vernor, park only on the school side. Detroit police will issue tickets to drivers who fail to follow these directions.

Picking up Students

All students in the Early Childhood Center will be picked up and signed out of the classroom at 3:30 p.m. At 3:30 all remaining children will be signed into aftercare. First and second grade students may be picked up from the lower grade playground between 3:15 and 3:30 p.m. Third through eighth grades will be picked up and signed out from their classrooms between 3:15 and 3:30 p.m. At 3:30, any remaining children will be escorted and signed into aftercare or after school activities.

Lost and Found

Please mark all clothing items with your child's name so the items may be returned if they are misplaced. The school maintains a lost and found in the basement. Check it thoroughly any time an item is missing. At the end of the school year, unclaimed items are donated to a charitable organization.

Walking Home Permissions

Parents or guardians who wish to give their students permission to walk home from school unsupervised must fill out a Walking Home Permission Form. This form must be approved by the Administrative Chair before the student can begin walking home.

Terms of walking home policy:

- Only students in grades 6 and above who live within one square mile of the school will be approved to walk home.
- Approved students may sign themselves out but may not sign out younger siblings.
- Students walking home must wait to be escorted downstairs at 3:30 by the dismissing teacher and must leave the grounds immediately.
- Students may not linger on campus after 3:30 or they will be signed into extended care - only an adult on the pick-up list may sign a student out of extended care.

OFFICE AND ADMINISTRATIVE POLICIES

Emergency and Health Forms

The State of Michigan requires that every student have an Emergency Information form on file in the office. All Early Childhood Center children (Pre-k- K), new students, and students entering the seventh grade must have health forms. These forms provide the school with emergency contact information as well as health information. These forms must be filled out and be given to the school office by the opening day of school. Please be sure to provide updated information throughout the school year.

Statement of Non-Discrimination in Enrollment

The Detroit Waldorf School does not discriminate in admissions, hiring, or employment practices on

the basis of race, sex, color, religion, national origin, ancestry, marital status, age, sexual orientation, gender identity, or other statuses protected by law. Furthermore, parents, students, faculty, staff members, and board members are all expected to conduct themselves and discharge their responsibilities in accordance with the school's non-discrimination policy. Furthermore, parents, students, faculty, staff members and board members are all expected to conduct themselves and discharge their responsibilities in accordance with the school's non-discrimination policy.

Tuition

The Detroit Waldorf School is an independent school that depends almost entirely on tuition to support the cost of bringing a Waldorf education to the children.

The enrollment contract is not just a legal document; it is a living agreement between the parents and the school that the teachers will provide a richly integrated and imaginatively presented curriculum to the students and that the parents will provide the economic support to make this possible.

Parents are required to select one of three payment plans when signing the enrollment contract each year: monthly, trimester, or full pay. All tuition payments are automatically withdrawn on specified dates each month through FACTS Tuition Management Company. If at any time a family cannot fulfill its contractual commitments, the business manager should be notified immediately so that arrangements can be discussed, and if applicable, brought to the In-House Finance Committee for review. Without the business manager's and Finance Committee's approval for special arrangements, the following DWS collection policies apply:

1. To begin the academic school year, all previous tuition and before/aftercare balances must be paid in full and all current tuition payments must be current. (Current is defined as payment recorded by FACTS Tuition for monthly and trimester plans or full payment received in the DWS office).
2. All payments incur a \$25 late fee when 10 days late.
3. When payments are 30 days late, students must remain home from school until FACTS Tuition records the payment. The student (s) will also be excluded from any school activities such as sports, field trips, assemblies, camping trips, etc. until the account is current. The 30- day grace period does not apply for payments extended beyond March.
4. DWS may dismiss or require the withdrawal of a student for "cause", which is defined as including but not limited to behavior or conduct of a student or parent/stepparent/guardian contrary to the School's rules or policies or its faculty's directions, behavior or conduct of a student or parent/stepparent/guardian disruptive or unsafe to self or others, delinquent accounts or academic performance below acceptable standards and excessive absence and tardiness.
5. Year-end reports will not be sent until the account is paid in full. Summer camp may not be attended until the account is paid in full.

Please contact the business manager for further information or questions regarding billing.

Re-enrollment

Each year, the Finance Committee of parents and faculty recommends tuition based on the needs for the coming school year and the prospective enrollment. The Board of Trustees sets the final figure and notifies current and new families as soon as possible by letter. The re-enrollment process generally begins in January when parents are informed of any changes in tuition for the following year. A packet of re-enrollment forms will be sent to each family with complete information regarding due dates and enrollment deposits. All tuition for the present school year must be current in order for the school to accept your child for re-enrollment for the following year. A space will not be reserved for your child for the following school year unless contracts and re-enrollment fees are paid by the due date. After the due date, the school will accept enrollments for children outside the school; therefore it is extremely important that you observe all deadlines.

Accessible Tuition

The Detroit Waldorf School knows the education of your child is your top priority. Even with the greatest commitment, families may find it challenging to finance a Waldorf education. With this in mind, the school's goal is to provide a reduced tuition rate for those who need it in order to attend.

DWS adopted the **Accessible Tuition (AT) Program** in 2009 to align itself more fully with the school's mission: *to provide a rich and dynamic pre-K-8th grade Waldorf education to a geographically, racially, and socio-economically diverse student body in Detroit and Southeast Michigan.*

Accessible Tuition is an adjustment in tuition based on financial need. The program does not draw from an endowment or a scholarship fund. We work with each family to determine what will best support both the family and the school, resulting in the most feasible tuition rate. The school believes that every family adds value to the school community and it is anticipated that each family who applies for a tuition adjustment will hold Waldorf education as a high financial priority.

The Accessible Tuition Program is not intended to support discretionary items, such as after school activities, investment portfolios, travel, home purchases, and/or debt-free status. These items may not rule out a change in tuition but will be considered when determining a family's eligibility.

For more information about the Accessible Tuition process, please visit the website at <https://www.detroitwaldorf.org/accessible-tuition>

Statement from the DWS Board of Trustees

The board of the Detroit Waldorf School (DWS) is committed to making Waldorf education as available and financially accessible as possible to all admitted students. The board recognizes both the financial challenges many families face and the desire many families have to send their children to a Waldorf school. To make it financially possible for families who desire a Waldorf education for their children, DWS makes every effort possible to offer a confidential, straightforward, and accommodating tuition adjustment process. To support those families who need it, DWS offers

adjustments based upon economic need.

Currently our resources include income from two endowment funds in addition to three yearly fundraising events, of which a portion goes towards adjustments. We rely on both our school and local communities, including outreach to corporations, to help us reach our fundraising goals.

Through these efforts, we are able to provide adjustments, depending upon each family's financial circumstances. We also provide a sibling discount.

Again, our goal is to provide a confidential, straightforward, and accommodating tuition adjustment process with the intent that finances do not prevent a child from attending DWS.

Community Expectations

The Detroit Waldorf School welcomes all students, families, and staff members regardless of race, color, religion, gender, sexual identity, national origin, ancestry, marital status, age, sexual orientation, political views, economic status, (dis)ability, or other statuses protected by law. We aspire that every member of the Detroit Waldorf School community contributes to a sense of belonging by being courteous, respectful, and open towards others.

While all students, families, and staff are welcome to their own individual, private views on any issues, we uphold that the community environment of the Detroit Waldorf School is based on each member's ability to develop intercultural competence. Community members are expected to uphold DWS values for intercultural competence. Intercultural competence is defined as the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds.

We seek to create a school community where all students are able to fully engage in learning, all faculty in teaching, and all administrative staff in support of the school, without concern about being marginalized, hurt by intentional or careless comments, or treated as less important than others because of their personal identity.

We strive to create a community where members of all races, genders, backgrounds, neurodiverse groups, and individual identities are supported and affirmed. In light of the above values, DWS community members are expected to:

- Refrain from direct statements to others that exhibit racism, religious intolerance, sexism, anti-LGBTQ+ sentiments, denigration of immigrants, political intolerance, body shaming, judgments based on economic status or ability, or inability to embrace differences.
- Refrain from jokes, humor or satire based on finding amusement or denigration of race, religion, gender, gender identity, gender orientation, immigration status, political orientation, body image, or other social and personal identities.
- Refrain from discussing these types of sensitive topics on social media, texting, and other

electronic platforms, as these technologies are not supportive of the nuanced and thoughtful conversations that these topics deserve.

- Refrain from wearing clothing or use of in-school materials that promote racist, sexist, anti-LGBTQ+, anti-religious, anti-immigrant or other exclusive attitudes.

When a statement or behavior that violates the above standards occurs the following will happen:

- If a student makes a statement or shows behavior that violates the above standards, and such speech or action is heard or witnessed by a teacher or staff member, an immediate developmentally appropriate intervention will be made by the teacher or staff member.

The person harmed will be encouraged to voice their concern appropriately and quickly so a timely resolution can be achieved.

- If a problem occurs between students or parents in a particular class, the person harmed should address the issue with the class teacher first in hopes of finding a resolution.
- If an adult community member is harmed by another adult community member, where appropriate, the person harmed should seek to come to a resolution by communicating directly with any other involved persons and attempt to negotiate a mutually agreeable outcome.
- If the person harmed is not satisfied with the outcome of the informal and direct attempts to resolve the issue, or they feel that the issue cannot be resolved without the assistance of school leadership, the person harmed should proceed with further steps. The person harmed should follow the harassment, bias incident, or hate crime procedures if the grievance is specified as such.

Grievance, Bias and Harassment Policies and Procedures

Lodging a Formal Grievance Procedure

A formal grievance should be lodged if the harmed person has an honest belief, based on reasonable grounds, that they or their children have been adversely affected by an action or decision - and that action or decision was unfair, unreasonable, and caused unjust harm.

- To lodge a formal grievance parties must contact a member of the Detroit Waldorf School Administrative Council. The council has the following representation: DWS Administrative Chair, College Chair, Faculty Chair, Grades Coordinator, ECC Coordinator and Board President. If you are unsure of which member you should contact, address your concerns to the school's Administrative Chair.
- The written grievance should contain information regarding:
 - The time and date the grievance was lodged
 - The nature of the concern

- The grounds for the belief of unfair and unreasonable treatment
- What would resolve the grievance from the harmed person's point of view
- The council member will promptly acknowledge the receipt of the grievance within 48 hours. The council member will take further steps and promptly initiate appropriate action possible including, but not limited to:
 - Making inquiries
 - Informing all other involved persons or parties that a grievance has been lodged
 - Reviewing reasons for the action or decision central to the grievance
 - Referring grievance to an appropriate person
 - Implementing an assessment process, the incident response plan, debriefing, resolution and evaluation
- The council member will contact the harmed person to inform them of the action plan. If they choose to meet with a council member, a report will be written with their help and signed by the involved members.
- If the grievance concerns a teacher or teacher support staff or volunteers, the council member will notify the College of Teachers that there is a grievance and that a meeting is being convened between the teacher and a support person.

Harassment, Bias Incident, Hate Crime: Prohibited Conduct and Procedures

The safety and wellbeing of all members of the Detroit Waldorf School is our top priority. All members (students, parents, faculty, staff, office staff, and visitors) of our school have the right to an educational community that is welcoming and free from harm. It is our expectation that each person will strive to contribute to the school's social health by engaging in behavior that is respectful to others and honors diversity and inclusion. DWS is committed to providing an inclusive environment free from harassment, intimidation, and other disruptive behavior towards an individual or group. DWS prohibits harassment of any kind and other forms of aggression and violence.

Prohibited Conduct:

General Harassment

Harassment is the act of creating a hostile and harmful environment by attacking, tormenting, or irritating another person(s). Intimidation and coercion are also acts of harassment. DWS holds the right to address any incident(s) that harms an individual(s) and determine on a case by case basis whether or not an act of harassment has occurred.

General harassment includes identifiable acts of oral or written abuse on the basis of race, color, religion, gender, sexual identity, national origin, ancestry, marital status, age, sexual orientation, political views, economic status, (dis)ability, or other statuses protected by law. Bullying and other threats, including derogatory statements and aggressions in the form of graffiti, epithets, and stereotyped comments or "humor" are examples of unacceptable behavior.

Sexual Harassment

Sexual harassment is a behavior of sexual nature that is inappropriate, unprofessional, unwanted, and uninvited. Sexual harassment includes any behavior where a person's sexual or gender identity or expression puts them in a vulnerable or compromised position at no fault of their own. This includes sexually suggestive remarks or "jokes" about gender or anatomy, sexually suggestive looks or gestures, unwelcome pressure for attention, dates, or sexual activity; unwelcomed physical contact (such as patting, pinching, or deliberate brushing against another's body) or other sex-linked behavior by implied or overt promises of preferential treatment.

Bias Incident

Bias incidents occur when a person or group uses hurtful or inappropriate words or actions toward another individual or group. Name calling/slurs, all forms of harassment, casual putdowns, bullying/intimidation are forms where bias incidents can occur. They can also come in the form of: clothing (certain colors and styles), music, use of symbols, online posts, text messages/phone calls, quid pro quo behavior. Bias incidents are related but not limited to: academic standing or learning style, race or ethnic background, faith tradition, philosophy or religion, family configuration, gender/gender identity, gender expression, native language(s) spoken, sex, sexual orientation, skin color, social class, physical appearance/ability, social class, age, and the Federal Anti-discrimination laws protected class list (age, race, national origin, religious beliefs, gender, disability, pregnancy, veteran status).

Hate Crime

To be determined a hate crime, three things need to be present:

- A crime must have occurred
- The crime must be motivated by bias
- The targeted individual or group must fall under a federally protected class

Responding to Prohibited Conduct: Harassment, Bias Incident, Hate Crime

Harassment Procedure:

If a DWS community member (student, parent, faculty, staff, and visitor) feels that they have been subjected to harassment from another member of the community, they should:

- If deemed safe, they may immediately inform the harasser that the conduct is unwelcome and needs to stop.
- If unable to or uncomfortable with addressing the alleged harasser directly, they should report the alleged abuse in writing to a member of the Detroit Waldorf School Administrative Council. The council has the following representation: DWS Administrative Chair, College Chair, Faculty Chair, Grades Coordinator, ECC Coordinator and Board President. If they are unsure which member to contact, then address concerns to the school's

- Administrative Chair. It is important to report all concerns of harassment as soon as possible. Where appropriate, the school will take action to protect the affected individual(s).
- The Administrative Council may take further steps and promptly initiate appropriate action possibly including, but not limited to:
 - If the report is determined to be a bias incident or hate crime, the appropriate procedure will be implemented.
 - In more serious situations, the steps will proceed with an assessment process, the incident response plan, debriefing, resolution and evaluation processes (see below).
 - In the case of a report about an employee's behavior, if it is found that harassment in any form has taken place, the school will take strong and appropriate disciplinary steps, which may include education, counseling, probationary status and possible discharge.

Bias Incident Procedure

- Report a bias incident to any member of the Incident Response Team (members of the Administrative Council + additional staff members as determined). The Bias Incident Team Leader is informed if not directly involved (they hold all incident records and the names of all involved, which are confidential). Any member of the team who has a conflict of interest in a given situation will be recused from responding to that incident.
- You may also meet with an Incident Response Team member to explore if/how you want to move forward.
- If the incident occurred in the classroom, the teacher should consult with a member of the Incident Response Team to determine whether a bias incident occurred.
- If so, the incident will be addressed in the moment by the Incident Response Team member to which it was reported to ensure the safety of all individuals.
- The team member will inform the Incident Response Team and the class teacher (if not already informed). Designated members of the Response Team will be identified to complete the procedure (members will be identified based on incident).
- The identified team members will speak to the targeted individual(s) on the same day as the incident occurred to:
 - Ensure the safety of individual(s)
 - Understand the needs of the targeted individual(s) and/or faculty and staff affected by incident
 - Acknowledge and gather information about the incident
- The identified team members will speak to the initiator(s) on the same day as the incident occurred to:
 - Denounce/explain why what they did was not okay, recognizing something happened and a mistake was made
 - Discuss intent vs. impact
 - Begin conversation of restitution
- The harmed individual's family will be informed of the incident:

- An invitation will be extended to the family for a meeting with response team members to discuss their needs and decide if they want to initiate the Bias Incident Procedure.
- Determine if it would be helpful to meet with the initiator's family
 - If yes, the targeted individual's family will be asked to prepare restorative options to communicate to the initiator's family when they meet
- The initiator's family will be informed of the incident:
 - Initiator's family will be invited to a meeting if requested by the targeted individual's family
 - Response Team members will offer help and support in talking with and teaching their child, moving forward
- The Incident Response Team will continue the process with an assessment, incident response plan, debriefing, resolution and evaluation (see below).

Hate Crime Procedure

Safety first

- DWS will implement the necessary emergency protocol including potential evacuation in order to put safety first and ensure everyone on campus is physically safe and accounted for.
- The DWS Emergency Planning Guide will be implemented.

Restore Order

- Alleged offenders will be isolated and bystanders directed to the safest location.
- Law enforcement and legal counsel will be contacted.
- The Incident Response Team will implement the Bias Incident Procedure.
- The Incident Response Team will continue the process with an assessment, incident response plan, debriefing, resolution and evaluation.

Assessment Process, Incident Response Plan, Debriefing, Resolution, Evaluation

If a lodged grievance, harassment report, bias incident, or hate crime requires an assessment the identified members of the Administrative Council and/or Incident Response Team are responsible for the completion of an assessment, incident response plan, debriefing, resolution and evaluation. Any assessment will be held in a thorough, fair and impartial manner.

Assessment Process

- **Documentation of Incident Report will include:**
 - Persons directly involved in the incident, witnesses, critical incident description (violence, property damage). All parties will have an opportunity to be heard and an opportunity to present all aspects of the incident.
 - When and to whom was the event initially reported, any steps taken to address the

incident and the outcome.

- Determination if the incident was communicated to other community members, if incident falls under suspension/expulsion, if incident has reached the threat level, if incident is part of a larger pattern of bullying or bias, if there have been subsequent incidents. If so, a detailed description will be written. Comprehensive written records will be kept of the process and the outcomes including: the original report lodged, record of any response made, records of all action taken, and assessment process including methods used and the findings and outcomes.

Incident Response Plan

- Planned actions established to support those most affected by the incident (affected parties always have the right to opt out of any planned actions)
- Planned restitution and consequences for initiators
- Communicate the outcome of the assessment process to all individuals involved
- Planned actions to address the needs of witnesses and bystanders
- School support and community resources needed to implement the plan
- Incident Response Team members identified to ensure the completion and necessary communication of action plan
- If the planned action included a meeting between parties:
 - All parties involved will have the right to seek support from another parent, faculty/staff member, or person of their choice.
 - Each party is entitled to only one support person at conflict resolution meetings. Council members will not meet with large groups of people during the resolution process, unless the council members feel comfortable and consent to do so.

Incident Response Debriefing, Resolution, Evaluation

- Promote healing and/or steps needed
- Debrief about lessons learned with Incident Response Team and targeted individual, initiator, parents/guardians, teachers
- An Incident Resolution Evaluation form completed by involved parties
- A resolution should be reached within 30 days of the lodgment of the grievance. If this has not been achieved the council member shall contact the person harmed in writing, describing why a resolution has not been reached and the expected time frame for the matter to be resolved.
- If the person harmed believes that due process has not been followed in a fair, unbiased and expeditious manner, then they have the right to lodge a further grievance with the Detroit Waldorf School Board of Directors.

Confidentiality Policy

All complaints and assessments are treated confidentially to the fullest extent possible. The identity of the complainant is usually revealed to the parties involved. Identity may have to be disclosed to conduct a thorough assessment. We will always limit disclosure of a reporter's identity to the absolute smallest number of people possible in order to protect anonymity.

All information pertaining to a grievance, incident, or assessment is maintained in secure files with the Administrative Chair.

Non-Retaliation Policy

DWS prohibits retaliation against any DWS community member who, based on a reasonable belief, provides information about, complains, or assists in the assessment process of any reported grievances and claims of harassment, bias incidents, or hate crimes. In addition, no DWS community member will be subject to discipline for, based on a reasonable belief, reporting an incident or for cooperating in an assessment. If an individual initiates, participates, is involved in retaliation, or obstructs an assessment into conduct prohibited by this policy, they will be subject to discipline up to and including termination.

If an individual believes they have been wrongfully retaliated against, it should immediately be reported to the Administrative Chair.

False Reporting Policy

We take all reports of bias, discrimination, criminal activity, dishonesty, harassment, or non-inclusivity very seriously and do not expect cases of false reports. However, all community members, including employees, must exercise sound judgment to avoid baseless allegations. Employees who intentionally file a false report of wrongdoing will be subject to discipline up to and including termination; students who do so will be subject to suspension and/or expulsion; families who do so risk breach of contract.

RELATED INITIATIVE

Rudolf Steiner School of Ann Arbor
Lower School
2775 Newport Rd. Ann
Arbor, MI 48103
Phone: 734-995-4141
Website: www.rssaa.org

Rudolf Steiner School of Ann Arbor
High School
2230 Pontiac Trail
Ann Arbor, MI 48105
Phone: 734-669-9394
Website: www.rssaa.org

Waldorf Institute of the Southeastern
Michigan (WISM)
1923 Geddes Ave.
Ann Arbor, MI 48104
Phone: 734-635-4143
Website: www.wism.org

Anthroposophical Society in America
1923 Geddes
Ave. Ann Arbor,
MI 48104
Phone: 734-662-9355

AWSNA (Association of Waldorf Schools
in
North America)
Phone:
612-870-8310
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<https://waldorfeducation.org/awsna>