

The Waldorf School of Atlanta
Family Handbook
2023-2024



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Dear WSA Families,

Welcome to the 2023-24 school year! This Family Handbook is designed to communicate and orient all our families to the policies, procedures, and practices that help govern our learning community. We hope it is helpful!

Please reach out any time you have any questions or concerns.

Warmly,

The Leadership Team

Abby Wright, Pedagogical Chair

Niveen Abboushi, School Administrator

If I have a question...?

Parents and teachers often have questions, concerns, or suggestions about their child or about the school in general. Clear and prompt communication is vital to the child and to the interests of the community at large. Words and actions are models for the children, and clarity and kindness will strengthen the community. Consult the following list to direct any questions:

Teacher for questions concerning:

- Your child's and family's experience
- Academic, social, and emotional support needs
- Class curriculum and activities
- Anything specifically related to the class

Abby Wright, Pedagogical Chair for questions concerning:

- Waldorf curriculum and general pedagogical questions
- Observations of faculty members
- Questions that remain after discussion with a child's teacher
- Communication with the Core Faculty

Niveen Abboushi, Administrator for questions concerning:

- School policies
- Legal and financial concerns
- Building and playground safety
- Insurance and accident claims

Carol Bulmer, Office Manager for questions concerning:

- Registration and changes to contact information
- Immunizations
- *The Breeze Bulletin*
- *Community Ads*
- School calendar
- Requests for school records
- Proceeds Partners (Publix, Kroger, etc.)

Cambria Gordon, Pedagogical Operations Coordinator for questions concerning:

- Student attendance
- Urgent messages to faculty
- Room availability
- Office supplies and materials
- First aid

Stacey Alston, Enrollment Director for questions concerning:

- Enrollment inquiries
- Morning Garden

- School tours
- Marketing and outreach

Erica Schulz-Durren, Business Office Coordinator for questions concerning:

- Tuition and payment plans
- Morning Care and Extended Day payments
- Reimbursement for expenses
- Student accident insurance

Claudia Pineda, Development Coordinator for questions concerning:

- Annual Fund
- Annual Report
- State sponsored tax-credit scholarship program (Georgia GOAL)
- Grants and other fundraising opportunities
- Marketing and outreach
- Auction

Dana Palermo, Community Engagement Coordinator for questions concerning:

- Class Parents
- Holiday Fair
- Grandparents, Family and Friends Day
- Adult education and enrichment
- Marketing and outreach

Brian Bytnar, Facilities Manager for questions concerning:

- Facilities and maintenance issues
- Campus safety concerns
- Off-site storage

The above is a recommended channel of communication. If an issue or topic is not addressed to your satisfaction, please contact the School Administrator for further assistance.

THE WALDORF SCHOOL OF ATLANTA

Vision

The Waldorf School of Atlanta embodies the ideals of Waldorf Education:
The sanctity of childhood,
An abiding sense of wonder,
An evolving quest for truth.

Mission

The Waldorf School of Atlanta develops in its students the will to become life-long learners by fostering in each student the ability to think with clarity, feel with compassion, and act with purpose in the world.

Values

We teach a hands-on, integrated curriculum that is developmentally appropriate and grounded in artistic and practical work to create an optimal environment where children develop intellectual curiosity, social sensitivity, and physical stamina.

We explore with students the beauty, possibility, and resilience of the human spirit bestowing upon them the tools to become thoughtful, clear-thinking adults able to act with courage and social responsibility.

We provide a safe and inclusive learning environment rich in natural aesthetics, where the interests and strengths of all students are honored and encouraged through artistically expressed practical life skills.

We rely on a commitment from all members of the community to work cooperatively to build strong long-term collaborative relationships using open, clear and direct communication.

The Waldorf School of Atlanta FAMILY HANDBOOK

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I. INTRODUCTION

This Family Handbook was created for parents and students as a guide to The Waldorf School of Atlanta's (WSA) policies, procedures, and other helpful information.

The school reserves the right to revise, modify, suspend, or terminate to the extent permissible under law, any policy, practice, benefit, or description contained in the Family Handbook without prior notice.

The Waldorf School of Atlanta is committed to having a diverse student body. The school considers applicants for admission without regard to race, creed, color, religion, gender, sexual orientation, ethnicity, or nationality.

Our History

Rudolf Steiner, Austrian educator and philosopher, founded the first Waldorf School in Stuttgart, Germany in 1919. Since that time, more than one thousand Waldorf Schools have been established worldwide, each one embodying Steiner's experiential, developmentally based, holistic theories of education, and modeling his pedagogy and curriculum.

In 1986, Katie Reily, an educator with an established playgroup in Grant Park, invited Susan Jones, a Waldorf kindergarten teacher from north Georgia, to initiate a Waldorf preschool/kindergarten in Atlanta, The Children's Garden. In 1992, the small school and its faithful parents took another large step as the first Grade 1 was formed, taught by Susan Jones. In 1992, the school's name changed to The Waldorf School of Atlanta to reflect the growth of community and aspirations for the future. The school continued its growth with a new grade added each year. The first 8th grade class graduated in the spring of 2000.

The formative years of this school were driven by three essential convictions: Susan stood for the pedagogy, Katie stood for the community, and the parents stood for the children. These elements represent, in essence, the head, the heart, and the hands: those aspects of the human being which Steiner's education faithfully seeks to develop in its students. These same forces continue to define The Waldorf School of Atlanta as new faculty members rededicate and enrich the curriculum, as a diligent Board of Trustees strives for fiscal balance and integrity, and as a dedicated parent body perseveres to retain nurturing home lives and warm community friendships while supporting the daily efforts of the school.

Accreditation and Affiliations

The Association of Waldorf Schools of North America is a not-for-profit organization whose purpose is to protect, encourage, and further Waldorf education and to aid and assist each affiliated institution to improve the quality of the education it offers. In addition to over 200 affiliated Waldorf schools and initiatives, there are many early childhood programs in North

America working out of the pedagogical impulses of Rudolf Steiner and other groups doing preparatory work.

The Waldorf School of Atlanta (WSA) is fully accredited by the Association of Waldorf Schools of North America (AWSNA) and the Southern Association of Independent Schools (SAIS).

In addition, WSA is a full member of the Waldorf Early Childhood Association of North America (WECAN). The Waldorf Early Childhood Association of North America was founded in 1983. WECAN's mission is to foster a new cultural impulse for the work with the young child from pre-birth to age seven. Based on an anthroposophical understanding of human development, WECAN is committed to protecting and nurturing childhood as a foundation for renewing human culture.

The Philosophy of Waldorf Education

“Accept the children in reverence; educate them with love; send them forth in freedom.”

~ Dr. Rudolf Steiner

Waldorf schools around the world are committed to these intrinsic principles of education developed by Rudolf Steiner, the guiding force behind the Waldorf School movement: that childhood is sacred; that children learn naturally and easily when a curriculum meets their specific developmental needs; that children's imaginations must be carefully nurtured and protected from the encroachment of materialism and media; and that education must address the whole child—not only the intellect, but also the physical, social, emotional, artistic, and spiritual capacities.

At The Waldorf School of Atlanta, children are encouraged to grow and mature in their own individual ways. Learning is a dynamic process that engages students with a rich sensory experience in an aesthetically pleasing environment. Students are engaged through active, curious, and creative participation in their own learning. Education comes alive in a curriculum infused with artistic activities (such as painting, drawing, sculpting, and handwork), rhythmic movement (Eurythmy), creative writing, dramatic performance, woodwork, games, music, literature, and verse. Ethical values are nurtured in a seasonal, spiritual, and environmentally sensitive atmosphere of respect and gratitude. Imagination, supported by inventive play in the kindergarten and transformed into adolescent self-discovery, leads to independent and critical thinking.

The bonds formed between teachers and students in the school provide a solid foundation upon which all else is built. Kindergarten teachers welcome new children into their mixed-age classes where they remain until they are ready to begin first grade. When the children enter first grade, they are taught by a Class Teacher and a variety of specialty teachers. Class teachers, who commit to teaching one group of students over a span of time, develop stable and lasting relationships with both students and parents. Specialty teachers also develop a meaningful relationship with students as they work with them from one grade to the next.

Waldorf teachers are committed to working out of a pedagogy that creates a dynamic and engaging educational experience for the children. The curriculum throughout the grades is designed to help each child develop clarity of thought, balance in feeling, and initiative in action. This academic, artistic, and practical education is an excellent foundation for lifetime learning.

Diversity Statement

*“The healthy social life is found when in the mirror of each human soul
the whole community finds its reflection,
and when in the community the strength of each human soul is living.”*

~ Dr. Rudolf Steiner

The Waldorf School of Atlanta welcomes students and their families, faculty, and staff, regardless of race, religion, gender, or sexual orientation. We are proud of our commitment to diversity at The Waldorf School of Atlanta and we work consciously to build a welcoming community that includes a diverse range of families. We support all family structures.

Our school strives to be a reflection of the rich, cultural city in which we live. As learners, teachers, parents and friends, we work to provide a welcoming and supportive environment where all perspectives, ideas, and ways of being are honored in authentic ways through our curriculum, school policies, and community life.

Furthermore, The Waldorf School of Atlanta is committed to providing financial assistance to families in need, and we have expanded our after school programs to support working parents.

In our commitment to these values, our school has formed a Diversity, Equity, Inclusion and Justice Committee (DEIJ), the mission of which is to promote diversity, equity, and social inclusion at every level of our community. It is an ongoing commitment. We strongly believe that by supporting diversity in our school, we prepare our students for a diverse world, a global community that sees itself reflected in each of our students and is all the more vital and resilient because of them.

II. OVERVIEW OF SCHOOL ORGANIZATION, ROLES, AND RESPONSIBILITIES

School Organization

Waldorf schools do not have a traditional hierarchical structure. Instead they are composed of three interrelated spheres: the Board, the faculty/staff, and the parents. Each group holds as its shared priority, the well-being of the children.

Decisions regarding the policies and procedures of the school are not made by a central figure, such as a principal, but by appropriate groups such as the Faculty, Core Faculty,

Board, the Leadership Team, or a designated committee. Decisions emerge from a process of discussion and consensus based upon respectful communication among relevant school groups.

Rudolf Steiner, in his address to the teachers at the beginning of the second school year at the first Waldorf School in Stuttgart, said the following:

“The (Waldorf) school will have its own administration run on a republican basis and will not be administered from above. We must not lean back and rest securely on the orders of a headmaster; we must be a republic of teachers and kindle in ourselves the strength that will enable us to do what we have to do with full responsibility. Each one of you, as an individual, has to be fully responsible.”

Leadership Team (LT)

Pedagogical Chair

The Pedagogical Chair provides leadership to the faculty and ensures the excellence of the educational program through development, refinement, and review of pedagogical policies and procedures. The Pedagogical Chair is the primary contact for parents for issues that remain unresolved after a parent has communicated directly with the teacher. This includes questions and concerns about the curriculum, parent/teacher relations, and any other pedagogical issues that may arise.

School Administrator

The School Administrator facilitates and coordinates non-pedagogical school matters and ensures timely and appropriate communication among the individuals and groups in the school community. The Administrator works to draft, develop, and execute administrative policies and procedures, including Human Resource compliance, as well as monitoring the school's compliance in areas of local governing authorities, ex: City of Decatur ordinances and county health reporting. Areas of additional responsibility include supervision of the non-teaching staff and overseeing the maintenance of the physical plant and school finances. In addition, all programs and activities by which the school seeks gifts to support its operating expenses are under the supervision of the Administrator.

Faculty

Core Faculty (Core)

The Core Faculty is a smaller group drawn from the full faculty and staff who, out of a commitment to Anthroposophy, take on a special responsibility for the school's care and guidance. The Core meets weekly and works by consensus. Their responsibilities include deepening the cultural and spiritual life of the school, hiring and terminating faculty, creating new faculty positions, and developing pedagogical programs. All of these responsibilities are carried out in collaboration with other school leadership groups.

Faculty

The Faculty is committed to bringing to life the content of the Waldorf school curriculum. Their responsibilities include all pedagogical concerns, educational policy, child study, Anthroposophical study, artistic study, and parent conferences.

From the inception of the first Waldorf School in 1919, Waldorf schools were designed to place faculty collaboration at the heart of all pedagogical policy formulation. Teachers in Waldorf schools the world over meet weekly to do the work needed to provide for the children in their care. These meetings are vital, because the authority and responsibility of the school rests with the teachers.

Dr. Steiner believed that teachers who were not permitted to determine their own functions risked becoming impractical and removed from reality. It is vitally important that the teachers stay deeply connected to the administration of the school for precisely this reason.

The full Faculty meets for two or more hours weekly on Thursday afternoons. Discussions focus around Faculty and program development, general school business, administrative matters, and all aspects of the lives of the students. This meeting is also an opportunity for school committees to inform the Faculty of their ongoing work.

- **Departments**

In order to focus on the unique developmental qualities of specific age groups and/or common themes, the faculties of the early childhood, lower grades (1-5), middle school (6-8), educational support, and the specialty disciplines have weekly departmental meetings to discuss topics relevant to their students. Each faculty department has a Department Chair to set department agendas and support individual teachers with parent communications and discipline follow-up as needed.

Faculty Committees

The Faculty makes all decisions regarding pedagogical and curricular matters of the school. Faculty committees are authorized to take up the responsibilities outlined below:

- **Diversity, Equity, Inclusion and Justice Committee**

The Diversity Committee is dedicated to the support of students, their families, and the faculty to ensure a diverse community at WSA. The faculty and staff are committed to ongoing study in the area of diversity to continually increase knowledge and ways that will support building a society founded upon mutual respect, tolerance, and cooperation.

- **Festivals Committee**

The Festivals committee is mandated to plan and organize the celebration of Michaelmas (in the grade school); Holiday Fair; Grandparents, Family, and Friend's Day; and May Day celebrations. The committee is responsible for gathering input from the school community, creating a plan for celebrating these festivals, carrying out or

delegating all needed tasks in their celebration, and gathering feedback after the celebrations.

- **Professional Development Committee (PDC)**

This committee promotes healthy, ongoing teacher development by overseeing the process of teacher evaluations, as well as mentoring for new teachers or teachers teaching a grade for the first time. Teacher evaluations are conducted annually for teachers of first, third, fifth, and seventh grades, as well as a kindergarten and specialty teacher. The PDC will request colleague and parent feedback on teachers being evaluated.

- **Assembly Committee**

The Assembly Committee works closely with faculty to set the program, coordinate class offerings, and schedule rehearsal times and prepare the space for the main school assemblies each year: Opening, Winter, Spring, and Closing assemblies.

- **There may be other committees from year to year as determined by the Core Faculty.**

Administration

Administrator

The Administrator, working collaboratively with the Pedagogical Chair, ensures adherence to school policies and procedures and government requirements. S/he coordinates all school business, including communications, finance, facilities management, development, marketing, and enrollment. The Administrator manages the staff and supports the work of the Board.

Receptionist

The Receptionist ensures a welcoming, knowledgeable, and professional presence for our school, and supports parents, students, and faculty throughout the day. The Receptionist is responsible for the care of sick children, managing attendance, and provides information and assistance as needed.

Office Manager

The Office Manager maintains and oversees the effective functioning of the administrative office and is responsible for supporting the faculty/staff in the daily work of the school, including managing the school database, student registration and immunization records, and the school website.

Business Office Coordinator

The Business Office Coordinator is responsible for working with families regarding tuition balances, payment plans, and extended day registration. She also has responsibility for first-level book-keeping, payroll, maintaining internal controls and supporting Human Resource functions.

Development Coordinator

The Development Coordinator's responsibility is to strategize, oversee, and manage the school's Annual Fund, the state sponsored tax-credit scholarship program (Georgia GOAL), the Auction, grant writing, and overall marketing strategies.

Enrollment Director

The Enrollment Director is responsible for introducing prospective families to the school and to Waldorf education and supporting them throughout the admissions process. Tours and classroom observations are held regularly throughout the year, and the school participates in local independent school fairs.

Facilities Manager

The Facilities Manager is responsible for the care and maintenance of the buildings and play yards, including vendor relationships, and supports teachers as needed. He also supports annual school activities, including Holiday Fair, festivals, class plays, and other activities needing support.

Community Engagement Coordinator

The Community Engagement Coordinator is responsible for supporting the community with adult education and enrichment and voluntarism. She coordinates the Class Parents, the Holiday Fair, Grandparents, Family and Friends Day, and other community gatherings. She also participates in the school's marketing strategies.

Marketing and Communication Coordinator

The Marketing and Communication Coordinator is responsible for communicating the mission and vision of the school via digital and experiential (person-to-person) marketing, written publications, ads, website, and social media. S/he will incorporate the goals of the Marketing, Enrollment, and Development Committees, providing a cohesive strategy and message for the school.

Board of Trustees

The Board carries the legal and financial responsibilities of the school. Its functions include budget review/approval, fundraising, site planning and development, and accountability for the LT. The Board is composed of parents, faculty, and community members who meet monthly.

Board Committees

The Board committees are the primary agents of progress in several key non-pedagogical areas of the school. These committees, composed primarily of Waldorf parents, have a faculty liaison to ensure that the work performed by the committees is consistent with Waldorf pedagogy and principles.

- **Development Committee**

This committee, composed of parents and staff, is responsible for all aspects of school fundraising, including the Annual Fund, the Auction, the state sponsored tax-credit scholarship program, foundation relationships, and long-term planning. All of these fundraising efforts are essential to the fiscal health of the school.

- **Finance Committee**

This committee monitors the financial health of the school. It approves financial policies, prepares the school's annual budget, and oversees efforts to plan adequately for the school's fiscal growth and development.

- **Governance Committee**

This committee, primarily composed of Board members, takes nominations from the community for Board membership, reviews credentials, interviews candidates, and presents candidates for approval to the Board with a mind toward succession planning and potential officer candidates. This committee is also entrusted with advising the LT in planning and executing annual goals; the committee reviews the LT each year and advises the team on personnel procedures, practice, and compliance.

- **Marketing Committee**

This committee works with the staff to craft an advertising, public relations, and marketing plan that supports the mission of the school and provides expertise in these areas.

- **Site Committee**

The primary goal of this group is to oversee the development of the school's permanent school campus. Members of this committee provide real estate and property development expertise and assist the Administrator in maintaining strong relationships with the City of Decatur, our landlord (Columbia Presbyterian Church), Columbia Theological Seminary, and our residential neighbors.

III. SOCIAL HEALTH— BEHAVIOR GUIDELINES

Early Childhood (through top of page 24)

“**THE WORLD IS GOOD**” is the premise that guides the work with young children in a Waldorf classroom. Guiding them through difficult moments, social struggles, and challenges is an ongoing and multifaceted endeavor for early childhood teachers. In order to achieve the social health of the classroom, the Waldorf caregivers are working from a social impulse of a group that moves together. Every detail in the classroom is well thought out and works toward the well-being of the children, creating a loving atmosphere with clear boundaries set in place.

Role Modeling and Imitation

Because young children learn through imitation, the adult caring for the children needs to perform actions worthy of imitation. The young children perceive everything that is around them with their whole being. All this information penetrates them and in response they imitate what they have seen.

When a challenging situation arises, the teachers use a warm and calm voice that helps the children feel comfortable, so the circumstances can be addressed. This helps the children see the situation in a more holistic and open way, not pointed and directed at a friend, but at what has occurred. It helps them to know that order will be restored, and a solution is on its way.

At school, children experience playing in a different way than in a home setting. Sharing toys and taking turns can be challenging. When there is a single toy that is desired, adults can help with ideas of how to negotiate for a turn. Children feel good when they see a happy friend after toys have been shared.

Rhythm and Repetition

The rhythm of the day is established by each early childhood teacher. This rhythm holds the group in a secure manner and provides the outer frame in which each class will find the healthy flow of activities according to the particular needs of the class. During the day, children move through transitions with specific songs and verses that are repeated, giving the children the security that everything is purposeful.

Sense of “we”

As the young children are working on finding their own individuality, the all-enveloping pronoun “we” is the key word that will hold their own “I” under protection and will rule the general actions: “We speak kind words to each other”, “We are having snack now” or, “We do wipe our feet before we enter the room.” Children usually respond very well to this type of guidance. They sense that there is an establishment, where compliance will move the group forward.

Courtesy, Politeness, and Respect

A mood of reverence permeates each early childhood classroom. Manners, politeness, respect and gratitude are encouraged in all interactions. The children can enter any space with the comfort that each of them is well cared for. There are moments for self-care and each child learns how to take turns, moving organically in this flow of the daily rhythm. The snack table is set with great care, and for each meal there is a blessing before eating and a “thank you” at the end.

Language and Communication

Many so-called difficult behaviors will dissipate as children adjust to the daily classroom rhythm, and the majority of the challenges will be in the social interactions among children during play. The approaches and tools used in those situations are holistic and evolve around the child. Teachers keep in mind the child’s developmental stage and the uniqueness of the situation, using appropriate language and action.

Children are beginning to learn that what they do and say affects their world. Early childhood teachers guide healthy communications amongst children, intervening in ways such as:

- Offering another possibility when something inappropriate was spoken - “I heard you use an unkind word to call her. Her name is June.”
- Allowing the children to speak clearly to one another, giving them a model to state when they are uncomfortable in a situation - “I don’t like it when...”
- Encouraging the children to use their “regular voice” to clearly state their needs so all parties understand.

When speaking to a young child about a social issue, speak briefly and focus on practical terms, moving away from the child’s feelings into what can be done. The adult may acknowledge that the child is upset or angry, but the task is to move toward a will-oriented, practical way to make things better.

Leading the child into other activities will often ease the situation. The adult will redirect the child to engage in purposeful work. Once the child is in the flow of a task, the adult can then invite other children to join in, specifically the ones who were involved in the social difficulty. Often, they can then work happily together.

Conflict can be an opportunity for growth. Allowing children to explore social interactions is essential for their development and self-confidence. Adults need to be attentive in noticing the initial signs of conflict without jumping in to solve the situation too quickly. Finding the balance of timing and how much to say will influence the resolution of the conflict. The way the adult speaks will set the tone. Keeping a calm voice sends the message: “We will get through this.” However, when the adult present remains silent, the message conveyed is that “everything is fine,” and children perceive that the behavior is acceptable.

Apologies and making amends

With younger children, situations tend to move on quickly, and children go back to play without the need for long apologies. As they get older, more explicit conversations need to happen. If a child has used unkind words or actions, it is very important that he/she is briefly and firmly shown how this has hurt someone. Equally important is gathering ideas about what can be done to make things better. It's helpful for the children to do something together to help the injured child feel better, such as getting a healing cloth to the injured child as a peace offering, as well as working toward a heartfelt apology.

The Healing Cloth

A small piece of cloth is used as a token for forgiveness, empathy, and peacemaking. It conveys a gesture of care and comfort with the good intention of making up for any hurts. Healing cloths are available in each class.

Physical conflict

The adult present will immediately address any incident that involves hitting, grabbing, kicking, etc... The adult will focus on the child who was hurt first and attend to the other children involved afterward. At this time the teacher acknowledges what happened, calms the hurt child and listens to the children. It's important to separate the emotions from the negative behavior we wish to limit. It is natural to be upset but hitting is not acceptable. The boundaries are stated firmly. "You may not hit." The teacher may ask for the child to make amends by getting a healing cloth, or a drink of water for the hurt child.

There are times that gently holding a child who is responding aggressively, if they are receptive, helps them to calm themselves. Young children may be engulfed by their feelings. It can be helpful to validate the emotion. "I can see you are very upset. When you feel calmer, we can find a way to solve this problem."

A distraught child can benefit from a short cooling-off period. This is not punitive but is simply a time to calm down until they can listen and respond in a gentle, kind manner. Depending on the severity of the situation, the parent may be called to pick up the child who did the hitting to go home for the day.

Discipline and Imagery

Young children's capacities for reasoning are still developing. Therefore, taking them on an imaginative journey can resonate with their abilities to process a situation, a struggle, or a conflict. Once the adult tunes in, an image that resembles the situation may arise enabling the children to relate and open a space for change. Stories, poems or songs have a spark that can restore balance, bring harmony, reorganize and create discipline in a peaceful way. When humor is added one can already see the lifting quality of this approach.

Some examples that have met the children in imaginative ways in the past are:

- "Let's have the chairs hug the table!" (to remind them to push their chairs in)
- "The thread follows the needle!" (for the children to walk in line)
- "Pick, pick, pick, like a little chick" (to clean up the leftover crumbs from the floor)
- "There were once two little roosters that were neighbors and each one wanted to be heard when the morning came..." (to help in a conflict situation)
- "Once there was a flower that stretched its petals and let two crickets sit next to each other" (to encourage sharing space)
- "Our hands are as gentle as a feather" (to redirect a harsh gesture)
- "We are quiet like a candle" (to remind of silence)

These pictorial forms often work with children, transforming tears into smiles, sadness into contentment, and an unkind exchange into kindness. If a child continues to struggle, the teachers will work closely with the parents and the Educational Support Coordinator to develop a support plan.

Grade School (through page 31)

The Waldorf School of Atlanta is committed to healthy and successful students and healthy social relationships among students, teachers, and members of the school community. This value is reflected throughout the curriculum and is implicit in the working of the school.

Student Behavior and Self-Discipline

Routine and order are central aspects of any Waldorf school classroom. Another key element is our careful attention to child development. In Early Childhood and the first three years of grade school (Grades 1–3), students are expected to follow the teacher's lead, and good discipline and an orderly classroom environment are natural results. Starting in Grade 4, teachers expect students to become gradually more able to self-regulate, and by Grades 7 and 8, teachers expect a high degree of individual responsibility from each child.

Some behavior problems in the early years stem from an individual child's inability to follow. In these cases, a teacher will work carefully with colleagues to adjust his or her approach to the child in order to engage the child more effectively. In addition, curative support may be engaged to address the child's hindrances in what should be a natural impulse to want to join in the group activity. Parental involvement is necessary, and there may be recommendations for home activities that support these behaviors.

Of course, children come to school to learn, and growing up is a difficult thing to do! Teachers expect that children will misbehave from time to time. Misbehaviors help to indicate areas where the child is struggling and needs to do more learning. For example, misbehavior in a young child might help a teacher identify impulse control issues, attention problems, an inability to imitate and follow adults, a lack of empathy, or learning challenges. In older

grade-school children, misbehaviors might also help to identify a lack of initiative, weakness in the development of conscience, or problems with organization and executive function.

Working out of shared principles, the teachers have their own method and style of teaching and their own method and style of discipline. Discipline is an art that teachers must consciously develop through study and meditation, empowering them to discipline in a manner that is therapeutic and not punitive, striving to help each child find the ways and skills to act responsibly.

Finally, it is understood that as children grow up, they need to push boundaries, and sometimes a disciplinary approach is required to support this growth. At WSA, we are committed to maintaining a campus that is safe and supportive of all students. When an individual student crosses the line with his/her behavior, we commit to acting quickly to provide the needed disciplinary support, followed by steps to reintegrate the student into the classroom as soon as appropriate.

Guidelines for School Behavior (Grade School)

In the beginning and throughout the year, teachers will clearly communicate to the children and to their parents the rules and expectations for school behavior; these expectations will change as the children mature through the grades. Questions about specific classroom rules are best addressed to individual teachers, but the following parameters provide a framework for behavior for all students.

Student Expectations

In support of a healthy, dynamic learning environment, all students are expected to:

- Arrive to classes on time and ready to engage with the lesson.
- Follow classroom rules and directions given by Class teacher, Specialty teacher, or substitute teacher.
- Participate and/or cooperate willingly in class.
- Behave in a way that honors the mood of the class and is not disruptive of others.
- Speak and act respectfully toward others.
- Complete schoolwork in a careful and timely manner and turn in homework on time.
- Be respectful of the school building and the natural world.

Student Prohibitions

Students are expected to refrain from dangerous and antisocial behaviors. Engaging in these behaviors will result in a conversation with a teacher, and will in most cases, also lead to additional disciplinary action.

- Cheating.
- Repeatedly, and after warnings, refusing to follow the direction of the teacher.
- Extreme and overt disrespect toward peers and adults.
- Roughhousing, if the teacher or staff member has asked the behavior to stop and the student has not complied.
- Kicking, hitting, biting, fighting, or any other behavior that causes physical harm/injury to another.

- Threatening others.
- Severe harassment, including bullying (In order to be considered bullying, the behavior must be repeated and deliberate.)
- Use of abusive or obscene language, profanity, and inappropriate comments, including offensive remarks about gender, color, race, ancestry, sexual orientation, physical abilities, mental condition, religious creed, or other personal characteristics.
- Stealing.
- Destruction or defacing of property.
- Possession of any type of firearm, ammunition, weapon, or dangerous object.
- Use or possession of tobacco, alcohol, or drugs.

Bullying and Social Aggression

While our goal is to be proactive in building healthy human relationships and safe class communities that can provide a buffer against violent behavior and aggression, we recognize that our students are still learning to manage differences, handle conflict and power, and test their own human capacities. At times, despite our best efforts to take preventative measures, social aggression will assert itself. The question then is how do we successfully intervene when it happens?

When incidents do occur, we take immediate action to intervene effectively and transform the situation. Successful intervention transforms both individuals and group dynamics and inoculates the group against further aggression.

Parents have an important role both in preventing aggression and bullying and in responding when a situation arises. When parents and teachers work together on behalf of a healthy class dynamic, the children have the best opportunity to deal confidently with situations that emerge.

Not all fighting, aggressiveness, teasing, name calling, etc. is bullying. In fact, much of it is not. Sometimes children are in conflict with each other, sometimes they even fight physically, but that is not bullying. The essential quality of bullying is that there is a power imbalance between the aggressor(s) and the recipient(s) of the aggression. One person can be physically larger or stronger than another. They might have a larger vocabulary or have superior verbal skills. They could be more popular. It could take the form of a group of people against an individual or smaller group. Bullying takes many shapes and forms, but it is always characterized by this imbalance of power.

Bullying does not need to involve physical violence. It can be intimidation, verbal teasing, taunting, name-calling, the destruction of another's property, or telling untrue stories about another.

Children who bully tend to focus their attention on those with a perceived weakness. There might be others who instigate the bullying, or who are in collusion with the aggressor. Instigators are those people who get other people to do the dirty work of bullying. Colluders are those who are aware that the bullying is going on and are supportive of an aggressor's actions. Many times, people who bully do it in front of others in order to be seen as "powerful." Those who are witnesses and do not do anything to stop the bully are called

“bystanders.” We proactively combat bullying by empowering children to not be passive bystanders, but to intervene in bullying incidents or to report them to adults. In bullying situations, we hold “colluders” and “instigators” equally responsible for the bullying as the person doing the bullying.

Whatever form it takes, bullying is a destructive force that can cause physical, psychological, and/or emotional harm to individuals and classes. It is incumbent on teachers and parents to work proactively to avoid bullying and to effectively address any incidents that arise in order to stop it. When a pattern of antisocial behavior is identified, we work actively to transform the situation, so all students can feel safe, respected, and honored within our school community.

For a detailed description of the School’s Bullying Policy, please click [HERE](#).

Parents who are concerned that their child is experiencing social difficulty should contact their child’s Class Teacher. Issues of an ongoing or more serious nature will be referred to the School Counselor and Leadership Team for further evaluation.

Student Behavior at Off-Campus Events (Grade School)

When attending a school-sponsored event, students directly participating are under the immediate supervision of their parents or guardians. Children who are spectators may not be “dropped off” without adult supervision. Inappropriate behavior at events may result in a student being banned from future events. A student who attends an event, after having been banned from doing so, faces disciplinary action up to and including suspension from school. All student-athletes should be under the supervision of their coach or someone delegated to serve in that capacity.

Discipline Response Levels (Grade School)

As we seek to cultivate an environment that is permeated with reverence, respect, and responsibility, we also strive to create a safe learning environment, both physically and emotionally, where students are given tools to control their own behavior. Pedagogical classroom management, an aesthetic sense of order, and appropriate consequences for misbehavior aid the child’s self-discipline throughout every school day. Even with these strategies in place, there are still times when a child needs more individualized attention than the teacher is able to provide. In these instances, the steps below outline the progression of response levels available to the teacher. Teachers retain the right to modify the discipline responses below to meet individual needs while ensuring that the learning experience for the other students is not disrupted.

LEVEL 1: Warning

When a behavior is observed that interrupts the learning environment, the teacher provides a developmentally appropriate warning and/or consequences based on age, temperament, history, and circumstances to bring about awareness of the unacceptable behavior and to redirect the student to demonstrate appropriate classroom behavior. The student is guided in

amending and rectifying the situation. The teacher uses tools such as extra challenges, humor, greater clarity or firmness, distraction, or visual aids to redirect the student's attention and help re-engage him/her in the lesson.

LEVEL 2: Consequence

If the behavior continues, the student is given a developmentally appropriate consequence for his/her actions. The intention of the teacher is to remedy the situation so that teaching and learning can occur at that moment. Consequences at this level may include but are not limited to, name on the board, loss of recess minutes, errands, a change of place (such as standing behind his/her chair, standing in the back of the room, going outside, or going to the office), a written reflection, or a movement/work activity. If a pattern of disruptive behavior emerges and/or the behavior is severe, formal disciplinary action may be taken following the steps below.

LEVEL 3:

1st Disciplinary Referral

If the behavior continues to escalate and disruptions continue, the student will be sent to the office with a Discipline Form filled out by the teacher. The Pedagogical Chair works with the teacher to determine the next steps and develop an appropriate course of action. The teacher who sent the student to the office will contact the parents to explain the referral. The Discipline Form must be signed by the parent(s) and returned to the Class Teacher the next day. An office referral for a middle school student may result in a Saturday School. Saturday School is a form of detention for middle school students and serves as an opportunity to correct classroom behavior before a written intervention plan or further disciplinary measures are implemented. A teacher may also assign a Saturday School if a student has fallen behind in homework.

A student who cannot meet the social, emotional, or physical expectations necessary to be at school may be given the opportunity to go home and start anew the next day. This can occur at all grade levels without being considered a suspension.

Teachers may bypass the first two steps for particularly serious offenses, such as violent behavior toward another person or blatant disrespect. In these cases, a student will be sent to the office immediately and may be sent home. Serious infractions will require a follow-up meeting with the student and his/her parents and may result in a suspension or expulsion.

2nd Disciplinary Referral

When a student receives a second disciplinary referral within a school year, the above steps are followed. A meeting may be scheduled between the teacher, parents, and student. Following this conversation, the teacher maintains regular contact with the parents and student until the behavior is deemed resolved.

At the teacher's discretion, or on the third Disciplinary Referral, the student will progress to the next level of intervention.

LEVEL 4: Referral to Educational Support

Once a student reaches this level, the teacher contacts the Pedagogical Chair and the Educational Support Coordinator. The Educational Support Department, along with the Class Teacher, will determine a course of action. The Educational Support Coordinator is in communication with the School Counselor and all other faculty/staff who are involved with the student to discuss their concerns and recommendations.

Following these conversations, a Support Plan to address the challenges is developed by members of the Educational Support Department in conjunction with the Class Teacher. This plan identifies specific changes in behavior that are needed, as well as any identified learning or social/emotional challenges that might be contributing to the student's ability to engage in class. This plan will recommend positive measures to improve behavior and will outline criteria for gauging the student's progress.

In cases where student behavior poses imminent harm to fellow students or members of the WSA community, the student will immediately be removed from campus. The Pedagogical Chair, ESD Coordinator, School Counselor, and Class Teacher will then meet with the student's parents to determine the steps necessary before the student may return to campus.

Once the Support Plan is developed, it is shared with the Class Teacher, the Pedagogical Chair, and all Specialty teachers. The plan is then shared during a meeting with parents and the student (age appropriate). During this meeting, the plan is signed by the teacher and parents. If recommendations for outside support are included in the plan, parents are responsible for beginning this work according to the timelines indicated.

If the student's behavior transforms according to the timeline and expectations of the plan, the process is complete. Occasional conversations between the Class Teacher and parents should still take place to ensure continued success.

If behavior challenges persist, the student may be suspended or placed on probation, depending on the circumstance.

Suspension, Probation, and Dismissal (Grade School)

Every effort is made to help a student remain at The Waldorf School of Atlanta once they are enrolled in a class. There are three key points to determine whether or not a child should remain at the school. These are social fit, academic fit, and parental support of Waldorf education, the teacher, and the school. Each aspect must be present for the school to serve the child.

In the early childhood program, teachers will work closely with parents and the Educational Support Coordinator to develop a plan for a child who is struggling.

Suspension and Probation (Grade School)

If a student is exhibiting significant behavioral or academic challenges that are affecting the overall health of a class, s/he may be suspended from attending school for a period of time or placed on probation.

Suspension from school can serve a variety of purposes. Suspension is a response to a serious breach of trust between the student and the school or between students and classmates. It can be beneficial to allow time away from school or the class for breathing, reflection, and to consider healthy steps forward. It can allow time for conversations between teachers and parents. Any suspension is followed by a conference with the student, his/her parents, and the Class Teacher, prior to the child returning to school.

When there is a lingering question about a student's ability to thrive within our school, a contract that includes a Probationary Period may be required in order for the student to rejoin the class. This contract will include a probation timeline and any necessary steps that must occur for the student to remain enrolled in the school. Parents and students are required to agree to this contract before the student may return to class.

Suspensions and Probations are reported to the faculty and staff. Suspensions are recorded in the student's permanent file.

Disciplinary Dismissal

Disciplinary dismissal is the termination of the student's relationship to the school for disciplinary reasons. Disciplinary dismissal will be recommended by the Class Teacher and/or Educational Support, in consultation with the specialty subject teachers, and given to the Core Faculty for review. The Pedagogical Chair will convey the school's decision verbally and in writing to the family. Disciplinary dismissals will be reported to the faculty, staff and Board of Trustees by the Leadership Team. The Core Faculty decision will be final. Disciplinary dismissal may be recorded in the student's permanent record and on the student's transcript. In the case of a Disciplinary Dismissal, the contractual relationship is still binding, and the family is obligated to pay tuition for the school year.

Pedagogical Dismissal

On rare occasions, it becomes clear that the school is not meeting a student's needs or that the student's needs are having an adverse effect on the class as a whole. In such cases, the teacher identifies and documents a problem with a student and shares this information with the student's parents. The Educational Support Department may hold a child study or a meeting of all the student's teachers to establish next steps. If the problem continues, the teacher and Educational Support Department will develop a plan of action to be presented to the parents.

Once all parties agree to the plan and timeline, it is signed, and the student may be placed on probation. The Lead Teacher/Class Teacher, along with the rest of the faculty, monitors the situation and documents the student's work and behavior on a regular basis. At the end of the probationary period, the Educational Support Department, the Lead Teacher/Class

Teacher, and the Pedagogical Chair review the student's records to determine if adequate progress has been made.

Next steps may include ending a probationary period, further probationary recommendations, or dismissal from the school. If the decision is reached that the child would be better served in a different educational environment, the Core Faculty and Leadership Team carry-out this decision. All decisions are reported to the faculty, staff and Board of Trustees by the Leadership Team. The Core Faculty decision is final.

Administrative Dismissal

An administrative case for dismissal occurs when a parent does not support Waldorf education, does not support the authority of the teacher, or is not supportive of the administration in its efforts to mediate in these situations. Lack of support may be demonstrated by, but is not limited to, actions such as failure to respond to attempts to address certain issues or situations, inappropriate forms of communication with any representative of the school, and/or undermining the relationship of the teacher to the child.

In situations such as these, the Lead Teacher/Class Teacher and/or a member of the Leadership Team will document the situation and bring it to the Core Faculty for discussion and decision. If needed, the Core Faculty will develop a plan and timeline to address the problems. Once all parties agree to the plan and timeline, it is signed, and the family will be, in effect, on probation. The Leadership Team and the Lead Teacher/Class Teacher will monitor the situation and when the probationary period is over will determine if the family and school are a good fit for each other. If the plan of action is not signed and returned to the school by the deadline, or it is signed and not carried out by the parent, then the situation is brought to the Core Faculty for review. The Leadership Team and Core Faculty must come to an agreement regarding whether the student may remain at the school and under what conditions, or whether the student's enrollment in the school is terminated. It is the responsibility of the Core Faculty to carry-out a decision to dismiss the student. All decisions will be reported to the faculty, staff, and Board of Trustees by the Leadership Team. The Core Faculty decision will be final.

Educational Support

The Educational Support Department is a group of trained specialists that provides support for students who are experiencing difficulty learning in the regular classroom setting. The department is composed of the Educational Support Coordinator and a team of reading and math specialists. Members draw on Rudolf Steiner's indications on child development, Waldorf pedagogy, relationships to the wellness community, and their own study of relevant topics to inform this work. The department takes up studies to deepen and broaden the group understanding of these issues and completes in-depth child observations. The Educational Support Department develops Student Support Plans (SSPs) and provides appropriate assessments and referrals to support student academic success.

Students are referred to the Educational Support Department by the child's Lead Teacher/Class Teacher/Specialty Teacher. Classroom Teachers work with students and parents over multiple years, and these in-depth relationships provide a unique perspective on the needs and challenges facing a student. Since teachers develop lasting relationships with their students, they can make ongoing observations regarding an individual's demeanor, social interactions, emotional maturity, and self-control. Teachers are often the first to notice when a student needs help or is struggling, and they are most often the ones to initiate a Support Process for a student.

If a parent is concerned about a child's academic progress, a referral can be requested through the Class Teacher.

On a case-by-case basis, the Educational Support Department may determine that additional assessments and educational services are needed for a child beyond what WSA can offer. In these cases, a family may need to hire a tutor and/or other experts to support the student's success in school.

The Educational Support Coordinator

The role of the Educational Support Coordinator is to observe and assess students who may have academic, developmental, social/emotional, and/or behavioral challenges. These assessments provide a picture of the child's individual learning modality, as well as physical, visual, and auditory development. The Educational Support Coordinator is the chair of the Educational Support Department and coordinates the work of the School Counselor and Learning Specialists. S/he is responsible for ensuring that Support Plans are created for struggling students, and refers students, when required, for outside evaluations, therapies, and support. S/he also provides small group and individual support, actively supports teachers with classroom modifications, accommodations, and training, and meets with parents.

The School Counselor

The School Counselor supports students, faculty, and parents in identifying areas of concern for individual students in the emotional and social realms. Trained to help children with self-awareness, self-esteem, and other areas of social-emotional development, the School Counselor works proactively in concert with teachers and parents to help ensure a positive school experience for all students. The counselor supports students individually, in small class groups, and within the classroom as a whole. The Counselor is an active participant in our school-wide Social Inclusion Program and serves as a member of the Student Support Team.

Learning Specialists

Our Learning Specialists work closely with the Educational Support Coordinator to support students with academic challenges. They assist with reading, writing, and math, and they work with groups of students who are not on grade level in these areas. (Students who need individualized instruction may need outside tutoring to support these needs.) Learning

Specialists are part of the Educational Support Department and help to design and implement academic Support Plans for struggling students.

Tutoring Procedure

The recommended process for obtaining a tutor is outlined as follows:

1. Parents should speak with the Class Teacher in order to confirm tutoring needs.
2. Parents should obtain a recommended tutor list from the Class Teacher or Educational Support Department. Parents should provide the tutor's contact information to the Class Teacher and the Educational Support Coordinator.
3. For students to fully benefit from tutoring, it is strongly recommended that the parents permit the tutor to have regular communication with the Class Teacher and Educational Support Coordinator.
4. Parents should communicate with the child's teacher to determine appropriate tutor scheduling, if tutoring is to take place during school hours.
5. For Waldorf students to fully benefit from tutoring, it is strongly suggested that all tutors attend an orientation on Waldorf pedagogy and curriculum guidelines with the Educational Support Coordinator.
6. Parents are responsible for all communication with tutors when a child is absent due to illness, field trips, class plays, etc. Note: The school will do its utmost to inform a tutor about the area(s) in which a student is struggling, yet WSA is in no way responsible for a tutor's expertise nor competence in relation to working with a student. If a particular tutor is not satisfactory, it is recommended that the parents seek another tutor. The connection between a tutor and parent is vital for the student's academic success.

IV. STUDENT POLICIES AND PROCEDURES

Probationary Period for New Students

The Early Childhood, Class, and Specialist teachers evaluate new students during the first sixty (60) school days. Where questions or concerns arise, the teachers and members of the Educational Support Committee follow a documented procedure to determine the best student outcome.

Should the faculty determine that it is not in the best interest of the child, or that the school does not have the resources to support the child in the class, the parents can be asked to withdraw their child. In this event, the student's records will be sent to the student's new school, following receipt of any outstanding tuition and fees. As stated in the contract, the school will return any prepaid tuition, but not any application fee, any materials cost, or any tuition applicable to the time the child was enrolled in the school. Thereafter, the contract shall be automatically terminated, and neither the school nor the parent shall owe any further rights, duties, or obligations to the other.

Placement in First Grade

The faculty is committed to ensuring that every child receives the best possible education at The Waldorf School of Atlanta. As children transition from kindergarten to Grade 1, they are assessed in several developmental areas. These include large and small motor skill development, language development, social/emotional behavior, and the ability to enter into deep and focused work and play. Academic readiness and social compatibility with the other children also going to Grade 1 are factors we'll consider. A family's commitment to the school, including a commitment to limiting media influence, is also a consideration.

When forming the Grade 1 class each year, the school considers not only the individual child, but also the social grouping of the class as a whole. If a class is not the right social grouping, because of the age and maturity of the other children, it can be more challenging for a child in the future with that class. The faculty will discourage having a child enter the Grade 1 when they believe that it would not be in his or her best interest. Teachers want to see children do more than just get through school; they want to see each child thrive!

As a guideline, kindergarten children must be six years old by May 31st to be considered for a Grade 1 class in the fall, making Waldorf children generally older than their counterparts in other schools. All children eligible for Grade 1 from The Waldorf School of Atlanta kindergartens or elsewhere will participate in a movement assessment conducted by the school's Early Childhood Faculty and the Educational Support Coordinator. Recommendations about placement will be based on a teacher's observations of the child throughout the year, as well as feedback from this assessment. The goal is to have all decisions finalized by the February parent/teacher conferences. Parents are encouraged to speak with the child's teacher if there are any questions concerning this process.

Placement in Grade 2 and Up

In a Waldorf school, placement in a particular grade is determined based on the student's physical age, as well as social and academic capacities. If at any point during a student's school experience, s/he is deemed unable to meet academic, social, and/or emotional expectations in the classroom, regardless of the child's actual age, the Class Teacher, others who observe and evaluate the child, and members of the Educational Support Department will evaluate the appropriateness of the child's placement and may recommend that the child change grades. Classroom placement is determined by this group, in conversation with parents.

Academic Benchmarks

The Academic Benchmarks for Grades 1 - 8 are available on the school's website under each grade and articulate the areas that students should have mastered at the end of the year based on the curriculum at The Waldorf School of Atlanta. The Year-End Reports indicate how children are doing relative to the benchmarks for their grade. The Benchmarks are reviewed and updated periodically by the faculty.

Academic Integrity

Plagiarizing and giving/receiving assistance on tests will result in disciplinary action and may result in suspension or dismissal.

Homework

Homework is assigned to older elementary and middle school children to support the in-school curriculum. It may be academic work, artistic work, or physical activity. Homework is carefully planned to be meaningful, and the review of assignments is the source of shared discovery when all students are contributing. When homework is neglected, enthusiasm for the work and comprehension are undermined for all. Homework is a social responsibility which the teachers take seriously; it is expected to be completed when due. Providing children with a quiet, well-lit area with a special desk or table and chair, and above all, unhurried, parent-supported time enhances this activity.

Students in Grade 3 and higher who receive private instruction on a musical instrument are expected to practice regularly. This practice constitutes part of their daily homework.

Assessments and Standardized Testing

All class and specialty teachers utilize pedagogical tools to monitor individual student progress. Teachers will keep parents informed of the child's academic strengths and weaknesses in accordance with the school's Academic Benchmarks for each grade.

Standardized tests may be administered as needed. These tests can provide valuable feedback for the teacher and parents about a student's understanding of the subject matter and serve to guide the teacher in working with each individual student and the class as a whole.

Extra Main Lessons and Specialty Class Exemption Process

The Waldorf School of Atlanta educates the whole child. Our curriculum is designed to develop students academically, emotionally, and physically. In practice, this means that, in addition to a strong grounding in core academic skills, WSA students have extensive opportunities to integrate thinking, feeling, and willing through their engagement in the arts, music, Eurythmy, and drama, as well as practical manual skills in handwork, woodworking, gardening, and more. Additionally, extra main lessons provide the necessary practice time for building depth in mathematics, reading, language arts, and science skills. These aren't simply extra classes. As part of the daily curriculum, they help to refine gross and fine motor skills, develop spatial and body awareness, build the foundation for understanding mathematical and scientific concepts, foster healthy social awareness, enliven an appreciation of other cultures, cultivate articulation and expressive speech, and increase inner and outer balance. These are the very forces that, along with academic knowledge, are necessary to meet the challenges of our ever-changing world with enthusiasm, creativity, and

confidence. Therefore, except for rare extenuating circumstances, all students experience the full program of study at WSA.

Temporary Exemption from an Extra Main Lesson

Working through the Student Support process *and* based on recommendations given in either a public school service plan, formal assessment, evaluation, or a WSA Support Plan, a student may be granted a temporary leave from an extra main lesson class, so additional structured developmental or academic support provided by parents with outside providers can be implemented. *During the Student Support process, an end date will be set as part of the support plan. Within 2 weeks of the end date, a review date and follow-up meeting will be determined and be included as part of the support plan.*

As our extra main lessons are an integral part of a Waldorf education, the goal is for the child to return to the class in as short a time as possible. Therefore, *part of the WSA Support Plan will include a course of action supporting the successful reintegration of the student into the class.*

Temporary Exemption from a Specialty Class

Working through the Student Support process, limited temporary leave from a Specialty Class may be possible under rare extenuating circumstances, such as a medical condition, recommendations from a public school service plan, a formal evaluation recommendation, or a WSA Support Plan, so physical rehabilitation or structured developmental or academic support provided by parents with outside providers can be implemented. *During the Student Support process, an end date will be set as part of the support plan. Within 2 weeks of the end date, a review date and follow-up meeting will be determined and included as part of the support plan.*

As our Specialty Classes are an integral part of a Waldorf education, the goal is for the child to return to the class in as short a time as possible. Therefore, *part of the WSA Support Plan will include a course of action supporting the successful reintegration of the student into the class.*

Permanent Exemption from a Specialty Class

In order for a student to be permanently excluded from any specialty class, a demonstrated inability or detriment would need to be established to prevent continuation in a class. In such a case, a permanent Support Plan *based on:*

- a documented medical condition
- a public school service plan
- formal evaluation recommendations
- a review of a current WSA temporary leave support plan

would be developed with the Educational Support Department, Class Teacher, and the parents/guardians and put in place for the years that the student remains enrolled at WSA.

Requirements for Grade 8 Commencement

The successful Grade 8 student must:

- Complete all lesson books, as required by teachers.
- Complete all homework, as required by teachers.
- Meet all basic skill requirements (i.e., receive passing scores or demonstrate acceptable competency as evaluated and required by teachers).
- Meet all subject teacher requirements.
- Complete all make-up work associated with absences or low block/test grades, as required by teachers.
- Demonstrate respect for all disciplinary policies.
- Meet all school attendance requirements in accordance with the school attendance policies.

It should be noted that the pedagogy which supports Waldorf Education, and which embraces the thinking, feeling, and willing life of the student endeavors to address that which is "necessary" for each individual child in striving to assist his/her unique, healthy learning.

School Clothing and Dress Code

Clothing worn to school supports

- Free movement and full, safe participation in all class activities
- A sense of belonging to the WSA community
- Focus on school and the present experience
- Freedom from excessive or developmentally inappropriate self-consciousness
- An environment of simple and nourishing sensory input

Teachers may ask a student to make a change in their clothing if it interferes with any of the goals above. The clothing needs for full participation in different classes may be different, and it is up to the teacher's judgment. Teachers strive to uphold the dress code in a way that is consistent, connects objectively to the goals above, and does not reinforce or increase marginalization or oppression of any individual/group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, ability, or body type/size.

If a student's clothing is inconsistent with the dress code, they have the following options to address the issue:

- Turn a garment inside out.
- Remove an outerwear layer.
- Change into spare clothes kept at school.
- Call a parent for a change of clothes.

Adhering to these guidelines helps accomplish the goals above:

- Shoes have closed toes, fit securely, and allow for running.
- The body is covered from armpits to below the upper portion of the thigh, including when moving or sitting. Shorts fit in a way that allows coverage of at least 3 inches of inseam length even while moving or sitting.
- Clothing is appropriate to the weather. Long sleeves are available at school below 60°, a warm coat below 40°, and rain gear when it rains.

- **Early Childhood:** clothing is free of writing and distracting images
Grades 1-8: clothing is free of slogans (writing that reflects a belief or idea), media images from TV, films, memes, video games, pop icons, etc., and violent or discriminatory content.
- Makeup and hair dye is allowed only in middle school.

General Playground Rules

Attire

We expect younger students to wear rain gear, jacket, and boots when it is raining. The teacher on duty has the discretion to require students to wear additional layers of clothing as weather dictates.

Early Childhood Playground Guidelines

The time spent outside before and after school offers a wonderful opportunity for children and parents to visit together. While we delight in this community social time, parents are asked to keep these playground behavior guidelines in mind, which will help their children have a peaceful, safe, fun, and monitored social time. When our expectations are consistent, we can give each other permission to guide a situation to harmony, even if you are assisting another person's child.

We value "line of sight" supervision—cell phone conversations can divert our attention.
Please respect that all campus playgrounds are cell phone free zones.

Please be aware that the 5-day kindergarten play yard is closed at 1:00 p.m. It is only used at that time for the Afternoon Kindergarten program. Quiet time is observed until 2:30 p.m.

Guidelines:

- Take turns and share, using kind words with one another.
- If a bathroom need arises, accompany your child to ensure safety and cleanliness.
- Always wear shoes or boots. Bare feet are easily injured.
- Sand should be returned to the sandbox.
- Only swing solo, while sitting down—no standing or spider swinging is permitted.
- Belly swinging is permitted without twisting. Make sure to allow swingers space to swing.
- We don't throw anything that might hurt a friend. This would include (but is not limited to) sand, sticks, woodchips, toys, or stones.
- While holding sticks, we only walk. Sticks are not meant for weaponry.
- Do not point a stick at a friend.
- Children should sit while going down the slide. No headfirst sliding or backwards sliding. Wait until a friend has moved away from the end of the slide before taking the next turn.
- In Ms. Annie's play yard, children are allowed to safely climb on the ramp railing

within the yellow painted stars. Do not allow your child to climb the railing in any other areas.

- After school is dismissed, if your child hurts a friend or cannot cope with a conflict, it is time to go home for the day.
- Please do not allow children to climb the magnolia tree on the hill next to Sanctuary.
- Please do not allow children to climb three crepe myrtle trees in front of the Kindergarten Building.

Grade School Recess Guidelines

- Students should speak and act respectfully towards one another and adults at all times.
- Negative comments or rough play may result in a timeout, at the supervising teacher's discretion.
- With the exception of Middle School snack, food containers and wrappers should not be brought outside. Students may bring water bottles and wrapper-less food outside.
- Students from all classes should be included in games.
- All students must remain within clearly marked playground boundaries and in view of a teacher at all times.
- Students may not throw objects such as rocks, sticks, or pinecones.
- Students should not run with sticks or wield sticks towards another person.
- Students who lose minutes during a class must inform a supervising teacher upon arrival at recess. Students may be asked to sit quietly, run laps, or complete community service work on the playground during this time.
- Should a ball go over the fence, students must ask a teacher before leaving the playground.
- Students should not be left unsupervised in a classroom during recess time.
- Recess ends 5-7 minutes before the start of the next class period. Once called, students are expected to end their games promptly. Students should collect all clothing and other personal items as they leave the playground.
- Supervising teachers accompany students back to the classroom building. Upon entering the building, students are to remain silent in the stairwell, whisper in the hallways, and walk along the right. Students heard speaking loudly in the stairwell may be asked to walk down the stairs and come up again quietly.

Additional Middle School Guidelines

- Students may stay inside during lunch recess to attend a teacher-supervised Study Hall.
- Some students are assigned Study Hall due to missed homework assignments. Students in Study Hall remain there for the duration of the period.

School Supplies

Supplies used in Waldorf classrooms are often unique. The school provides high quality, natural materials to enhance student experience. These supplies include, but are not limited to, flutes/recorders, colored pencils, fountain pens, workbooks, beeswax crayons and other art supplies, handwork materials, woodwork materials, and Eurythmy shoes. If supplies are

lost or damaged, the child's teacher will contact the parents to discuss appropriate replacement. The child's teacher may request additional items to be brought from home.

Snack and Lunch

Within each school day in every classroom, a regular time is set aside for mid-morning snack and lunch. In the early childhood program, a hearty snack is prepared by the teachers and children with wholesome ingredients provided by the school, except for the designated "soup day" when each child is asked to contribute a vegetable to the soup pot. Children enrolled in the early childhood program bring their lunches from home.

For all grade school children, both snack and lunch are brought from home. The children need an ample amount of healthy food to nourish them through the day and to enhance their playing and learning capabilities. (A nutritious snack should not be a substitute for either breakfast or lunch.) A wholesome, well-balanced lunch helps the children get the most out of important afternoon school hours. The school encourages parents to have children bring a full water bottle (a pint to a quart) from home to drink throughout the day. This is particularly important during warmer months.

The Waldorf School of Atlanta strongly discourages meals of pre-packaged foods containing refined sugars and additives. Candy, gum, and sweetened drinks may not be brought to school.

In the interest of conservation, the school recommends the use of reusable food containers and water bottles. Early childhood and young grade school children are asked to carry their food in a basket with a cloth napkin and any necessary utensils. Older children may use backpacks or non-commercial, insulated lunch bags.

If a child has any special food requirements or allergies, parents should communicate this to the child's teacher.

Birthdays

In the early childhood program, children may make a special birthday cake in school and the teachers create a simple, reverent ceremony.

Class teachers will coordinate a celebration in the classroom to honor each child's birthday, including summer birthdays. Teachers will contact parents in advance of a child's birthday to discuss how they may assist or share in the class celebration. For elementary and middle school birthdays, teachers may request that parents bring an edible treat or flowers from home.

When planning a party at home, parents should avoid inviting most, but not all children of one gender. A small group of two or three close friends or a large party with all the girls or all the boys is much healthier for the social life of the class. If it will be a small party, contact parents directly; do not send invitations to school with your child.

Community Service

Much of the Waldorf curriculum involves the study of relationships. Of utmost importance are human relationships, followed by the connection to the community, and most widely to the earth itself. As part of our mission, we want to instill “a reverence for the diversity of the human condition that will foster social and cultural responsibility”. As such, community service is a key element.

In the mixed-age early childhood classes, the older children are encouraged to assist the younger ones with their efforts, modeling an example of good behavior, and helping to take care of their classrooms and playgrounds. Older grade students help the younger ones in many ways—they help in Extended Day, in handwork classes, Social Inclusion, and in serving special lunches. Third Grade building projects, including playhouses, play structures, a garden shed, and raised garden beds, have been gifted to the school. Holiday Fair crafts and service at the event are annual activities for the students. A special task for the Grade 8 students is that of befriending their Grade 1 buddy. Through all of these activities, a caring attitude is fostered among the students.

Service is also offered to the wider community. Out of the work of the curriculum or through personal connections, classes have offered their particular gifts to the wider community such as clothing, food, and book drives. Other classes have performed for nursing homes. The students are receiving a wide experience in their service to the community.

Class Trips/Field Trips

Field trips exist in a consistent manner throughout the grades, enriching the curriculum for the students by offering real life and hands-on experiences, e.g. farming in Grade 3 and caving in Grade 6. For the younger grades, short day trips are close to school. By Grade 3, students will experience their first overnight field trip. In the older grades, trips may be longer and travel more extensive. Students eagerly anticipate these trips, building enthusiasm for the curriculum and the curriculum to come.

Individual teachers make decisions each year about field trips for their class. Parental permission for children to participate in school field trips is completed in the enrollment process at the start of each year. Teachers will notify parents of a trip being planned and parents will be asked to help drive children, if necessary.

The policies for The Waldorf School of Atlanta field trips that apply to all classes are:

- There is at least one adult for every ten students.
- Drug and alcohol use is strictly forbidden by students or adults.
- All children must wear seat belts (or use car seats) at all times when traveling in a car. By Georgia Law, children under the age of 8 (unless they are over 4' 9" tall) must ride in a booster seat supplied by the parents, when driven.
- Children under 13 may not ride in the front seat of a car (unless it is with their parents driving).
- The teacher takes a first aid kit, a cell phone, and emergency health information for each student.

- Students are expected to uphold the school's Behavior Guidelines.

All volunteers who chaperone WSA students must have:

- A national criminal background check completed by the school within the last three years.

All volunteers who drive WSA students (other than their own child) must have:

- A valid and unrestricted driver's license and up-to-date record of vehicle insurance policy with a minimum coverage of \$100,000 bodily injury; \$300,000 per occurrence and \$100,000 property damage (copies of the license and insurance card must be given to the Receptionist one week prior to the field trip).
- A vehicle that is safe and in good driving condition (i.e., brakes in good operating condition, treads not worn on tires, lights and wipers working, etc.);
- Operating shoulder and lap belts for each student in the vehicle.
- A national criminal background check and motor vehicle record check

All volunteers who drive the school passenger bus are required to:

- Be at least 25 years of age.
- Submit to National Criminal Background Check.
- Submit a 3-year Motor Vehicle Record check.
- Submit a copy of a valid Driver's License.
- Be eligible to be covered under school insurance plan (name, driver's license, and motor vehicle record submitted to WSA's insurance company).
- Complete driver orientation with CDL licensed driver approved by the school to include (but not limited to):
 - Pre-trip bus inspection
 - Rules for riding the bus for the children
 - Defensive driving best practices
 - A road "test" including city streets, highway driving and a railroad crossing
- No special license is required to drive the school passenger bus.

Chaperone Guidelines—Pedagogical Considerations

When serving as a class chaperone, the adult accepts responsibility for all students. The adult will refrain from extending special consideration or favor to one's own child or a select group, as this will create a feeling of inequality. If the chaperone feels the entire class will benefit from something extra, the chaperone will discuss the suggestion with the teacher. Chaperones recognize that the teacher knows the group of students and families' best, and it is the teacher's responsibility to make final decisions regarding any change of plans.

The chaperone helps in creating boundaries and structure. Every adult needs to hold the class form. If a student pushes these boundaries, the chaperone is encouraged to immediately give that student the support he/she needs, as well as bring it to the teacher's attention. Chaperones are part of a team that is responsible for the safety and welfare of all the students. While having fun, chaperones will stay focused on the purpose of the trip.

The students need to stay on task when they are given jobs to complete. The chaperone should model the work and be a guide for student behavior. The chaperone should require the student to complete their assigned job, as this is a key part of the learning experience provided to the child.

Practical Considerations

While traveling, chaperones are encouraged to avoid playing the radio, CDs, or other media. Travel time is an important social time for the students. During the trip, students get to know each other in a different way than they would at school. Chaperones will often be amazed to hear the conversations of students in cars.

During the trip or activity, the chaperone should remain aware of the location of first aid supplies and cell phones for emergencies. However, cell phone usage should be restricted to trip communication and/or medical emergencies. Vehicles used for the trip should have current insurance. The vehicle should have adequate fuel in the tank before the class departs from school. Seat belts are to be worn at all times. When vehicles are equipped with front seat airbags, passengers in those seats must be age 13 or older and/or weigh at least 100 lb. Students weighing less than 40 lbs. must have a booster seat in which to sit during the trip.

Chaperones may not consume alcoholic beverages while on the trip. During extended field trips, smoking is allowed only when outside and away from the students.

While photographs may be taken during field trips, chaperones are asked to be discreet and not post photographs on personal social media accounts. Please share all class photos with your class teacher or school administration.

Field Trip Emergency Procedures

Medical Emergency

1. Assess the need for calling 911. Make the call if there is any doubt.
2. Administer first aid and comfort to the injured person. Continue to do so until emergency medical teams arrive if called.
3. Do not move victims with possible head, neck, and back injuries, unless an imminent, more threatening danger exists.
4. Teachers will not leave their students until another representative from the school arrives, unless they need immediate medical attention themselves.
5. Immediately document what happened, names of those involved, and names of witnesses.

If needed, the School Administrator will dispatch a representative from the school to the hospital.

Traffic Accident

1. Call 911

2. Contact School Administrator.
3. The School Administrator will designate a contact person who will notify affected families.
4. The School Administrator will act as liaison between the accident site and the school.
5. The School Administrator will decide if there is a need to implement the Family Reunification Protocol.
6. Teachers will have permission/release forms to identify all students in their care. Those forms also contain important medical and emergency contact information.
7. Teachers will always carry identification for themselves.

Lightning

Lightning exists on the outer fringes of a thunderstorm. Teachers must take extreme caution. When thunder is heard, move the students inside a completely enclosed building or inside a hard-topped car immediately—do not touch metal inside the car. If caught outdoors, seek the lowest point and squat down with only your feet touching the ground. Stay away from trees and metal. Wait at least 30 minutes after the last clap of thunder before leaving a building, even if there is blue sky.

Tornado Procedures

Tornado WATCH—Hazardous conditions are expected to develop. Monitor conditions closely. Know where shelter can be found.

Tornado WARNING—Hazardous conditions exist. Seek shelter and take cover.

If a tornado warning is issued in your area:

- Immediately stop all scheduled activity and seek shelter.
- Notify WSA when it is safe to do so. Relay your current situation and ask for assistance if it is needed.

Missing Student

1. Gather and contain students. Verify student count. Identify the missing student(s).
2. Use available staff to search and gather information.
3. Upon verification of the missing person, CALL 911.
4. Identify yourself, your location, the situation, and give a detailed description of the person.
5. Call the school to alert the School Administrator, who will contact the parents.
6. All other students return to school with most chaperones and school personnel. Members of the Administrative staff will come to the location to drive students back, so that at least one teacher can remain behind at the scene until the Administrator and the parents arrive. Do not release any information to the press.

Grade 8 Trip Guidelines

While the specific details of each 8th grade trip are left up to the individual teacher, the agreements outlined here will serve to set the stage for decisions by that teacher. All

previous policies and procedures outlined regarding field trips are to be followed for each 8th grade trip.

Overview

The 8th grade trip is a culminating and celebratory experience when students are moving through the transition of childhood into adolescence. In a sense, the school is giving the class to the world or the next stage of their life in high school. Therefore, the class trip offers a potential initiation opportunity for the whole class to look back at their journey with a Class Teacher in wonder and reverence. This transition is inclusive of a passing from a single authority into the beginning of real independence, authority for oneself.

Purpose

The Grade 8 trip allows an opportunity for the class to transition from the feeling nature of the elementary child to the thinking nature of a student at the high school development level. An 8th grade trip's purpose is multifaceted and includes the following aspects:

- Have a pedagogical component related to the needs of the class.
- Serve as a rite of passage.
- Cultivate the opportunity for discernment from within the students.
- Create the possibility of a “reality moment” by having the students interact or experience an element of the world they would not normally have an opportunity to experience.
- Culminate the eight-year journey which the students are about to finish.
- Continue the social bonding of the class or reinforce it to a greater degree.

Scope

Each 8th grade trip may have specific details or scope set forth by the 8th grade teacher to provide the possibility, or potentially fulfill the purposes, that are outlined above. However, the scope of the trip must generally conform to the idea that it is primarily a transition and only secondarily, a celebration of that transition.

Within the scope of the 8th grade trip there should be a manifestation of service for the students. This can take many forms, but the trip should have a service element of some form, depending on the teacher's perception of the needs of the class.

Financially, the 8th grade trip should be designed to stay within the budget established by the school.

V. COMMUNICATION

Internal Communication

At WSA, we value clear, direct communication that provides space for differing viewpoints while maintaining an atmosphere of respect, flexibility, and growth. In support of this ideal, members of the faculty strive to develop relationships with colleagues and parents based on trust, compassion, and genuine interest. When challenges arise, we seek to find common ground to resolve interpersonal conflicts in a constructive manner. We ask parents to join us in this effort!

Communication Between Teachers and Parents

Individual Parent/Teacher Conferences

Conferences are scheduled twice yearly in the fall and the winter. These conferences are an opportunity for parents to review their child's progress and to share concerns, impressions, and suggestions. Grade school parents are encouraged to meet with as many specialty teachers as possible to hear their insights about a student's work in these classes. Please see the [WSA School Calendar](#) for the specific dates and times each year.

Childcare for enrolled students will be provided, limited to the duration of the conference(s). Children and younger siblings should not accompany parents to the conferences.

Parent Evenings

Parent evenings occur a minimum of two times a year. Class and kindergarten teachers provide a glimpse into classroom activities, explain the stages of child development, and share how the curriculum addresses age-specific needs. Specialty teachers may also be invited to share their curricular activities with parents. In addition, other items concerning a particular class may be addressed, such as planning for field trips or class plays. Parents are invited to suggest discussion topics for these evenings.

Parents reap a fuller benefit from their child(ren)'s Waldorf school years by gaining a deeper understanding of the premises underlying Waldorf education. Regular attendance at parent evenings goes a long way toward fostering this awareness and understanding. **Therefore, the participation of at least one parent from each family is expected at each parent evening.**

Class Notes and Newsletters

Teachers send home a periodic letter or e-mail to keep parents informed about class happenings, which may include the social mood, curriculum information, upcoming events, and other news of interest.

Contacting a Teacher

Formal conferences and parent evenings are by no means the only times for parents and teachers to communicate. Teachers appreciate hearing about events that affect children, and they are available to discuss observations, questions, and concerns. Teachers generally

indicate at the start of the year, the best time and means to contact them, whether by written note, email, or phone call.

Home Visits

A teacher may request a home visit in order to provide a special opportunity to connect with a student. Home visits are sometimes conducted with new students in the preschool/kindergarten program and the lower grades.

Student Reports

Grade School Mid-Year Reports

Mid-year reports are mailed home for each grade school student in early February, prior to the Parent/Teacher conferences, with the exception of the 8th grade. Reports for Grade 8 students are prepared in early January so that application deadlines for area high schools can be met. These reports describe the student's progress for the first half of the school year.

Year End Reports

For preschool and kindergarten children, year-end reports describing their work, play, and social interactions are mailed to parents by the first week of July.

At the end of the school year, each Class Teacher and specialty teacher prepares a comprehensive written report for each student. The report includes a curriculum overview and narrative descriptions about a child's academic, artistic, social participation, and progress. Areas that need attention are also identified. Reports are mailed to parents by the first week of July. Students who leave before spring break will not receive a Year End report.

Communication Between School and Parents

School Publications

The Breeze Bulletin, a weekly newsletter e-mailed Friday afternoons, contains timely information about school topics and events. Parents may email entries to the Office Manager by 12:00 noon on Thursday. The school reserves the right to edit all entries and to ensure their appropriateness for publication.

Website

The school maintains a web site (<http://www.waldorfatlanta.org>) to keep current and prospective families, as well as the general community, informed about The Waldorf School of Atlanta and upcoming events. Parents may also access recent issues of *The Breeze Bulletin* through the web site. Please share all feedback regarding the WSA website with the Office Manager.

ParentSquare Communication Platform

WSA uses [ParentSquare](#) as an online platform to help streamline and organize communication between teachers, parents, and the school. *ParentSquare* allows us to communicate quickly in

the case of an emergency. We also use it for calendar reminders, sign-ups, and the organization of class conversations. Parents may access it via their computers or cell phones.

Community Ads

Monthly advertisements from our Waldorf Community for rentals, sales, services, etc. Parents may advertise in 50 words or less at no cost. Submissions are accepted by the last week of each month to the Office Manager.

Email Blasts

Emails may be sent out during the week as needs arise or as reminders of upcoming events.

Emergency Texts

Texts may be sent to the cell phone numbers on file in the case of an emergency or school closing.

Parent Grievance and Resolution Process

The Waldorf School of Atlanta strives to support parents in every facet of their community involvement and requests that all persons in our community engage in honest, respectful, and direct verbal and written communications. We genuinely seek to create an environment that supports the growth of all the members of our community, and we assume that all parties involved are invested in the best interests of the children.

If there is a pedagogical grievance, parents are encouraged to speak directly to the teacher first. If there has not been satisfactory resolution, the parent is encouraged to speak next to the Department Chair, and finally, to the Pedagogical Chair. If the grievance warrants the involvement of the Core Faculty, the Pedagogical Chair will bring it for discussion and resolution to the Core Faculty, where a decision will be made. If the parent is not satisfied with the resolution, they may appeal to the Core again for a review of the decision, after which a final decision will be made.

If a parent has a grievance that is not pedagogical in nature, the parent is encouraged to take that grievance to the school's Administrator. If the grievance cannot be resolved by the Administrator, the Pedagogical Chair will help to work towards resolution. If a parent is not satisfied with the decision, they may appeal to the Leadership Team for a review of the decision, after which a final decision will be made.

The Leadership Team will provide a mediator, if deemed necessary or beneficial, to aid any parties involved in a dispute to come to a resolution to their conflict.

External Communication

Any initiative taken, any event hosted, and any service WSA students perform provides an opportunity to educate the greater community about the school. New families are often drawn to this community after speaking with an enthusiastic parent or observing students and teachers in

action. Parents are encouraged to become advocates for Waldorf education by speaking openly about the school. We are also active on social media:

- [WSA Facebook page](#)
- [WSA Alumni Facebook page](#)
- [Instagram](#)

VI. ADDITIONAL PROGRAMS

Morning Garden

Morning Garden is a program designed for infants and toddlers and their parents or caregivers. The toddler classes meet one morning a week with a teacher to enjoy a rhythmic morning of songs, verses, a snack, parent handwork, and conversation. In the infant classes, the parents have the opportunity to observe and discuss their child's milestones. Parents learn from each other, sharing life experiences and insights. Growth, flexibility, and creativity are encouraged in the parents while they watch these qualities unfold in their little ones. Parents may check the school's website for information about the Morning Garden program, schedule and fees.

Morning Care

The Waldorf School of Atlanta offers a Morning Care program starting at 7:30 each morning in the Administrative offices located at 827 Kirk Road. Grade school students are accepted into their classes at 7:50 a.m. and kindergarten students may begin to enter class at 8:15 a.m. If a child needs to be at school earlier than these times, plan to enroll them in the Morning Care program. Contact the Business Office Coordinator for current rates.

Extended Day Programs

The Waldorf School of Atlanta offers several after-school program options for current students. All programs are exempt from licensing by the State of Georgia and have age/grade restrictions. Information about signing up for these programs is emailed to all families. Extended Day programs are not available during school holidays.

If a child will be in Extended Day, a separate Extended Day contract will be issued. Families on the monthly BigSis tuition payment plan can wrap their costs into monthly tuition payments. The Business Office Coordinator will adjust the monthly payments through BigSis to include these costs. If the tuition is prepaid, the school will issue a separate invoice for payment prior to school beginning. Contact the Extended Day Director when a child will not attend on a regularly scheduled day, so that other children can be accommodated on that day. Parents must keep all school records current; the annual Registration Form will be used for information on who is authorized to pick up and whom to call in the event of an emergency. Additional students can be accommodated during the year in the Afternoon Kindergarten and Extended Day programs, if space is available.

Full-Day and Extended Day PreK/Kindergarten

The full-day kindergarten program is intended for children who are 4 to 6 years of age and is offered from 1:10 to 3:10 p.m. each day with our Afternoon Kindergarten faculty. The afternoon program includes a nap and a small amount of outdoor playtime until pick up at 3:10pm. Children in the full-day program have paid tuition that includes care through 3:10 p.m.

Additional Extended Day hours of care are available until 6:00 p.m. for students in the full-day program. After they awaken, their afternoon resumes with a rhythm of song, movement, games, indoor play, snack, and outdoor play. There is a \$3 per minute charge for late pick-up. Contact the Business Office Coordinator for current rates.

Extended Day for Grades 1-8

The Extended Day Program is available for students in Grades 1-8. It is offered Mondays, Tuesdays, Wednesdays, and Fridays from 3:10 p.m. to 6:00 p.m., and on Thursdays from 1:10 p.m. to 6:00 p.m. After enjoying a snack together, the younger students participate in outdoor play and the middle school students have a space to work on their homework. There is a \$3 per minute charge for late pick-up.

Sports and Enrichment Programs

Sports and Enrichment Programs are offered to both lower school and middle school students. Lower school students can participate in Yoga, Playball®, Lego engineering, and Baseball Club. It is important to note that some activities will be available to younger students, while others will be limited to middle school students. Middle school students can also participate in the organized sports programs: Ultimate Frisbee, Cross Country and Girls and Boys Basketball will be offered, along with other offerings to be announced at the start of the school year. If there is interest and enthusiasm among athletes during a specific sports program, coaches will seek opportunities to participate in competitive games with other private school teams in the metro Atlanta area.

All sports and enrichment programs are available through required online pre-registration, and there are limited spaces available. There are program fees for these activities. Students who do not participate in the Extended Day Program may also participate in these activities by signing up and paying a program fee. Parents/guardians must sign a Sports Release Form for their child to participate in any sports program. Students who are not picked up from their sport or enrichment program at dismissal time will be brought to the Extended Day Program. Parents will be responsible for the drop-in fee.

The sports programs emphasize fun, responsibility, skill development, and sportsmanship in teamwork. Each team member is given the chance to play meaningful minutes in each game or, as in track, participate in each meet. Playing is fun and game experience helps teach the player many things that cannot be duplicated in practice. Students are taught the basic positions on a team and learn that in a team sport, every position is important, and every position has special responsibilities.

Students enrolled in Grades 5-8 are eligible to participate in sports programs if they maintain scholastic and personal conduct standards. (Grade 5 can participate in Spring Ultimate Frisbee only.)

Summer Camp

The joys of summer imagination, fresh air and fun! The Waldorf School of Atlanta summer camp provides healthy and wholesome fun interspersed with practical, nourishing activities for children in Early Childhood and rising grades 1 - rising grade 8. The early childhood camps are for children 4 and up. Camp themes for grade school students may vary, but some of our most popular camps include knitting, outdoor adventures, creativity camp, yoga, gardening, and crochet. A specific summer camp schedule and registration information is made available in February each year.

VII. FAMILY LIFE

Foundation

The child's education includes the entirety of his or her life, and therefore, does not end when he or she leaves the classroom. The world at home is different from the world at school, and it is the interweaving of these environments, activities, and influences that creates the fabric of the child's life. The foundation is set with warm, honest communication from parents to the teacher informing him or her of any home or family situation(s) that may affect in-school behavior. The importance for the child of a strong connection between home and school cannot be over-emphasized, and therefore WSA shares the following ideas and suggestions for thoughtful consideration.

Toys

The child at play is "projecting his fantasy and imagination into the toy." The toy is nothing more than an extension of the child him/herself. It follows, then, that the ideal toy is one that imposes the least possible limitation on the child's freedom to play imaginatively. Present children of any age with potential, and they will fill it out with their own unlimited fountain of creativity. Present them with finished products, regardless of how magnificent, and one will have unwittingly limited the child's resourcefulness. This is one of the maxims of Waldorf education: give children only enough to stir their own creative processes, and then provide them with guidance in expressing what the lessons have awakened. This fosters true, creative activity in the soul-life of the child and leads to imaginative thinking in the adolescent. So, it is true with their "toys;" the school recommends simple objects made of natural materials that awaken the child's imagination. Limiting the number of toys can also help to create a sense of order and appreciation, which is healthy for children—and adults as well!

Rhythm

Reverence, ritual, and rhythm are the three R's of Waldorf education. When experienced in childhood, these can lead to an experience of responsible freedom in adulthood.

Rhythm is a natural and healthy part of life. Most people are not fully aware of the continuing rhythms of nature but experience their effect. What is done at home can become rituals and mirror the rhythm of life in meaningful ways. By lighting a candle at the evening meal, sharing a special story or song at bedtime, or creating a special family birthday tradition, families can imbue daily activities with purpose and warmth. A healthy rhythm is established in the home when meals are served at the same time each day, and when bedtime is set at a regular hour. The child whose life is ordered by rhythm gains a secure foundation for life.

With the young child and the elementary-aged student, this need for external structure continues to be vital to their growth and emotional well-being. Learning that there is "a time for all things" is an important life lesson: "now is a time to play; now for a meal; now for homework; now to prepare for bed." Rhythm then becomes a habit that is accepted as self-evident. Consistency should prevail in as many of the child's daily activities as possible. It is the key to establishing good habits for life. Predictability does not leave out the possibility of new and

different adventures or a surprise! It is the overall outline of the day or the week, which gives essential form. This rhythmic structure, which is imposed upon the young child at first, then guides the older child towards discipline in the most positive sense of the word. The older child embraces the external structure that has shaped his life, and a transformation takes place as the external expectations become internal self-discipline. Freedom is not without form, and one is truly free when one is not hampered by a disorganized life.

It is recommended that parents support the balance in a child's life by limiting the number of extra-curricular activities in which children participate. Teachers are available and eager to discuss with parents the merits of waiting until certain ages before beginning specific activities. Modern, urban life seldom provides enough "time off" for children, yet this time provides the most valuable opportunity for them to grow and develop.

Verses

Parents of all children may want to select or create a verse to be spoken before bedtime or at meals. Teachers are happy to provide parents with ideas.

Rest and Sleep

Teachers of children of all ages can easily see the effects of over-tiredness in a child's classroom behavior and work. Students expend a tremendous amount of energy during the school day. A period of quiet time or rest after school is highly recommended for younger children. All children benefit from early, regular bedtimes ensuring well-being and readiness for the next day. Adolescents may require an increased amount of sleep. Parents should be aware of and honor the changing needs and rhythms of a growing child.

WSA Media Guidelines

It is easy and convenient for adults and children to be consumers of media, and we acknowledge there are positive uses of electronic devices and social media for adults. As Waldorf parents and teachers, we must embrace the world of technology, and many of us rely on electronic media ourselves. However, early media consumption by children hinders the educational foundation of inner picture building and transformation, and the strengthening of the will that are essential to Waldorf education. It is therefore critical that parents make careful and conscious decisions about when and how media is introduced to and used by their children.

For Students from Early Childhood through Grade 4

WSA teachers strongly recommend that the daily experience of the young child not include exposure to electronic media, including computers and cell phones or other handheld devices/screens. Young children are best served by interacting directly with the three-dimensional world around them and with real people.

If a teacher observes a negative impact due to a child's media use on the child's individual or social behavior, or their academic performance, the parents will be invited to meet with the teacher and Pedagogical Chair to find a solution.

For Students Grades 5 and Up

WSA teachers strongly recommend limiting media exposure in the child's daily experience. Limited viewing of carefully selected and supervised media could take place on weekends only (not on school nights, including Sunday night, and for a maximum of 2-3 hours per weekend). It is important that use remains limited and that parents be aware of the content.

If a teacher observes a negative impact due to a child's media use on the child's individual or social behavior, or their academic performance, the parents will be invited to meet with the teacher and Pedagogical Chair to find a solution.

Keyboarding/Internet Research:

The Waldorf School of Atlanta acknowledges that most students will be expected to have some level of computer competency when they enter high school. In order to develop this skill, the school recommends that students begin to familiarize themselves with computers during their 7th and 8th grade years. Eighth grade students may be asked to type several of their assignments throughout the year, and access to a computer at home is recommended. If on occasion they do use the computer, please monitor and limit access, and have the child work in a visible family space.

Technology Block in Eighth Grade:

In Eighth Grade, students participate in a Technology main lesson block as part of their curriculum; exploring and demystifying technology in an interactive way. In the main lesson, students work with introductory Linux scripting as well as Python programming. An emphasis is placed on organization of files and programs in proper directories. An exploration of basic circuitry and electronics is tied to their Physics block, with the use of a Raspberry Pi microcomputer. Students also disassemble parts of a PC and then reassemble it to a functional state.

Student Use of Cell Phones

We recognize that students can be quite impulsive in their feeling life during the middle school years. Texting, messaging and the use of social media can be distracting, addictive, and on some occasions, even inappropriate. The faculty has observed that these types of communication can be quite harmful to the social fabric of a class. As you know, we encourage WSA adults to engage in direct verbal communication with one another whenever possible, and we want to encourage our students to do the same.

Cell phones should only be brought to school, if necessary, for after school activities and/or transportation needs. Student use of cell phones during the school day or at any school activity is not allowed. Cell phones that are brought to school should remain completely turned off (not on silent or vibrate) during the school day and safely tucked away in the student's bag. Any communication needed with parents/guardians during the school day will take place in the office, under the supervision of the Receptionist.

At the conclusion of Extended Day (study hall and aftercare), after-school programs, Middle School Athletics, and any other school-related after-school activity, students may use a cell phone to contact a parent with the permission of a supervising adult to communicate pick-up

times and other logistical details during after-school hours (3:20-6:00). Parents may call the school or contact Extended Day staff via text or phone. Cell phones may not be used on the school bus or private vehicles transporting students to or from any school-related events, such as field trips, music events, and after-school athletic events. We ask the same guidelines to be followed both as a student participant and as a student spectator at all school events. This includes evening activities such as Game Night, concerts, and class plays. Cell phones are not allowed on overnight class trips.

Cell phones will be confiscated if students are discovered using them during the school day, on the school bus, or at a school event. Confiscated cell phones will be returned to a parent as soon as possible or may be picked up from the office at the end of the school day.

Social Networking

WSA teachers request that all students refrain from using electronic social networking sites. These not only pose safety threats, but also hamper students' ability to interact with their classmates in socially healthy ways. Students should also refrain from interacting through email, instant messaging and chat rooms so that they can cultivate aware, empathetic and genuine interpersonal skills.

FAQ and Parent Support

What is informing these media guidelines?

The ideals outlined in our mission statement, and the values of Waldorf pedagogy inform everything we do at WSA, including our media guidelines.

As a Waldorf school, we are part of a worldwide movement dedicated to supporting the healthy development of children. We have found that guidelines such as these go a long way to helping support parents in keeping their children as healthy as possible.

Why guidelines and not a policy?

We recognize that each family comes from a different place, with varying attitudes and rules about media in their homes. We want to support families in moving towards consuming less media so that the children can benefit the most from what they are receiving at school. It is our hope that these guidelines will motivate you to take this up with your family and to help strengthen the integrity of our community.

Why did WSA create media guidelines?

The faculty and community of WSA are interested in creating and maintaining a healthy social and learning environment for the children, in accordance with the values of Waldorf education. These values create the solid foundation upon which our community rests.

Faculty has seen that when children are exposed to media, it affects their learning and the classroom environment. Based on current research, and teachers' observations, exposure to media affects children's physical demeanor, attention, interest in encountering the lesson, and can contribute to social issues in the class and on the playground. Children tend to create friendships and social groups partly based on what they are exposed to outside of school. Any child who has not shared certain media experiences may be excluded.

What do we mean by (electronic) media?

Electronic Devices: TV, DVD, Smart phones, Video game console, Computer, Tablets, mp3 players.

Digital Media: videos, movies, internet, email, texting.

Social Media examples: Facebook, Twitter, Instagram, Snapchat, TikTok.

Games: Console, computer, handheld devices.

Digital music: mp3 players, iPods.

Why are media guidelines important to follow?

Following our school's media guidelines supports the children in their learning and in their development, while also strengthening our school community. Upholding our media guidelines is a shared responsibility.

What is the role of administration in supporting our media guidelines?

The conversation about the use and/or exposure to media starts early. During our admissions process, WSA media guidelines are shared with new parents wishing to enroll their children at our school.

What is the role of faculty in supporting our media guidelines?

Class teachers engage in respectful dialogue about the use and/or exposure to media with individual parents and provide support and clear guidance to bring media exposure to age-appropriate levels. Class teachers discuss our media guidelines during parent evenings, with the goal of creating a class culture based on information, mutual respect, and consensus.

What is the role of parents in supporting our media guidelines?

Parents have the final and ultimate responsibility for the well-being of their children: they have a proactive role in supporting their children's health. In addition to attending class discussions about media, parents may also choose to inform themselves about the negative impact that media can have on children. Fortunately, a lot of current and objective information is now available on this issue and is the product of research done by pediatricians, child psychologists, neurologists, child psychiatrists, remedial specialists and other professionals. Parents in every class can support each other in navigating the media issue, to arrive at a more homogeneous and harmonious class environment, where all of the children are supported and nurtured. Because Waldorf pedagogy is not only intellectual but also has psycho-emotional, cognitive, practical-experiential and spiritual dimensions, the full educational benefits of the Waldorf curriculum have a better chance when the home and school environments are aligned.

How do these media guidelines support our educational goals?

At WSA we aim to cultivate the child's imaginative capacity, their engagement with and wonder at the world, healthy embodiment, social dynamics, and creativity. When a child is actively engaged with the world, they are encountering its beauty and challenge, and learning experientially, as opposed to having their experience mediated and pre-formed.

- Healthy play contributes to a healthy social dynamic.

- Children need live interaction with other children to learn how to work out social challenges.
- Free play and a strong imagination are the precursors of intellectual and conceptual thinking, creative problem solving, math and reading skills, and healthy management of social challenges.

All of the above-mentioned aspects (imagination, free play, direct experience of the world, social dynamics, and creativity) plus physical health and neurological development are affected by the amount of media to which a child is exposed.

How can my family transition to using less media?

Transitioning to less media will look different for each family. Different families have different habits around media use, but these are some of the areas that are important to look at:

- **Screen-Free play dates, class socials, sleepovers, carpool rides and birthday parties** – We request that these times be media-free. Open and compassionate communication is the best way to navigate any subject that may find parents on a different footing.

In Grades 6-8 - In the interest of supporting healthy relationships between all students, the school recommends monthly social opportunities for the entire class throughout the middle school years. Parents are encouraged to organize gatherings to which all students are invited. Games and pizza nights, ice-skating or roller-skating outings, costume parties, bowling, biking, or other activities are recommended. Families are discouraged from hosting any parties or gatherings to which all but a few students of one gender are invited. A small group of 2 or 3 close friends or a large party with all the girls or boys is much healthier for the social life of the class.

- **Activities with extended family, community, neighbors** – It can be a difficult situation to navigate but try to arrange activities with extended family and friends that are not oriented around media. Explain clearly the choice you have made as a family concerning media, while refraining from making assumptions and judging.
- **In the home** – It can be helpful to identify when the use of media occurs in your home and think about how you can substitute this with engaging activities, crafts, time spent in nature, community events— variety is important for a balanced life. Encouraging unstructured play and honoring boredom is how children learn to be creative. Participating in household chores is another way to engage children in activities that also instill a sense of pride and responsibility. Your teacher can be an invaluable source with regard to age-appropriate activities that may work for you and your family.

What if my child is sick?

As a healthy alternative to media exposure, consider more gentle, non-taxing activities for your child when she is sick and has to stay at home, so that her body can recover more quickly from illness.

How do I approach media restrictions with my children of different ages?

Children who are of different ages need to be treated differently. Teenagers may become computer-fluent and literate, while at the same time helping to protect their younger siblings from inappropriate media exposure. Simple house rules can be put into place, such as times, content, and amount of use, to help older children regulate their choices. Media use can be considered a privilege that requires responsibility.

Parent Support

If parents are struggling to follow the WSA media guidelines, or would like support on how to begin, please contact your class teacher. Many of our community members, parents and teachers alike, have met similar challenges in their family lives and can offer helpful, realistic suggestions. Many after-school activities and offerings are available to help children stay active and engaged after the school day.

All WSA parents are encouraged, throughout the school year, to talk with their teachers, fellow parents, and staff to gather the resources needed for a successful “media-lite” journey. There are resources available on our website to support each family's efforts to be media-lite.

VIII. FESTIVALS, ASSEMBLIES, CELEBRATIONS, AND EVENTS

Festivals

In recognition of a harmonious connection to all living things, Waldorf education embraces the significance of annual festivals. Festivals can bring one consciously to what is experienced instinctively in daily life, the awareness and wonder of the changing cycles of the seasons, and of life itself. Festivals can become a source of healing for the individual and society, a harmonizing community-building power.

Through festivals, communion, and responsibility toward each other and the world are acknowledged and celebrated. Observing seasonal turning points is one way the school establishes a yearly rhythm for the children. Festivals of the year are celebrated as conscious nourishment for the soul, expressed with beauty and reverence, through art, music, stories, and poems.

Some festivals may be celebrated as school-wide events, while others take place within the classroom. Teachers and students may observe festivals that arise out of their study of the different cultures of the world and possibly those that reflect the religious traditions of the families within each class.

Michaelmas

As the autumnal equinox passes and long days give way to increasing darkness, one must renew inner strength and courage during this season of Michael. September 29 is Michaelmas Day, the feast day of the Archangel Michael, who, according to fifth century tradition, tames a dragon to save the kingdom. Michaelmas is observed in all classrooms with stories, verses, and music containing themes of courage, inner strength, will, and deeds of goodness.

In addition to classroom celebrations, grade school students also celebrate collectively by enjoying lunch together, followed by games, festive songs, and a visit from St. Michael and the dragon. The school suggests that the kindergarten children not participate in the grades event for Michaelmas even as bystanders, since they have their own separate celebration. This gradual movement into activities gives them time to be little, grow, anticipate, and then participate.

Martinmas/Lantern Walk

November 11 marks Martinmas, in honor of a Roman soldier elevated to sainthood for his selfless kindness. St. Martin is the patron saint of the poor, beggars, outcasts, and the homeless. He is known for his gentleness, his unassuming nature, and his ability to bring warmth and light to those who were previously in darkness. On the evening of Martinmas, St. Martin's deeds of goodness and acts of kindness are remembered with singing and a Festival of Lanterns. Children in kindergarten and the younger grades, together with teachers and families,

carry handmade lanterns as they walk into the cold, dark evening. A story recognizing “the light” of another gives the children an experience of caring and sharing while moving toward the darkness of winter. The older grades may do outreach projects in celebration of the spirit of St. Martin.

Holiday Festivities

As the waning days of autumn reach their darkest at the winter solstice, one yearns for the return of warmth and light. At this time of year, many cultures celebrate holidays seeking to renew both the inner and outer light in their lives. There is a special mood of quiet contemplation that brings one into a deeper relationship with the world, as it is manifested in the four kingdoms of nature—mineral, plant, animal, and human.

The younger children at the school through Grade 2 participate in a Winter Spiral. The children walk through a beautiful spiral pathway of pine boughs, lighting a candle, and then setting it along the path to create a shining spiral of light. Parents are invited to attend this reverent and wondrous celebration. Additionally, in most classrooms, teachers celebrate with decorative greenery, seasonal songs and stories.

Many families observe holiday traditions with a wreath in their own homes. In current times, the commercial demands of the season can easily consume time and thoughts. Quiet moments spent lighting candles, perhaps with some singing or verses, can bring the whole family closer together and help to enter the inner mood of the season.

In some years, parents and Faculty perform the reverential and humorous medieval nativity play, “The Shepherd’s Play,” as a gift to the students, school and wider community.

May Festival

WSA shares the wonder of spring with its annual May Festival. Families are invited to come and be entertained by Maypole dancing, live music, and storytelling.

Assemblies

At community assemblies, everyone gathers together to celebrate turning points in the year: beginnings, accomplishments, and journeys yet to come. Assemblies give teachers and grade school students an opportunity to share their class work with each other, parents, and friends. The young children are inspired by the older, and the older students reflect on their earlier days. The parents have an opportunity to see the wide spectrum of Waldorf education through the children’s offerings. The choir and instrumental ensembles also perform, and occasionally, the entire community is invited to participate in seasonal songs. The following assemblies are generally held each year:

Opening Day Assembly

(First day of school) Families are invited to attend the Opening Day Assembly on the first day of school. Grade school teachers introduce themselves and celebrate their class’ transition to a new grade and an exciting new curriculum, and typically, early childhood teachers will provide a

musical offering. The assembly culminates with the reverential Rose Ceremony marking the passage of kindergarten children to Grade 1. Grade school students are dropped off to begin their day in the classroom and sit with their teachers during the assembly.

Children in the Early Childhood programs are not dropped off on the first day of school. The children sit with their parents in the sanctuary, after which they join their teachers for a picnic lunch in the early childhood play areas.

Winter Assembly

(Last day before the Winter Break) Seasonal songs and class offerings make up this assembly. Some classes choose to share a class potluck luncheon and extend warm wishes before the winter break.

Grandparents, Family, and Friends Day Assembly

(Last day before Spring Break) The children invite their grandparents, family, and friends to participate on this special day. Early childhood classes will generally share an artistic offering in their classroom prior to the assembly. Grade school classrooms will be available for families to visit prior to the assembly, and the students will also provide an artistic offering at the assembly. Hazelwood Hall, located in the Education building, is arrayed with coffee and refreshments, and student work is on display.

Year End Assembly

(Last day of school) This is the opportunity to share class offerings, acknowledge and say goodbye to the graduating eighth grade class, as well as others leaving the school, and extend warm wishes before the summer break.

Celebrations and Events

Holiday Fair

Each fall the school community hosts the Holiday Fair, our biggest outreach event of the year. On the day of the Fair, and in the days and weeks leading up to it, parents work together to prepare handcrafts, food, and activities for the event. The Fair enables the school to share gifts with the greater Atlanta community, while providing them with a glimpse of Waldorf education.

Children of all ages enjoy a range of activities including candle dipping, jump rope making, and an obstacle course. Magical, one-of-a-kind shopping is available for children in our Enchantment Shop. The Fish Pond is fully stocked with handmade fish and water themed treasures. A puppet show is also featured each year. The Artist Market and the Forest Shop offer gifts made from natural materials, including handmade dolls, plant dyed yarns, wooden toys, jewelry, knitted items, toys, and more. Delicious food and live music will be enjoyed throughout the day.

While each class will have Holiday Fair representatives who will provide leadership for the Fair, we ask that all WSA families contribute 3-4 hours in preparation of this event and a minimum of a 2-hour shift for each child enrolled (4 hours max) on the Holiday Fair weekend.

Annual Auction

The auction, usually held in the spring, is the school's largest social and fund-raising event. This event brings the adult community together to celebrate the school with wonderful music, delicious food, specialty drinks, and beautiful, one-of-a-kind auction items for the live and silent events. These handcrafted items are created by talented students, faculty, and parents and truly set the WSA auction apart from others. This event relies on support from the entire community through item donations, financial support, and volunteer hours. All classes organize their parents and/or students to create a handcrafted item. This adult-only event is not to be missed!

Commencement Celebration

Each year WSA celebrates the commencement of the graduating Grade 8 class. A reverent and poignant ceremony marks this important passage. This inspirational occasion is a time for the community to share and reflect on memories and accomplishments and to say farewell to the oldest students. In listening to the students' speeches and observing their artistic offerings, the community acknowledges with pride all that these young people have become and reaffirms its beliefs and appreciation for Waldorf education. The commencement ceremony is followed by a reception organized by the students and parents of the Grade 7 class.

Class Plays

Drama is an integral part of the Waldorf curriculum in which all children participate. Through drama the students have the unique and essential opportunity to strengthen who they are and to experience what they are not. Through the years, they will try on many different roles, walk in many different shoes, and speak through many different voices. With the understanding of drama as a pedagogical tool, students are cast to fulfill their inner need to grow and experience something of themselves. When this challenge is met, the students experience a new confidence. They begin to have a deeper understanding and appreciation of the other.

As the children progress through the grades, the need for the outer forms of the play develop. In the earliest grades, as much as possible is left to the imagination. There is no need for elaborate sets, props, and lighting. Gradually, as each individual class develops, and the need arises, the outer forms of the play are added, e.g. a few necessary, simple props at first and perhaps simple characteristic costumes. It is important to keep productions simple so that as much as possible is left to the imagination. Class teachers will provide guidance and a vision for an age appropriate class play.

IX. COMMUNITY LIFE

The Waldorf School of Atlanta is very grateful for the involvement of families in the Waldorf community. The school relies on the participation of all parents in fundraising and volunteer activities. WSA has a heartfelt and invaluable volunteer effort that strengthens the community in many ways.

Class Parent

Each teacher chooses two parents from their class parent body to serve as class parents who will assist the teacher with various tasks outside of the classroom.

Class parents support the teacher in planning class events and notifying families of pertinent school and class information. Class parents foster community among families in the same class, while also serving as a liaison to the greater school community. The amount and nature of the work a class parent may be asked to do will vary with each teacher.

It is the hope and goal for each WSA class to have a full rotation of families step into class leadership roles throughout their journey together. This allows for an equitable sharing of responsibilities, and also the gift of becoming more fully engaged and committed to the life and health of the class and to our community at large. Many hands make light work, strong communities, and grateful families!

General Tasks of the Class Parent

- Attend Class Parent meetings as needed.
- Meet with the Class Teacher 2-3 times a year to coordinate needs for class
- Recruit other parent volunteers throughout the year and successfully delegate duties
- Effectively communicate to parents via email, texts, and phone calls
- Be “listening ears” in the class and community at large; encourage community guidelines for healthy communication channels
- Communicate any growing or serious concerns/issues back to the Class Teacher
- Manage (or assign a volunteer to manage) the class budget and record purchases
- Foster the healthy social fabric of the class community; organize, assign, or host class socials; encourage class to attend community gatherings, festivals, parent education opportunities, etc.
- Assist Class Teacher with next year’s Class Parent recruitment

Auction Committee

The Auction Committee plans and executes our largest fundraiser and social event of the school year. The Committee is an all parent-volunteer driven effort working in collaboration with the Development Director/Auction Manager and Auction Chair. There are leadership opportunities: Sponsorship Chair, Auction Items Chair, Event Logistics Chair, and Marketing &

Communications Chair. The Committee has a place for every interest and skill set, and needs over 25 volunteers to help with event planning, class auction project coordination, silent/online auction item coordination and management, auction decor, food & drink, music and more.

Community Enrichment/Parent Education

There are many opportunities for the adult community to experience the beauty, intelligence, and goodness of Waldorf education. Workshops, classes, and presentations are offered during the year on subjects related to parenting, child development, curriculum, and practical experience with the fine arts.

Study Groups: From time to time through parent or teacher initiative, study groups may be formed with a focus on Waldorf education, Anthroposophy, parenting, and/or child development. The works and writings of Rudolf Steiner and other experts on Waldorf education and child development are the primary reading sources.

Classes and Community Gatherings: A variety of classes may be offered on a rotating basis, including painting, woodworking, Eurythmy, etc. Opportunities to engage with other families at gatherings, such as a Family Potluck and Game Night and Coffee Wednesday, are announced in the weekly *Breeze Bulletin*, on the WSA website calendar, and in class communications. All parents are welcomed and encouraged to attend.

Annual Fund Participation

Each year every current WSA family, board, faculty and staff members is asked to make a meaningful donation to the Annual Fund that benefits our school in a variety of ways: to supplement the cost of our unique education, and to maintain our ability to respond to the pressing needs of the school's faculty, students, families, and facilities. As an independent, non-sectarian school, no funds are received from the government or religious organizations, so the school's annual operations depend entirely on funds raised through tuition, fundraising programs, grants, special events, and the Annual Fund. That's why we sincerely ask for 100% WSA community participation in the Annual Fund every year. Along with a 100% WSA community participation goal, we set a fundraising goal based on the needs of the school. While every Annual Fund donation counts towards participation, the amount of the gift is at the discretion of each family. All gifts to the Annual Fund are 100% tax deductible.

The Annual Fund is a wonderful opportunity to demonstrate how much The Waldorf School of Atlanta means to you and your family!

Class Fundraising

In general, all costs related to the curriculum are covered by tuition and fees. Grades classes may be allowed the opportunity to fundraise to support the students' learning in line with the school's pedagogy. All pedagogical fundraising proposals must be presented in writing to the Pedagogical Chair and must be approved by the Core. The expanded curriculum of the Grade 8 year inspires more costly field trip activities. Proceeds from weekly pizza sales go directly to the 8th grade class trip fund. Grade 8 will also be allowed fundraising opportunities at the school's

annual Holiday Fair. The money raised for the 8th grade trip is part of a rolling fund. The 8th grade class is larger in some years than in others, so any funds not used will roll over to the next year's class.

State Sponsored Tax-Credit Scholarship Program ([Georgia GOAL](#))

The tax-credit scholarship program is a way for every Georgia taxpayer (individuals, couples, S-corps, and LLC's) to redirect their Georgia Income Tax dollars to eligible Georgia independent schools, and specifically to WSA. WSA partners with an SSO (student scholarship organization) that facilitates the process of registering participants in the program, collecting tax credit funds, communicating with the state on behalf of participants and independent schools, then disbursing those funds to independent school tuition as scholarships. Participants receive a "dollar-for-dollar" Georgia tax credit for donations and, in turn, provide eligible students with scholarships to The Waldorf School of Atlanta.

Every year, the Georgia legislature allocates a specific amount of state funds to support this program while every independent school in the state is competing for the same funds. The amount received for student scholarships at WSA depends entirely on the participation and tax-credit dollars that our community voluntarily chooses to redirect to support scholarships to our school. This program follows the tax year, so registration for each tax year closes on December 31st, and WSA will be sure that the WSA community has every opportunity to sign up to redirect their tax credits towards WSA scholarships every year.

School Store

The school store, *The Forest Shop*, offers Waldorf toys, books, games, and art supplies. Purchases at the store help support The Waldorf School of Atlanta. The store operates on a self-service basis, and parents may browse and purchase items any time throughout the day. The school store is housed in the Administrative Building.

X. ADMINISTRATIVE POLICIES AND PROCEDURES

School Hours

Office Hours

School office hours are Monday through Friday, 7:45 a.m. to 4:00 p.m. Summer hours are 9:00 a.m. to 2:00 p.m. Those hours may vary on early dismissal days and during school breaks.

Reception Hours in Grade School Building

Receptionist hours are Monday through Friday, 7:50 a.m. to 6:00 p.m. during the school year. Those hours may vary on early dismissal days and during school breaks.

Preschool/PreKindergarten/Kindergarten

WSA has “Exempt” status under Georgia’s ‘Bright from the Start’ Early Childhood Education (ECE) mandate. This document is available to consult during office hours at 827 Kirk Rd. administration offices. This exemption is site specific and covers several program descriptions including “accredited independent school,” “nursery programs,” and “summer camp programs.”

Parents can sign up for our Preschool program for children 3 to 4 years old for 3, 4, or 5-days, starting at 8:30 a.m. (Two and three year olds attend for four hours only.) Children who are 4 and older can participate in a morning program until 1:00 p.m. or a full-day option until 3:00 p.m., with Extended Day available until 6:00 p.m.

Grades 1-4

8:10 a.m. to 3:00 p.m. on Monday, Tuesday, Wednesday, and Friday.

8:10 a.m. to 1:00 p.m. on Thursday.

Grade 5

8:10 a.m. to 3:10 p.m., Monday through Friday **8:10 a.m. to 1:10 p.m.** on Thursday.

Grades 6-8

8:05 a.m. to 3:10 p.m., Monday, Tuesday, Wednesday, and Friday

8:05 a.m. to 1:10 p.m. on Thursday.

Note: Classroom doors open at 7:50 a.m. every school day.

Early dismissal on Thursdays for Grades 1-8 provides time for teacher planning and faculty meetings. Families can take this opportunity to schedule play dates and music lessons for their children.

Extended Care

Extended care is generally available until 6:00 p.m. each day

School-wide Early Dismissal Days

The school dismisses all students at 1:00 p.m. on the days preceding major holiday breaks. The Faculty may decide to dismiss early on other days. In such circumstances, announcements in *The Breeze* or via Parent Square will be utilized for this communication. Extended Day is available until 4:00 p.m. on these days.

Grade School Daily Schedule

	Grades 1-5	Grades 6-8
Main Lesson	8:10-10:10	8:05-9:55
Snack/Recess	10:10-10:45	9:55-10:35
1st Period	10:55-11:35	10:45-11:35
2nd Period	11:40-12:20	11:40-12:30
Lunch	12:20-12:40 *1:00 dismissal on Thursdays	12:30-12:50 * 1:10 dismissal on Thursdays
Recess	12:40-1:20	12:50-1:20
3rd Period	1:25-2:05	1:25-2:05
4th Period	2:10-2:50	2:10-2:50
Dismissal	3:00-3:10	3:10-3:20

*Dismissal Times

Monday, Tuesday, Wednesday, Friday

Grades 1-4 are dismissed at 3:00 pm

Grades 5-8 are dismissed at 3:10 pm

Thursdays

Grades 1-4 are dismissed at 1:00 pm

Grades 5-8 are dismissed at 1:10 pm

Morning and Afternoon Drop-off/Pick-up

For the safety of all students and neighbors, the school asks that drivers carefully observe the drop-off and pick-up line guidelines. While in the line, please move promptly but with caution. Please refrain from conducting conversations with other parents or teachers or using a cell

phone at any point in the carpool line. Drivers must always stay with their cars. Both processes are one lane only, so no car should ever pass another in the drop-off or pick-up line, unless directed to do so by the faculty/staff on carpool duty at the time.

The line begins at the Kirk Road driveway entrance and extends alongside the upper playground, moving in the direction of the Columbia Drive parking lot. Drivers should pull down to the farthest of the four drop-off spots, marked by signs, so that as many cars as possible may line up in the driveway. No child should exit their car above the crosswalk unless directed to do so by the faculty/staff on carpool duty at the time.

For safety, never walk in the carpool driveway.

Additional guidelines:

- Do not use the Administrative building or 5-day kindergarten building driveways to drop off children. Park in the parking lot if not using the drop-off/pick-up line. Do not block the traffic behind you on Kirk Road to make a left-hand turn into the carpool line.
- Please do not turn around in the driveways or the street during drop-off.
- At the request of our neighbors, do not walk on any neighboring property along Oldfield or Kirk Roads.
- Neighbors and parents have commented on seeing dangerous situations with parents crossing Kirk Road with children. Please use the Crossing Signs as guides for where to cross the road.
- Please do not stop in the road on Conway or Kirk Road “creating your own drop-off spot”. Proceed cautiously and within the speed limit on any neighboring roads, whether coming from or going to school.
- If you park in the seminary lot across Kirk Road from the school, you risk having your car towed. We do not have permission to park in this lot.
- The parking lot is intended for use by faculty and parents during the school day and school events. Faculty are expected to set a good example by driving carefully, using designated parking spaces only. As students may be in the parking lot during recess, students and teachers must be mindful of the parked cars there. Please observe the one-way direction of traffic in the front, using the west driveway for entering and east driveway for exiting.

School Attendance, Tardy Policies, and Procedures

Recording Student Attendance

All Early Childhood teachers, Class Teachers, Specialists, and Extended Care teachers are expected to maintain daily personal attendance records for students late or absent from each class.

Attendance Policy for Children age 6 through Grade 8

As Waldorf teachers, WSA teachers create an unfolding of the curriculum throughout the day, the week and the year. Because the curriculum is planned so that material will be built upon later in the year and/or following years, it may not be possible to adequately make up missed

class time. By promoting regular attendance, children can fully experience what their teachers have so meticulously prepared for them. The benefit of regular attendance begins in the early childhood classrooms and continues through the grades. Absenteeism affects not only the child who will experience gaps in the educational experience, but the other children in the class as well. If a child must take extra time away from the school schedule, early communication with the Class Teacher is vital. ***Please notify your child's teacher and the office (office@waldorfatlanta.org) by 8:00 when your child is absent.*** Absences are recorded on student reports, and students are responsible for all make-up work.

Excused Absences

1. Illness of student
2. Serious illness of immediate family member of student
3. Death of an immediate family member
4. Observance of religious holidays
5. By request of the school (suspension, lice, strep throat, etc.)
6. Approved school-sponsored event
7. Any absence due to COVID-19 (illness, quarantine, testing, etc.)

In any of these seven circumstances, an absence is considered excused. Depending on the grade, the teacher will decide the best course of action for making up for the missed work. Regular medical or dental appointments should be scheduled after school hours.

Unexcused Absences

1. The result of family travel plans that extend beyond the published starting and ending dates of school holidays and vacations.
2. The result of willful truancy on the part of a student.
3. Those that are not excused by standards 1-7 above.
4. Any excused absence without a note of explanation will be considered unexcused.

In the case of an unexcused absence, depending on the grade, the student and parents have the responsibility to ensure the make-up of any work missed.

Absentee Policy

A student may not exceed 20 absences, either excused or unexcused, in any school year. After the 5th unexcused absence, a letter of notification will be sent to parents. Students who accumulate more than 20 total absences, or 10 unexcused absences, can only be promoted to the next sequential grade at the discretion of the Core Faculty in communication with the Class Teacher, and re-enrollment may be jeopardized. Without prior notification to the Class Teacher, if a student misses 10 or more consecutive days as a result of an unexcused absence, s/he will be considered to have voluntarily withdrawn on the 11th consecutive day.

Missed instructional time will only be counted in increments of halves or whole days. Since the length of the school day for a child in Grades 1-8 is seven hours, a child is considered absent for the entire day if s/he arrives after 11:30 a.m. or leaves for the day at or before that same time. A child who arrives after 9:30 a.m. but before 11:00 a.m. is considered to have missed a

half-day. Children who leave school at or before 1:30 p.m. are considered to have missed a half-day as well.

The kindergarten child who arrives at or after 10:00 a.m. is considered absent for the entire day. A child who leaves for the day before 10:50 a.m. is also considered to be absent for the entire day.

Tardy Policy

In accordance with the Guidelines for School Behavior in our Family Handbook, students are expected to “arrive to classes on time and ready to engage with the lesson.” The beginning of the school day is an important time to connect with the teacher and classmates and to enter into the rhythm of the day, which is crafted with the intention to promote learning and social development. Arriving late can keep students from fully preparing for and engaging in the school day. It can hinder their day and can disrupt the learning environment of their fellow classmates and teacher.

Students in Grades 1-5 should arrive each day between 7:50 and 8:10 a.m. Students in middle school (Grades 6-8) should arrive between 7:50 and 8:05 a.m. Students in Grades 1-8 who arrive for school after the designated times should report to the Receptionist to receive a late pass that will allow them to be admitted to their class. Younger students (1-3) should be escorted by a parent or guardian to the office for their late pass. When the Receptionist gives out late passes, she also marks the student present, ensuring that we have an accurate list of all students present for the day in the event of an emergency.

Grades 1-5

Parents of students in Grades 1-5 who accumulate more than 5 tardy slips during either half of the school year (August-December and January-June) will receive a letter encouraging a timely arrival.

If any student in Grades 1-5 is tardy more than 10 times during the year, the Department Chair or Pedagogical Chair will arrange a conversation with the parent. In that conversation, a plan for avoiding future episodes of tardiness will be developed.

Grades 6-8

Middle School students need to know that the adults who act as authorities are upholding requirements set in place. This fosters trust in loving authority and in the wider world. Middle School students are taking on increasing levels of personal responsibility in their lives but can sometimes feel powerless, so opportunities in which they *can* affect change in their own lives support their growing independence. While we acknowledge that tardiness is not always entirely within the students’ control, with some guidance, they realize that they can exert a significant influence over more than they thought possible. With the student’s personal involvement, the family can decide to make a plan and commit to timeliness in the morning (leaving earlier, preparing belongings and making lunches the night before, etc.). As in the Dress Code policy, personal consequences for Middle School students acknowledge their increased capacities and urge them to continue to grow.

Teachers may make individual exceptions to the above in the case of extenuating family circumstances, but always with the goal of ultimately allowing the student to begin the school day on time. If student social/emotional issues are revealed through these procedures, the teacher will seek the involvement of the Educational Support Department.

Tracking and Consequences

1. Each class teacher, with the help of the receptionist, will record students who are Tardy.
2. Each semester (Aug – Dec; Jan – Jun), on the student's 5th tardy, the student will serve a lunch Study Hall and also meet with their Class Teacher to discuss the problem and how it can be amended. Parents will receive a letter encouraging a timely arrival.
3. On the 10th tardy, the student will attend Saturday School. The student and parent(s) will also meet with the Class Teacher and Pedagogical Chair (and Educational Support Coordinator, if necessary) to develop a plan for avoiding future tardies.

Student Checkout Procedures

Parents of students in the early childhood program should let their teacher know when they're planning to pick up their child early so the child will be ready.

For grade school students, please inform the teacher and Receptionist, in advance, so arrangements can be made to have the child ready and waiting in the reception office. The parent should come into the reception office to sign the child out before leaving.

For a child to return to class before the end of the school day, a note must be obtained from the office.

Late Departure

Children should be picked up promptly at dismissal time. Grades students who have not been picked up by 10 minutes after dismissal will be escorted to the Extended Day Program, and parents will be responsible for the "drop-in fee." Kindergarten students who are not picked up by 1:10 p.m. will be taken to the school office to wait for a parent or guardian. Parents of students attending either extended day programs will be billed \$3 per minute for pick-up after the program end time of 6:00 p.m.

Visiting the Classroom

Parents should contact their teacher if they would like to observe in their child's class. Parents may contact the Enrollment Director if they would like to observe in a class different from the one where their child is enrolled.

Substitute Teaching and Volunteers

In the fall, the school conducts a substitute training session for anyone who may want to substitute during the school year, either in the early childhood program or grade school. The date of the training will be announced in the *Breeze Bulletin*. All substitutes and volunteers who

will be alone with children are required to submit to a federal criminal background check. Details are provided at the substitute training.

Messages from Home

The office staff strives to relay all messages from home to students, but depending on office coverage, it is not always possible to deliver non-urgent messages immediately. Therefore, parents are asked to limit messages to time-sensitive matters. The School Receptionist will facilitate the delivery of urgent messages to the Class Teacher.

If a child has forgotten an item, such as a musical instrument, homework, or lunch, please deliver it to the Education Building reception office. The School Receptionist will facilitate the delivery of the item to the child's class.

Tuition

The Waldorf School of Atlanta is a non-profit, tax-exempt, independent school. The Board of Trustees annually determines tuition, usually at the January Board meeting. Current application policies and tuition schedules are available from the school office.

Upon enrolling a child in the school, a contract must be signed by the parent or guardian that commits the family to tuition for the entire year. **Failure to meet the financial obligation of the contract may result in the school taking all lawful steps to collect unpaid amounts.**

Tuition may be paid annually, semi-annually, or in 11 monthly payments through the BIGSIS tuition management program. The initial payment for returning families is due on or around May 1st, with 10 monthly payments from June to March.

A 10% reduction in tuition is granted for all siblings attending the school. The discount is applied to the lowest tuition(s) applicable to each family. For families with three or more children, a 10% sibling discount is applied to all children in the family enrolled at WSA.

If difficulties arise in your ability to meet tuition contract requirements, please contact the Administrator immediately to discuss the situation.

Re-Enrollment and Deposit for Returning Students

After tuition has been determined for the upcoming year, families are asked to indicate their intent to return by signing and submitting a contract for the upcoming school year. Parents may also be asked to make a deposit at this time. Returning students are given first consideration for re-enrollment. To guarantee a space in a class, parents/guardians must return the contract by the due date. After that date, space will be made available to new students.

Financial Aid

Every family is an important part of the school. The financial sacrifice parents make to provide a Waldorf education for their child(ren) is well appreciated. Each year the Board designates

monies in the budget to provide families with financial assistance for tuition. Fundraising activities, primarily the Annual Fund Drive and the State sponsored tax-credit scholarship program (**GOAL**), but also the Auction and Holiday Fair, contribute significantly to this fund.

The Financial Aid committee annually reviews applications for financial aid. All awards are for one year only; families must reapply each year for financial assistance, should it continue to be necessary. Current financial assistance forms and application deadlines are available on our website.

Families may only qualify for one discount; therefore, families who receive tuition assistance are not eligible for a sibling discount.

Accident Insurance

The school carries a student accident policy that covers injuries caused by accidents that occur during the school day. This coverage is secondary to a student's primary coverage; a claim should be filed any time medical treatment resulting from an incident at school or a school activity, is administered to the student. Please contact the Receptionist for claim forms.

Weather-related and Emergency Closing Information

Our school puts concern for the safety and wellbeing of the children at the top of our priorities in making decisions about weather-related school closings. Other factors considered are road conditions, temperatures, decisions made by other schools and school systems, etc. The Leadership Team will follow inclement weather forecasts in order to give parents early notification of school closings. If the inclement weather is occurring in the late hours/early morning, a decision will be made before 6:30 a.m. or as early as possible. If your arrangements for child safety or childcare while you are at work require earlier notice, please don't hesitate to make your decision based on your best judgment and the specific needs of your family.

1. If the school will be closed or have a delayed opening, faculty will be informed via the following measures:
 - ParentSquare (voice, text and/or email)
 - Notice on home page of WSA website
 - WSB-TV notification
 - Updates on school voicemail
2. If none of the above is present by 6:30 a.m., parents can assume that school is open.

Lost and Found

Please clearly label clothing and other items so they can be readily identified if lost. Lost and Found is located in Hazelwood Hall. Items not claimed by the end of the month will be given to charity. Individual teachers may also maintain a location for items found in their class.

Dogs on Campus

The Waldorf School of Atlanta recognizes the responsibility of having a safe and secure environment for children, faculty, staff, parents, and visitors. Dogs on campus pose safety and health concerns, including but not limited to, allergies, unpredictability, and potentially, even the most well-trained dogs, inflicting pain and suffering on a child or adult. For these reasons, dogs are NOT permitted on campus, except for service dogs.

School Photographs

Each Fall, a professional school photographer takes photos of each individual child and in the Spring, a group photo of each class with their teacher for the Yearbook. Advance notice will be provided in the *Breeze Bulletin*. These photos are available for purchase directly from the photographer. Ordering and payment information will be made available to each parent.

Video and Photography Etiquette

The Waldorf School of Atlanta would like to preserve the reverence surrounding assemblies and other school events and allow families to observe these events without the intrusion of the sounds and lights associated with photography and videotaping. The process of making a video or taking pictures can distract parents, not allowing for a full appreciation of the event and the child's participation in it. Children are encouraged to do their very best in performance situations without the distractions of photography or videotaping. The child's experience of watching a video of the event can become a step toward judgment; in viewing a taped performance, a child might focus on an insignificant detail highlighted by the video, thereby overshadowing the actual experience of being in the performance. Because of the limitations of the medium itself, the results may be quite disappointing for the child.

Given these considerations, the school offers the following guidelines to achieve a balance between preserving memories, recording the school's history, and giving children the joy of an experience and parents the magic of it.

- **Assemblies (including Rose Ceremony) and Commencement:** Photography without flash and videotaping will be permitted at assemblies and commencement. Please be considerate of participants and other audience members by taking pictures as unobtrusively as possible. Photography taken from the balcony offers the most direct line of sight, while causing the least distraction. Even though parents may choose to take their own pictures, the school may hire a professional photographer to ensure a high-quality product for the opening and closing assemblies and 8th Grade Commencement. When taken, these official school pictures will be made available for parents to download.
- **Class Plays:** Parents should accept the guidance of their Class Teacher as it relates to photographing and videotaping class plays. Generally, teachers will request no photography or videotaping of Grades 1 through 3. Teachers in the older grades may allow photography and videotaping, but it may be restricted to a dress rehearsal or an evening performance for adults.

- **Lantern Walks, Winter Spiral, Eurythmy Recitals:** There will be no photography or videotaping allowed at these events because of their reverent nature.

Custody Agreements

Unless the school is informed through a certified copy of a court order that a parent's rights have been terminated, the school will provide equal participation to both parents in the educational process. This includes access to the child's school records, including, but not necessarily limited to, correspondence, progress reports, grades, tuition, and tuition assistance while excluding a parent's personal financial documents. If this arrangement is not agreeable to a parent, it is the responsibility of the parent to provide the school with a complete certified copy of a court decree or order that sets forth the parental rights regarding their child's education.

Release of Student Records and Privacy Expectations

WSA will not release information from a student's educational records unless the parent has given written consent. This includes the disclosure of information in a student's educational record, such as name, address, date of birth, or other information that can be used alone or in combination to identify a student. Parents have the right to inspect and review their child's educational record.

WSA will disclose immunization information to the DeKalb Board of Health annually without written consent of the parents. Also, we will disclose information without written consent if the information is necessary to protect the health and safety of the student or other individuals, including the disclosure of communicable diseases to local and state health agencies.

Student records will be released to:

- Parents, unless the school has received an enforceable court-order to the contrary.
- Legal guardians, if the school has received acceptable documentation of legal guardianship.
- Host parents, in the case of foreign students, with a parent's or guardian's written consent
- Federal, state, or local government as required by law.
- Other educational institutions and professionals, with a parent or guardian's written consent.
- Other parties as requested specifically by a parent or legal guardian, or as required by an enforceable court-order, on a case-by-case basis.
- At the school's discretion, student records may not be released (not available to any of the above) if tuition, fees, or loaned materials are past-due to the school.

Non-Discrimination Statement

The Waldorf School of Atlanta does not discriminate against candidates for admission or employment on the basis of age, race, religion, sex, national origin, marital status, sexual orientation, genetic information, or disability status as well as other classifications protected by applicable federal, state, or local laws.

XI. HEALTH AND SAFETY

First Aid

The faculty and staff are CPR and First Aid certified. In the event that a student needs minor first aid treatment for conditions such as small scratches, bruises, cuts, or scrapes, the receptionist or a teacher will tend to the situation. **The school does not employ a registered nurse.** Homeopathic remedies and over the counter first aid treatments are kept at the school and may be administered with prior signed consent on the First Aid Medication Permission Form. These forms are sent out at the beginning of the year along with other BigSIS enrollment materials (additional forms are available in the office and on the WSA website). Returned copies are kept on file at the school office.

In the event of a medical emergency, the school will contact the parent(s) immediately. If immediate medical attention is needed, emergency medical services will be summoned.

Student Medication

Students are not allowed to self-administer any medication at school without prior approval by the parent and supervising teacher. Whenever possible, the school asks that children receive their medication at home. In circumstances where children need to take medication at school, these procedures must be followed:

1. Parents/guardians must provide detailed instructions in an email, sent to both the teacher and the Receptionist. The information is kept on file with the student's health information.
2. Medication will be brought to the school office by the parent/guardian in the original container. Prescription medication must come labeled with the physician's instructions. The medication will remain in the office, and the Receptionist will administer the medication according to the instructions on the form. Verbal requests to alter the dosage cannot be honored.
3. Students must have received at least one dose of the medication (if new to them) at least 24 hours prior to coming to school.

Illness and Communicable Diseases

Many illnesses are most communicable during the first few days of symptoms and one or two days before symptoms appear. Parents and teachers working together can help prevent the spread of disease. Outbreaks of communicable diseases must be reported to the school office as soon as diagnosed. Please note that the following communicable diseases must be reported to the child's teacher and the main office as soon as they are diagnosed:

Chickenpox	Intestinal Parasites	Mumps
Conjunctivitis	Lice and Nits	Salmonella
Fifth Disease	Measles	Scabies
Giardiasis	Meningitis – bacterial	Shigella

Hepatitis A	Meningitis – viral	Ringworm of the Body
Strep Throat	Impetigo	Tuberculosis
Rubella	Influenza	Scarlet Fever
Roseola	Whooping Cough	Infectious
COVID-19		Mononucleosis

(Boldface type indicates an illness which requires a written physician's statement before a child may be re-admitted to his or her classroom.)

Responsibilities of the School

- Observe children daily for signs of illness.
- Send children immediately to the office when symptoms of illness are identified and contact parents for immediate pick-up.
- Communicate to parents of the class where a communicable disease has been diagnosed.
- Promote hand washing as an important practice in prevention.
- Encourage students to cover the mouth and nose with a tissue or elbow when coughing or sneezing. Dispose of tissues in an appropriate manner.

Responsibilities of the Parent

- Notify the Office and Class Teacher if a child has been diagnosed with any of the diseases listed above.
- A child having a fever over 100°F should remain at home until the temperature has been normal for 24 hours. Keep a sick child at home until the child is well.
- Pick up a sick child from school immediately following notification from the Office. If a parent is generally unable to leave work during the day, indicate to the office alternate arrangements of who will be available to pick up a sick child.
- Obtain a physician's statement for re-admission (if noted above in boldface type).
- If a child has not been immunized and is exposed to any of the diseases listed above, parents must keep the child at home until the incubation period has passed.

Strep Throat/Scarlet Fever

Two of the most common diseases among children are Strep Throat and Scarlet Fever. Strep Throat is the sudden onset of sore throat, headache, fever, and sometimes vomiting. Scarlet Fever is a fine red rash with blanching on pressure; the skin often feels like sandpaper. The rash most often appears on the neck, chest, and beneath the arms.

These diseases are caused by the Group A strep bacteria and are transmitted through direct contact with persons who are ill or carriers of Group A strep. They are communicable from the first sign of illness. The recommended treatment is antibiotic therapy. The child should remain home until after 48 hours of antibiotic treatment has been administered and no fever is present. WSA realizes that some parents may choose to treat strep without antibiotics. In this case, a written physician's statement indicating a negative strep test result is required for readmission to school.

Readmission following Strep Throat or Scarlet Fever requires one of the following: 48 hours of antibiotic treatment and no fever for 24 hours. No fever for 24 hours and a written physician's statement indicating a negative strep test.

Responding to Lice

Except for the common cold, head lice infestation affects more school-aged children than all childhood communicable diseases combined. The presence of head lice inevitably results in the disruption of both home and school life. It is a community problem, and as such requires a community response. The Waldorf School of Atlanta understands that caring for a child with lice can be a stressful ordeal, and we strive to be helpful and supportive during this period.

As a routine part of a child's grooming, parents should thoroughly check for nits/lice at the end of each weekend and vacation before the child returns to school. The school office and child's teacher should be notified immediately if the presence of nits or lice is discovered. If a nit or louse is found, the child should be treated at home or with a reputable service immediately. Most treatments do not have the ability to kill a louse through the egg, as newly laid eggs do not have a nervous system for several days; 20% to 30% of the eggs remain viable after treatment. This necessitates a second treatment 7 to 10 days later to kill newly emerged nymphs hatched from eggs that survived the first treatment. Parents will need to be vigilant in combing and monitoring during this time to prevent reinfestation.

Information and instruction for the effective elimination of lice or nits is available at all times in the school office. Contact the Receptionist with any questions or concerns.

Immunization

Each student is required by Georgia Law to have satisfied one of the following requirements prior to admittance:

- A current, completed Certificate of Immunization from the Georgia Department of Human Resources (Form 3231) on file in the School office (Parents/Guardians can get this from their physician).
- A current completed Affidavit outlining religious or medical exemption on file in the school records.

The Official Code of Georgia provides for exemptions from immunization requirements due to medical conditions or religious beliefs. If parents/guardians are claiming an exemption, they should familiarize themselves with this policy (DHR Rules, Chapter 290-5-4.01). All Certificates of Immunization and Affidavits for exemptions will be on file and available for inspection by health officials.

WSA is required to report **any** cases of several communicable strains that occur in our school community to the county immediately, i.e., Measles, Meningitis and Mumps. To view full list, go to: [Georgia Department of Public Health](#)

In order to protect the school community and the wider community from unwanted exposure to communicable childhood disease, we strictly enforce a **stay-at-home** policy for children who are sick with identified communicable illnesses or a thermometer reading of 100°F.

Non-immunized children who have been **exposed** to measles, mumps, whooping cough or chicken pox must not attend school until the incubation period has passed and/or a doctor's note confirms evidence of the antibody or physical evidence of the disease is documented. Depending upon the illness, the length of quarantine may be from 14 to 26 days. In the case of chickenpox, the incubation period is 21 days, beginning with the day after exposure. We maintain records of those families who have the affidavit on file (as does the County) should monitoring those children be necessary. Please notify the office of any listed communicable illness immediately to determine the length of quarantine recommended by the DeKalb County Board of Health.

Source: Common Communicable Diseases of Children, DeKalb County Board of Health

Other disease incubation periods are available in the office and on the [county website](#).

The school has a formal agreement with DeKalb County, the details of which are available in the administrative office on Kirk Road. The document states what is contained in the previous paragraph, i.e., the responsibilities of non-immunized families and the school, and outlines how communications will be handled should a large-scale outbreak of a communicable disease develop in the county.

Please contact the Office Manager or the School Administrator if you have further questions.

Life-Threatening Allergies

The Waldorf School has a duty to keep the classroom and school environment free of allergens that pose a threat to certain students. If a child has a potentially life-threatening allergy, it is vital that the child's Class Teacher and the Administrative office are alerted about triggers that affect the child, as well as protective measures needed to ensure the child's safety. Other teachers and classmate families will then be informed, so that triggering substances can be kept out of the classroom.

WSA's registration form requests that parents identify any known medical conditions of the child and any medications taken daily. The form also requests parental consent and authorization of the faculty or staff of WSA to administer any type of emergency care and/or transportation by emergency medical services in the event of an emergency when the child's parents or physician cannot be reached. Such authorization is essential in situations where medical professionals may not be able to reach the child in time, especially when the receipt of immediate medical attention can mean the difference between life and death. If appropriate, parents of allergic children are asked to send an EpiPen to keep in the child's classroom with specific instructions on its use.

If it is determined that an entire class is to avoid a potentially life-threatening allergen such as peanuts or nuts, the school appreciates and expects full parent participation in creating a safe environment for all students. Please feel free to discuss any questions/concerns with the Administrator.

Medical Emergency

The supervising faculty will assess the seriousness of the medical emergency. Either emergency medical personnel will be summoned by calling 911, or the supervising faculty will accompany the child to the office. Another adult must stay with the class. First aid supplies are located at all school sites.

Parents and/or emergency contacts will be informed immediately. The faculty/staff who witness the incident will describe the situation to the parents/guardian and school administrator ASAP, and then ***promptly complete an incident report*** in duplicate, one copy going into the student's file and one in the Incident Report File.

If the child needs to go to a medical care facility, a faculty/staff will accompany him/her with the student's emergency sheet (includes emergency contacts, insurance information, and permission to treat in an emergency).

The Class Teacher will call the student's home on the same evening to check on the child's condition.

Head Injuries and Concussions

Concussions are usually caused by some type of trauma to the head from falling on the head, sports injuries, or when two children hit their heads together. Concussions are especially dangerous in young children, because they may not be able to tell you how they are feeling. Children with head injuries must be watched carefully for any signs and symptoms.

1. In the case of a head injury, students must be checked immediately by the **closest school office**. Head injuries are very serious; the sports world is serious about head injuries as well, usually withholding participation by the player until they can determine the extent of the injury.
2. For students with any level of head injury (no matter the extent) a written *Head Injury Notice* **must be completed**, as children are not likely to report it to their parents. **Depending on the age of the child and the extent of the injury, a phone call to the parents at the time of injury is also necessary**. Phone calls are usually determined by **School Office personnel or the Grade School Receptionist**, although it is prudent for teachers to contact parents to convey important information about how the injury happened.
3. It is expected that teachers will convey to the parents the safety of the classroom/outdoor environment and any safety or social measures the teacher plans to implement as a result of the injury. This type of background information is very important, as our playground activities and how we play can be quite different from their expectations.

Physical and Sexual Abuse

State law mandates that if an employee of the school becomes concerned about the possibility of physical or sexual abuse related to a student, the school is required to contact the Department of Family and Children's Services to report the concern. Faculty and staff are trained in these protocols.

Drug and Alcohol Policy

The use or abuse of alcohol, street drugs, prescription drugs, inhalants, and any tobacco product is strictly forbidden by any student enrolled at The Waldorf School of Atlanta. A violation of this policy, either on or off campus, can result in disciplinary action up to and including dismissal from school. **Faculty, staff, and parents may not consume any alcohol in the course of any school-sponsored activity that students attend.** Off-campus social class gatherings that occur when school is not in session are not considered school-sponsored events. Care should be taken that all families feel that the venue, activities, and adult refreshments are appropriate for a family gathering. An activity or event is considered a school-sponsored activity or event when any of the following are true:

- School funds are used to pay for any part of the activity or event
- The children leave from the school to participate in the activity under the supervision of the teacher
- The activity happens during the school day
- The activity happens on school grounds

Examples of school-sponsored events are field trips and class trips. Parents may contact the Administrator with any questions about whether an activity or event is sponsored by the school.

No Smoking Policy

In order to protect the health of the WSA employees, students, parents, and the public, smoking is prohibited on the School grounds, including but not limited to, school and administrative buildings, rest rooms, and storage facilities. There are no designated smoking areas on campus. The No Smoking Policy, like the Drug and Alcohol Policy, extends beyond the school property to all off-campus activities attended by WSA students.

Emergency Plan for Weather Bulletins, Lightning, Tornado Procedures

Located to the right of the main door for each classroom is a plastic sleeve that contains the Evacuation Map for the classroom. Behind the map are complete directions for Main and Alternate evacuation routes, gathering area(s), and complete teacher expectations, **including the complete procedures for weather bulletins, lightning and tornado warnings, and the safe gathering area for your class.**

Key teacher expectations:

- In all cases, stay away from glass windows.
- Tornado WATCH: An administrator will verbally notify teachers and give conditions.
- Tornado WARNING: **Warning notification will be given by repeated short blasts of an air horn.**
- Tornado WARNING—Hazardous conditions exist. Seek shelter and take cover.
- Your class roster and your first aid kit should be in your possession when exiting the classroom (keep both in a place that is immediately available).
- Students **are not** permitted to gather ANY personal items.
- If a student is away from his or her class, they should take cover with the nearest class they find.
- **Please review your classroom copy of the Emergency Plan to know where to take shelter.**
- **Students and staff will assume protected positions**—crouched down with arms covering their head, remaining in those protected positions until the administrator gives a verbal all clear signal.
- As soon as students are safely sheltered and in the protected position, take roll. Note student(s) not with you. Get into the protected position. Be ready to report AFTER the all clear has been given.

Evacuation Routes and Procedures for Fire, Smoke, Gas, Explosion

Located to the right of the main door for each classroom is a plastic sleeve that contains the Evacuation Map for your classroom. Behind the map you will find **complete directions** for Main and Alternate evacuation routes, gathering area(s), and complete teacher expectations.

Teachers are expected to review this information yearly in order to keep their class safe during drills and emergency situations.

Key teacher expectations:

- Your class roster and your first aid kit should be in your possession when exiting the classroom (keep both in a place that is immediately available)
- Students **are not** permitted to gather personal items, boots, or outdoor shoes, get a drink of water, or go to the bathroom. If it is possible to grab coats as the students exit the classroom, put them on when they are OUTSIDE.
- The building is exited in a brisk, QUIET, and orderly manner.
- If a student is in the restroom on the same floor, he or she should locate and join his/her class and teacher. If a student is on a different floor or the class cannot be immediately located, the student should join the first class encountered and stay with that class as they proceed to the class's gathering point. Teachers are to keep this “extra” student RIGHT beside you. The extra student can be escorted to their class gathering spot by a knowledgeable adult or stay with your class for the whole evacuation.
- **Getting out of the building safely is the only goal.**

Mandatory Lockdown

The Waldorf School of Atlanta works closely with the City of Decatur Police in the event of an emergency. When determined by school personnel or instructed by emergency responders, the school may go into Lockdown. In this case, teachers are notified of the situation and how to respond via school runners to all classrooms and/or cellphone. Generally, classroom doors are locked, and students are not allowed to leave the classroom until the danger has passed. Faculty, staff, and students outside of buildings will make a prompt determination whether to enter the building or take shelter in the safest possible place available. Teachers will not open doors unless instructed to do so by a staff member that they recognize by sight or voice. All staff not assigned to a class will move to the main office if possible or to the closest available locking workspace with a phone.

Americans with Disabilities Act Compliance

The Waldorf School of Atlanta is compliant with all aspects of the Americans with Disabilities Act in both its employment and admissions policies. All buildings renovated by the school are in compliance with this act of Congress. However, the main classroom building for Grades 1-8 is not in compliance, as it was built in 1952, well before this law went into effect. The Grades 1-8 building is therefore exempt from the physical accommodations required by the ADA.

Policies on Radon, Lead, and Asbestos

The Waldorf School of Atlanta is in full compliance with all federal, state, and local guidelines pursuant to the monitoring of radon and lead levels within the school.

The properties at 827 and 821 Kirk Road have both undergone renovation since the school located on its current site, and they are free of any asbestos. In the classroom building, which is a rented facility, all asbestos is contained as per federal guidelines. The AHERA (asbestos) inspection and abatement plan for the education building is available for viewing in the Administrative offices during business hours.