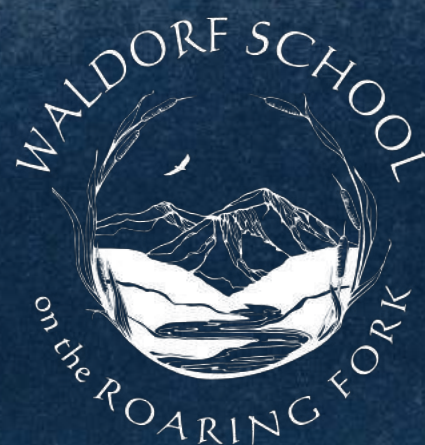


At the Waldorf School on the Roaring Fork,  
our vision is to educate children for intellectual  
ingenuity, moral character and global citizenship.



## Parent Handbook

Updated January 2024







## Introduction

Welcome to The Waldorf School on the Roaring Fork!

We are very pleased that you have chosen our school for your child's education and delighted to have your family as a part of our community.

The Parent Handbook is intended to provide useful information regarding the school's philosophy and curriculum, parent involvement, governance and administration, and overall policies and procedures.

Please note, as with all good organizations, we are continually evolving to ensure that the best educational program and services are offered to our students. As a community, we are always anticipating changes and will always ask for continued flexibility from our parents, students, faculty and staff. Together, we are continually growing.

Should you have any questions, we welcome conversation. Thank you for being here, and we wish you a wonderful year ahead!

Warm regards,

John Moffit, Faculty Administrator



Our Vision is to educate children for intellectual ingenuity, moral character and global citizenship.

Along with Waldorf Schools worldwide, we graduate lifelong learners who give purpose and direction to their lives and communities.







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## Waldorf Education History

### **Rudolf Steiner & Waldorf Education: A Brief History**

Waldorf Education has its roots in the spiritual-scientific research of the Austrian scientist and thinker Rudolf Steiner (1861-1925).

According to Steiner's philosophy, the human being is a threefold being of spirit, soul, and body whose capacities unfold in three developmental stages on the path to adulthood: early childhood, middle childhood, and adolescence.

In April of 1919, Rudolf Steiner visited the Waldorf Astoria cigarette factory in Stuttgart, Germany. The German nation, defeated in war, was teetering on the brink of economic, social, and political chaos. Steiner spoke to the workers about the need for social renewal, for a new way of organizing society and its political and cultural life.

Emil Molt, the owner of the factory, asked Steiner if he would undertake to establish and lead a school for the children of the employees of the company. Steiner agreed but set four conditions, each of which went against common practice of the day: 1) that the school be open to all children; 2) that it be coeducational; 3) that it be a unified twelve-year school; 4) that the teachers, those individuals actually in contact with the children, have primary control of the school, with minimum interference from the state or from economic sources. Steiner's conditions were radical for the day, but Molt gladly agreed to them. On September 7, 1919, the independent Waldorf School (Die Freie Waldorfschule) opened its doors.

Today, with more than 1,000 Waldorf schools in 64 countries, Waldorf Education is the fastest growing independent educational movement in the world.

The Association of Waldorf Schools in North America (AWSNA) gives its affiliated Waldorf schools a forum in which to address their common issues: educational integrity, organizational coherence and financial sustainability of the schools. AWSNA has created an accreditation process that articulates standards and expectations for Waldorf schools and assists them in evaluating their work. WSRF received accreditation and full-member status from AWSNA in June 2012 and our accreditation from the National Council for Private School Education in July 2013.



## WSRF History

## School History, Values & Accreditation

**1990 to 1997** A year of discussions, guest lecturers, and workshops inspired a parent group in Aspen to become organized as the Friends of Waldorf. During the summer of 1991, they sponsored a very successful summer camp at Windstar. Soon afterwards, two trained Waldorf teachers promised to teach a kindergarten and first/second grade class. This led the founding group to form an ad hoc Board of Trustees, and on July 1, 1991, they unanimously voted to found the Aspen Waldorf School (AWS).

The school was born and opened in the Powder Pandas building as a temporary location at Buttermilk Mountain. Later that fall the school moved into permanent housing in the newly vacated yellow brick school building in Aspen. The Aspen Waldorf School shared this space with the Early Learning Center from November of 1991 to June of 1997. Enrollment during this time grew to about 40 students from preschool through grade eight, and most grade classes were combined.

**1997 to Present** A decision was made to find a mid-valley location in order to serve a broader spectrum of students. On September 23, 1996, teachers and board members walked a 13-acre parcel of land outside of Carbondale along Old Highway 82. A sense of wonder and possibility imbued the group, and the land was purchased and secured for the school. In a beautiful ceremony on April 12, 1997, the lead class of the school broke ground with golden shovels and a stupendous labor of love began. After great community effort, the Waldorf School on the Roaring Fork (WSRF) opened its doors on September 2, 1997.

The building impulse of our school community has spawned several more straw bale structures on the WSRF campus. We currently have nearly 24,000 square feet of classroom and administrative spaces including the original west wing, east wing, Kinderhaus and the Steven Moore Hall.

**Accreditation** The Aspen Waldorf Foundation, aka Waldorf School on the Roaring Fork, is a non-profit organization accredited by the Association of Waldorf Schools of North America (AWSNA) and the National Council for Private School Accreditation (NCPSA).





## Core Values

### Cultural Values

- WSRF is a Waldorf School that values the education of the whole child: head, hands, and heart. Our faculty and staff pursue the deep understanding of childhood development as well as meeting the needs of young people within the context of Waldorf Education.
- WSRF faculty and staff believe that movement, music, drama, and other forms of artistic expression nurture the healthy development of children and deeply enrich academic learning
- The insights of Anthroposophy are a foundation of the work pursued at WSRF, in bringing practical applications aligned with human development to nurture whole human beings
- WSRF is striving to constantly broaden and deepen our curriculum while challenging educators to keep learning themselves
- WSRF students experience the wonders of nature and engage deeply with the natural world

### Economic Values

- WSRF relies on gifts of time, talent, and treasure from our school community in order to serve our students in the fullest capacities
- WSRF uses the gifts to support the education of every individual student and allows WSRF to operate as an independent school, allowing curriculum to be delivered in its full scope.
- WSRF values the magnificence of our physical environment and will model ecologically sound behavior in our choices around building, grounds, food, and resource use.

### Social Values

- WSRF works intentionally, willfully, and lovingly to balance structure/form and freedom.
- WSRF recognizes the need for clarity of process, for trust in decision-making bodies, and for streamlining efforts. The social philosophy leads the school culture to embrace collaborative decision-making in more instances, while maintaining consensus in other instances.
- WSRF strives to listen deeply and have courage for the truth. WSRF looks for continuous improvement and is open to constructive comments leading to changes that serve our mission.



## Waldorf Education

### Unique Aspects of Waldorf Curriculum

“For the Waldorf student, music, dance, and theater, writing, literature, legends and myths are not simply subjects to be read about, ingested and tested. They are experienced. Through these experiences, Waldorf students cultivate a lifelong love of learning as well as the intellectual, emotional, physical and spiritual capacities to be individuals certain of their paths and to be of service to the world.”

—From the Why Waldorf Works

Developed by Rudolf Steiner in 1919, Waldorf Education is based on a profound understanding of human development that addresses the needs of the growing child. Waldorf teachers strive to transform education into an art that educates the whole child.

All of the WSRF buildings are given great care and decorated with intention. The walls are painted in lively colors and are adorned with student artwork. Evidence of student activity is everywhere to be found, and every desk holds a uniquely created main lesson book.

The enthusiasm and commitment of the teachers are at WSRF’s core. Our teachers are interested in the students as individuals, and ask the questions:

- How do we establish within each child his or her own high level of academic excellence?
- How do we call forth enthusiasm for learning and work, a healthy self-awareness, interest and concern for fellow human beings, and a respect for the world?
- What does it mean to be an individual moving in the world today and how can we help pupils find deep meaning in their lives?

Teachers in all Waldorf schools are dedicated to generating an inner enthusiasm for learning within every child. They achieve this in a variety of ways. Even the seemingly dry and academic subjects are presented in a pictorial and dynamic manner. This eliminates the need for competitive testing, academic placement, and behavioristic rewards to motivate learning. It allows intrinsic motivation to arise from within and helps engender the capacity for joyful lifelong learning.

The broad and comprehensive Waldorf curriculum is structured to respond to the three developmental phases of childhood: from birth to approximately 6 or 7 years, from 7 to 14 years and from 14 to 18 years. Rudolf Steiner emphasized the best way to provide meaningful support for the child is to comprehend these phases fully and to bring "age appropriate" content to the children that nourishes healthy growth.



## The Essential Phases of Child Development

**The First Seven Years: Imitation** Apparently helpless in her mother's arms, the infant seems incapable of learning. In fact, the baby is at the most absorptive stage and totally open to external influences. From birth she learns to stand, to talk, and to think. Becoming able to stand upright, to speak, and to think are remarkable achievements in a period of three or four years. And, the young child does this without the benefit of formal instruction but through a combination of latent ability, instinct, and, above all, imitation. Imitation is the special talent that characterizes the period up to the age of six or seven. The young child mimics everything in the environment uncritically – not only the sounds of speech, the gestures of people but also the attitudes and values of parents and peers.

**The Second Seven Years: Respect** Toward the end of the child's first seven years, various changes take place. Teachers in Waldorf Education consider the most prominent physical change to be the loss of the milk teeth. It is a fact well known by biologists that it takes seven years for the transformation of every inherited cell in the body. Now, for the first time in her life, the child is wholly herself. This is manifest as the child develops: on the one hand, a new and vivid life of imagination, and on the other, a readiness for more formal learning. She both expresses and experiences life through finely tuned and delicate feelings.

As the child moves through these years, the faculty for more sequential and logical thought begins to unfold. Yet careful handling is necessary, for while this faculty needs nurturing, the ability to be fully at home in the world of imagination remains the child's most vital asset.

**The Third Seven Years: Truth** Discrimination and Judgment By the third developmental stage – adolescence – the child is on a search for truth, and she begins to experience the power of her own thinking. Two other features are present in the adolescent psyche: a healthy, valuable idealism and a vulnerable sensitivity. This sensitivity refers to both one's own inner experiences and the unfolding, insecure sense of self. The adolescent psyche needs protection, and many youngsters from puberty onwards are energetic in disguising their inner condition. Girls may become coquettish, daring and defiant. Boys' defenses may take the form of sullen or introverted behavior, an apparent unwillingness to communicate, or a withdrawal into a "cocoon." In any case, they often erect barriers for self-protection. The adolescent behind the barrier is constantly seeking a role model with qualities to emulate.

**Preschool and Kindergarten** The early childhood teacher in a Waldorf school works with the young child by creating a warm, beautiful, loving, home-like environment, which is protective and secure and where things happen in a predictable, regular manner. Here, the teacher responds to the developing child in two basic ways.

First, the teacher engages in domestic, practical and artistic activities that the children can readily imitate (for example, baking, painting, gardening and handicrafts), adapting the work to the changing seasons and festivals of the year.

Second, the teacher nurtures the children's power of imagination particular to the age. She does so by telling carefully selected stories and by encouraging free play. This free or fantasy play, in which children act out scenarios of their own creation, helps them to experience many



A large, textured red circle with a watercolor-like appearance, containing the text 'Waldorf Education' in white.

## Waldorf Education

aspects of life more deeply. When toys are used, they are made of natural materials. Pinecones, wood, cotton, silk, shells, stones and other objects from nature, which the children themselves have collected, are used in play and to beautify the room.

Sequencing, sensory integration, eye-hand coordination tracking, appreciating the beauty of language and other basic skills necessary for the foundation of academic excellence are fostered in the Kindergarten. In this truly natural, loving and creative environment, the children are given a range of activities and the structure that help them prepare for the next phase of school life.

**The Grades** When the child is ready for first grade, it is appropriate to use the powers of understanding for more abstract matters, including writing, reading, and arithmetic. But, to the child, it is not simply the acquisition of knowledge that is important. The process by which this knowledge is learned, through the creativity of the teachers who become the "authors" of each subject, must meet the inner need in the child for true authority and provide a secure basis for the child to reach out in the world.

The Waldorf school responds to this need with a most remarkable offering: providing a Class Teacher as the key authority for the time between the "change of teeth" and the onset of puberty. This teacher, though by no means the only teacher of the class, may accompany the children through as many as eight grades of elementary school. The Class Teacher's task is to guide the group of children during these important and impressionable years and to teach the class many of the curriculum subjects.

During these years – grades one through eight – the basic skills of literacy and numeracy are acquired. The children engage in a variety of cultural activities that cultivate the imaginative faculties – drawing, painting, poetry recitation, drama, singing, playing a musical instrument, and so on. During both the practical and cultural activities, however, the essence of the teacher's task is to work with his pupils with the imagination of an artist.

The children are not simply taught to do artistic activities and manual skills, but they are taught so-called "non-artistic" subjects imaginatively and artistically as well. This is true, though in widely different ways, for mathematics and grammar, for carpentry and knitting, and for sports and foreign languages, all of which are part of the Waldorf curriculum. These cultural activities help the children build academic skills slowly, fortified with deep comprehension and understanding.

For example, in geography, the reality of the climatic zones of North America will be clearer to the child if the teacher can convey – artistically, descriptively, dramatically – the fresh, oxygen-rich air of the boreal forest of the North; the clammy, fetid thick air of the Everglades and the swamps of Louisiana; the rainy and snowy seasonal swings of the vast prairies of the Midwestern plains; the burning dry, mineral-rich deserts to the west of the Rocky Mountains; and the magnificence of the sequoias and redwoods standing tall in the saturating fog of the forests in the rainy Pacific Northwest.

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## Waldorf Education

The teacher appeals primarily to the feelings of the child between seven and fourteen. Indeed, the child is shaped more and led to deeper comprehension by the teacher's power and efforts as an "artist" than by the subject matter itself.

In the natural sciences, a sense of awe and wonder is cultivated from early childhood. Such a mood can arise, for example, when, while studying the human body, the children discover the vital relationship between the substance in the body – the bones, and the quickest of the cells – the red corpuscles that are produced in the bones. It may arise when, in examining the modes of seed production in lower and higher plants, the children realize that there is an evolutionary sequence, a connected progression.

This sense of awe and wonder will develop into a feeling of reverence, laying a firm foundation for a respectful treatment of the natural environment in later life. And it should underlie, yet never undermine, the critical faculties, which the study of science in the later stages of education both requires and develops.

To support such an approach, all aspects in a Waldorf school – from the classroom furnishings to the way a poem is recited, from the pen a pupil uses to the exercises done in the movement classes – are considered with two criteria in mind: they should be functional and they should be beautiful. For the child, this guarantees a caring authority that produces a stimulating effect on all his inner and outer senses.

**The Main Lesson** In the Waldorf grades, the school day contains a long, uninterrupted lesson. One subject is the focus; the class deals with it in-depth each morning for several weeks at a time. This long main lesson – which may well run for two hours – allows the class teacher to develop a wide variety of activities around the subject at hand. This main lesson includes a review of earlier learning as well as work time where students record what they have learned in main lesson books.

In addition to the main lesson, specialty teachers present shorter subject lessons. Spanish, handwork, eurythmy (artistically guided movement to music and speech), movement/games, music and arts are taught through the grades.

As the students mature, they engage themselves at new levels of experience with each subject. Through the main-lesson curriculum, teachers lay the groundwork for a gradual integration that deepens and widens each subject experience and, at the same time, keeps it moving with the other aspects of knowledge.

All students participate in all basic subjects regardless of their special aptitudes. The purpose of studying a subject is not to make a student into a professional mathematician, historian, or biologist but to awaken and educate capacities that every human being needs. Naturally, one student is more gifted in math and another in science or history, but the mathematician needs the humanities just as the historian needs math and science. The arts and practical skills play an essential part in the educational process throughout the grades. They are fundamental to human growth and development.

The choice of a vocation is left to the free decision of the adult, but one's early education should give one a palette of experience from which to choose the particular colors that one's interests, capacities, and life circumstances allow. Each subject studied should contribute to





# Waldorf Education

the development of a well-balanced individual.

**The Curriculum for Grades 1** – History, language arts, science, math, and history are taught in main lesson blocks of three to five weeks during the morning main lesson hours.

**Primary Grades 1-3** – Pictorial introduction to the alphabet, writing, reading, spelling, poetry, and drama. Folk and fairy tales, fables, legends, and Old Testament stories. Numbers, basic mathematical processes of addition, subtraction, multiplication, and division. Nature stories, house building, and gardening.

**Middle Grades 4-6** – Writing, reading, spelling, grammar, poetry, and drama. Norse myths, history and stories of ancient civilizations. Review of the four mathematical processes, fractions, percentage, and geometry. Local and world geography, comparative zoology, botany, and elementary physics.

**Upper Grades 7-8** – Creative writing, reading, spelling, grammar, poetry, and drama. Medieval history, Renaissance, world exploration, American history, and biography. Mathematics, geography, physics, basic chemistry, astronomy, and physiology.

**Special Subjects** Special subjects also taught throughout the grades are:

- **Art:** watercolor painting, form drawing, beeswax and perspective drawing.
- **Foreign language:** Spanish.
- **Handwork:** knitting, crochet, sewing, cross-stitch, stuffed animal making, marionette puppetry, and woodworking.
- **Movement:** Eurythmy, gymnastics, group games.
- **Music:** singing, pentatonic flute, recorder, string instruments, wind and brass.





# School Life

## School Life: Assemblies, Traditions & Festivals

### School Verse

To wonder at Beauty, Stand guard over truth Look up to the Noble,  
Resolve on the Good: This leadeth us truly To purpose in living, To  
right in our doing, To peace in our feelings, To light in our thinking; And  
teaches us trust In the workings of God In all that there is in the width of  
the world in the depth of the soul. ~Rudolf Steiner

### School Song

Of all created things of earth and sky, Of Spirit's dwelling things lowly and things high, We sing  
this day with thankful hearts and say, Alleluia, Alleluia!

Of light and darkness and the colors seven, Stretching their rainbow bridge from Earth to  
Heaven We sing this day with thankful hearts and say, Alleluia, Alleluia!

Of sun and moon, the lamps of night and day, Stars and the planets, sounding on their way We  
sing this day with thankful hearts and say, Alleluia, Alleluia!

Of human hands, out-stretched for service high, Courage at heart, truth in his steadfast I We  
sing this day with thankful hearts and say, Alleluia, Alleluia!

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## Assemblies

**Friday Morning Assemblies** Each Friday morning at the start of the school day, all the grades attend a short assembly hosted by the eighth grade. One of the grades classes gives a presentation, the school verse is spoken and the school song is sung. Parents are welcome to attend and often do so.

**Class Plays** The first through eighth grades each perform a class play. These plays reflect major aspects of the curriculum for that grade. Traditionally, the seventh and eighth grade plays are particularly ambitious. The class plays of fourth through eighth are also open to the public. The plays are well-attended, wonderful, family activities and certainly give a flavor of the students and their work as a class.

**Winter Assembly** To culminate this season and to celebrate the light gradually overcoming the darkest time of the year, the teachers prepare an assembly performance as a gift for the students. Eurythmy, music and storytelling are some of the arts performed. A medieval



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## School Life

shepherd's nativity play is performed in many Waldorf Schools throughout the world, and the WSRF faculty may also perform this. This play is a story of the coming of the light in the darkness and a reminder of the inner birth of our higher selves that can take place at this darkest time of the year. Event dress code: Assembly dress for all grades.

**Eurythmy Assemblies** Each year grades one through seven perform in an assembly dedicated to the art of Eurythmy. Grade eight prepares and presents a special Eurythmy fairy tale or fable as a present for their first grade buddies. Event dress code for the Grades 1 – 7 Assembly: grades 1 – 5 should dress in solid, white or light colored assembly dress; grades 6 – 8 as required for the performance.

**Other Assemblies** Throughout the year, other assemblies include performances before the Thanksgiving and spring breaks, scheduled music performances, and assemblies for special events. Parents are encouraged to attend these festive community events and to have their students in attendance as well. Often preparation takes many weeks and the students build great anticipation and excitement about their performances. Event dress code: Assembly dress.

## Traditions

**Birthdays** Much thought and care is given to the preparation of the birthday celebration in the preschool and kindergarten. Birthdays are celebrated for each child with their classmates and the birthday child's family. It is a day filled with respect, festivity and rejoicing for you and your child. Summer birthdays are celebrated as half birthdays or when the teacher and parent(s) decide it would be appropriate. As each child's birthday approaches, the child's teacher will contact families to discuss the specifics around this wonderful day.

Grades birthdays are honored in various ways, depending on the teacher and the age of the children.

**The Buddy Program & Leadership Initiative** The Buddy Program was instituted in 2004 to promote connections between students across the grades. Classes are paired in the following manner each year: first with eighth, second with seventh, third with sixth, and fourth with fifth. Fourth and fifth are also paired with the kindergarten classes. The grades buddy classes attend each Friday morning assembly together as well as scheduling various activities together. The leadership initiative empowers the 8th grade class to take increase campus wide responsibility.

**First Day of School and the Rose Ceremony** At the start of each school year, the first grade is welcomed into the school by the eighth grade. The ceremony begins with the first grade students sitting with their parents. As each student is called, they step forth and their eighth grade buddy walks them across the stage to join their first grade teacher. All faculty and staff



## School Life

are introduced and speak briefly about their role in the school or the curriculum they teach. All grades attend and all parents are welcome. Event dress code: Assembly dress for all grades.

**Pentathlon** Each fifth grade prepares throughout the year to attend the Pentathlon in the spring. In this event they join with other Waldorf fifth grade classes from the region to participate in an event based upon the early Greek Olympics. Parents are welcome to chaperone and specific preparation may be required. The class teacher and movement teacher will coordinate chaperones.

**Knighting Ceremony and Medieval Games** Each sixth grade participates in a knighting ceremony in the spring before attending the Medieval Games. In preparation, they make their own tunics, with symbols of their choosing, that they feel are representative of themselves. The parents are given special tasks in preparation, and they speak about their children during this event. The specialty teachers are also asked to speak about the qualities of individual students as part of the ceremony. All sixth grade parents are asked to attend. Event dress code: Assembly dress. The sixth grade students then attend the Medieval Games where they join with other Waldorf sixth grade classes from the region to participate in an event designed to challenge and strengthen their knighthood. A limited number of parents are welcome to chaperone and specific preparation is required. The class teacher and movement teacher will coordinate chaperones.

**Eighth Grade Initiation Ceremony** Each fall, the eighth grade is initiated into their final year in a private ceremony conducted by the full faculty. Each faculty member brings a token for each student to add to a medicine pouch in addition to a wish for the eighth grade class as they are welcomed into the responsibility of being the oldest class of the school. This event is for the eighth grade students and the teachers only.

**Eighth Grade Projects** Each eighth grade student is required to work with a mentor in a field of study that is of particular interest to him or her. This experience culminates in a presentation for the community and includes writing a paper and creating a visual display.

**Eighth Grade Assembly and Rose Ceremony** Each year the students of the school prepare an assembly to honor the eighth grade class. Each grade offers a contribution and the culmination of the assembly is a presentation of roses to the eighth grade by the first grade students. All grades attend and all parents are welcome. Event dress code: Assembly dress, or dress specific to performance, for all grades except eighth.

**Eighth Grade Teacher Appreciation Ceremony** As a bookend to the eighth grade initiation ceremony, the eighth grade and the teachers gather again in the Eurythmy room in a ceremony toward the end of the school year. The eighth grade class presents each teacher with a rose of





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appreciation for all they have received in their years at the school. Only the eighth grade students and the teachers attend this event.

**Class Trip Week** Each year in May a week is set aside as class trip week, and all classes use this week for their class trips. This allows specialty teachers to participate in the trips and helps to create rhythm at the end of the school year. The eighth grade trip occasionally varies from this time frame. The class teachers in grades 1 – 5 determine parent chaperones for the trips and every effort is made to include as many parents over the years as possible. In grades 6 – 8, the school chooses chaperones on the basis of expertise according to the particular trip. As a culminating experience, the eighth grade trip does not include parents of the students in the eighth grade.

**The Last Week of the School Year in the Grades** The last week of school in the grades includes a variety of activities designed to bring the year to a close and create anticipation for the next school year. Parent support in the classrooms throughout the week is very appreciated.

**Book Binding** At the end of the year, the students, taking time to reflect on all they have learned throughout the year, gather all of their main lesson materials and bind it into one book for the entire year.

**Field Day** For one afternoon, all grades students participate in mixed grade teams led by eighth graders in challenges and games.

**Moving Classrooms** In the last days of school the students clean their classrooms thoroughly and move into the classroom for the next grade. They are welcomed by a chalkboard drawing left by the former class.

**The Walk Through** On the last day of school, the students leave their newly bound main lesson books open in their classroom, and all grades spend time looking through the books of all grades. Parents are welcome to attend this much-anticipated event as it provides an opportunity to view the work of all the students in the school.

**The Grand Handshake** At the very end of the last day of school, all the teachers and staff line up in the Sunroom, and each of the students in the school shakes the hand of each teacher, saying good-bye until the next school year. Parents are welcome to observe this event.

**Fly Away** On the last day of the Kinderhaus, the rising first grade students fly away to their first grade teacher. The first grade teacher, after receiving the students, takes them to the first grade classroom where they are welcomed by the current first grade class. They are welcomed with a song, poem or flute playing and are then given a tour of the classroom. All Kinderhaus parents are welcome and encouraged to attend. Event dress code: Assembly dress.



## School Life

**Graduation** Each eighth grade teacher forms the graduation ceremony with the Graduation Committee according to tradition as well as the needs of their particular class. Elements traditionally included have been speeches or artistic performances by each student, a speech from the class teacher and a specialty teacher, and an artistic offering by the faculty. Event dress code: Assembly dress.

**Festivals** In Waldorf Education, festivals serve as important rhythmic community events over the course of the year. The seasonal, annual nature of these gatherings provide predictable, anticipated community touch points for students, faculty and broader community members alike. Entangled with the seasons, each festival brings a unique alignment with nature's annual changes and emphasizes the impact of the world around us as we move through the calendar year.

These intentional opportunities to connect, engage and often give collective gratitude are a highlight of community life at The Waldorf School on the Roaring Fork.

Additional festivals and holidays are also celebrated on a class by class basis to align with curriculum focus points, classroom communities and to ensure reflection and representation of the student body. Festivals and traditions are typically brought to life through stories, songs, verses and traditional activities, thus the study of our students comes alive, fostering a global consciousness and respect for our many unique, human traditions. For more questions around festivals and community events, please contact your Class Teacher who will be happy to engage in an in depth discussion around this topic.

**Michaelmas** This festival is celebrated in Waldorf Schools throughout the world at the turn of the fall equinox as a festival of courage. The old legends tell of Michael, the bright, strong angel who inspires St. George to subdue the dragon and inspire courage within us. Into darkness, fear, apathy and depression, Michael wields his sword of light that we may be inspired to face the inner and outer darkness with renewed strength of will and purpose in our lives. Thus, this festival is often celebrated with a story or play of the conquering of the dragon, games that test one's courage, and a feast to give thanks for the harvest. Event dress code: grade 2: solid white or light colored clothing; grades 3-5: solid earth tones or prairie farmer clothing; grade 6: shorts and t-shirts, grades 7-8: white shirts and solid colored pants or shorts.

**Martinmas** In early November, on the evening of Martinmas, the kindergarten through second grade children make their own lanterns and, joined by their parents, carry their shining lights into winter's darkness. Event dress code: Warm clothing appropriate for the weather of the evening.

**Saint Nicholas Day**, December 6 Saint Nicholas comes to the classroom and speaks words of wisdom for them to take under consideration as they head into the new year. Only the students and teachers attend this event in their classrooms.

**The Festival of Santa Lucia** The festival of Santa Lucia, widely celebrated in Scandinavia,



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celebrates a young girl who brings saffron buns and hot chocolate to her family in the early morning with a wreath of candles on her head. The second grade continues this tradition by crowning one student with a wreath and bringing saffron buns to each classroom in the school on this day. Many eighth grades take this festival into the community and visit the homes of some of the younger children. Parent support is appreciated with this event. Event dress code: Second and eighth grades are asked to wear solid white or light colored clothing.

**Advent Spiral** We walk a spiral of evergreen boughs at the first of Advent, and each of us places a candle along the spiral, with the light growing gradually brighter. Throughout the four weeks of Advent, leading to the darkest night of the year, we celebrate the four kingdoms of nature in a mood of preparation and anticipation of the birth of our higher selves. Often there is a time set aside for the parents to experience this together as well. Parents are also welcome to accompany their student to this event.

**Winterfaire** Winterfaire is a seasonal celebration of community, held the first Saturday in December. Coordinated and hosted by the Parent Council, the fair offers seasonal crafts, games, storytelling, student performances. Parent participation is key for this event.

**Seasonal Singing** Each morning of the last week of school before the winter break, fires are lit in the Kinderhaus yard and on the grades playground. Parents, students and teachers gather at 8:00 to sing songs of the season together. All parents are welcome to join this event.

**Valentine's Day** We celebrate the love and care we have for each other on Valentine's Day. In the Kinderhaus celebrations take place within the regular rhythm of the classroom. Celebrations in the grades classrooms include valentines homemade by the students and treats brought by families for the class. We ask that no candy be brought to school~ as is the rule on all school days.

**Mayfaire** Mayfaire brings a wonderful celebration of spring with music, flowers and dance centered around the Maypole. Children participating in the dances will be given clothing instructions by their teachers.







## Governance Structure

All Waldorf schools are a part of an international movement promoting education that inspires sustainability in the modern world in an intelligent, humanistic and creative manner. The independence and unique character of each Waldorf School is recognized through self-governance with the understanding that each school community is distinct while part of a whole.

The purpose of the governance structure at WSRF is to create methods of operation and an environment that will support the healthy education of the students whom we serve. According to the indications of Rudolf Steiner, the governance is structured in such a way as to allow the faculty as a whole to deepen its study of pedagogy and anthroposophy. A second purpose is to provide mandates and guidelines for decision-making authority for each governing body by giving clear guidance to our methods of operation and while honoring the community's wisdom and the spiritual wellspring that gives life to Waldorf Education.

An environment where adults are working together to reach agreement, rather than simply fulfill a directive from a governing body, models for the students a sense of striving and learning that continues into adulthood.

The Waldorf School on the Roaring Fork is led by collaboration between the Faculty, the Administrative Staff, the Administrative Council and the Aspen Waldorf Foundation Board of Trustees. Teambuilding, collaboration, consensus, and participatory decision making foster healthy working relationships between the bodies listed above.

### **Governance Structure Overview**

**Faculty** The focus of the faculty is cultivation and implementation of the pedagogical mission of the school, which has its foundation in anthroposophy and the educational insights of Rudolf Steiner. The freedom of the teacher in the classroom is paramount but is also informed by agreed upon standards. To this end, the faculty is the core of the governance. The weekly faculty meetings provide a forum for the deepening of pedagogical methods and understanding, conversation regarding individual students and/or classes of students, and enrichment through shared artistic activity.

The faculty committees oversee: the school programs and faculty mentoring and evaluation (Pedagogical Council), student support needs and assessment and discipline (Learning Care Group & Social Literacy Care Group), the Kinderhaus programs (Early Childhood Committee), and the festivals (ad hoc festival committees). The faculty is mandated to make recommendations to the Faculty Administrator and the Administrative Council regarding pedagogical issues and teacher hiring. The Faculty Administrator oversees and is accountable for the faculty.



## Governance Structure

**Administrative Staff** The focus of the administrative staff is the efficient running of school operations. Staff positions currently include: Enrollment Coordinator, Office Manager, Marketing Coordinator, Early Childhood Director, Administrative Assistant and bookkeeper, as well as bus drivers, and cleaning and maintenance staff. The Business Administrator oversees and is accountable for the staff excluding the Enrollment & Marketing Coordinators who are overseen by the Community Development Administrator.

**Administrative Council** The Administrative Council serves as Head of School and is designed to have three members that oversee and are accountable for the three realms of school life: the pedagogy (Faculty Administrator), the business affairs (Business Administrator), and community building and development (Community Development Administrator). The Administrative Council is responsible for oversight and support for daily operations, including school programs, personnel, facilities, and resources, while effectively advancing strategic goals for school improvement. This decision-making body receives recommendations from the other bodies of the school as appropriate. The Board of Trustees oversees and is accountable for the Administrative Council.

**Aspen Waldorf Foundation Board of Trustees** The mission of the Board of Trustees is to ensure financial health and stability, legal compliance, physical plant integrity and creation implementation of long-range strategic plans for the Waldorf School on the Roaring Fork in a moral and ethical fashion according to the principles of Waldorf education. It is composed of current and alumni parents, faculty, and friends from the broader community. The Board Committees oversee the finances (Finance Committee), recruitment of new Board members (Trustee Development Committee), the Administrative Council (Administrative Council Oversight Committee), and Development (Development Committee). The Board of Trustees is accountable to the federal and state governments for legal and financial compliance issues and to the entire Waldorf community for the fulfillment of its mission. Board meetings are open to the WSRF community and parents are welcome to attend.





## Parents & The school

### The Role of Parents in the Life of the School

WSRF was founded by a group of dedicated parents and our school continues to be blessed with a tradition of parent participation and parent involvement. Two primary ways in which parents are involved are through parent enrichment and volunteerism, both of which help create a strong, healthy school.

Parents are also encouraged to attend all school assemblies, festivals and parent enrichment events.

**Parent Enrichment** The school offers guest speakers, parent education workshops, and study groups when possible in which parents can learn more about the principles that underlie Waldorf education. Festival life, child development and social questions are common topics. Class meetings also provide more in-depth, timely information about the curriculum and allow parents to get to know one another in a relaxed, fun environment.

**Volunteerism** Our school could not exist without parents' many gifts of time, energy and expertise. Volunteering one's support to your classroom and the larger school community is an integral part of parent involvement. Parents serve on essential committees, are intimately involved in long range planning and offer a wide range of professional advice. Parents travel on field trips, design costumes for class plays and host graduation. Without the parents, our fundraising events and activities would not thrive.

New parents often find it helpful to discuss the various opportunities with the Community Development Administrator.

The school has three major events during which we encourage all families to participate— Winterfaire, Mayfaire, and the spring auction event. For fairs, each family is expected to bring a specific offering for the food celebration and to volunteer to work a shift. For spring auction event, each family will volunteer in some fashion to support the auction.

Some parents choose to volunteer in roles of leadership in these fundraising endeavors. Our community-building events need many willing workers and provide many opportunities to make new friends. Another way to become involved is to connect with or volunteer to be your child's grade, or perhaps you may volunteer to serve as one. The responsibilities of the class parent(s) focus on coordinating support for the class. They work closely with the teacher, know the class's needs and can suggest ways for you to become involved.

Parents are also very involved at another level at the school when they sit on a committee or the Board of Trustees. These parents are deeply involved in the running of the committees and events, which are all an integral part of the healthy functioning of the school.

With this understanding of the extent of parent involvement at our school, expect that





## Parents & The school

parents will be giving on average a minimum of two hours of volunteer time a month or approximately 20 hours over the course of the school year.

We appreciate when parents share their talents and energy with all of us who form the WSRF community. Parent participation is a necessary part of making possible the rich education offered at WSRF. We recognize that there is something special that happens in the spirit of community through parents' service, and we express our gratitude for all of the time, talent and treasures our parents offer.

Some of the parent volunteer committees include:

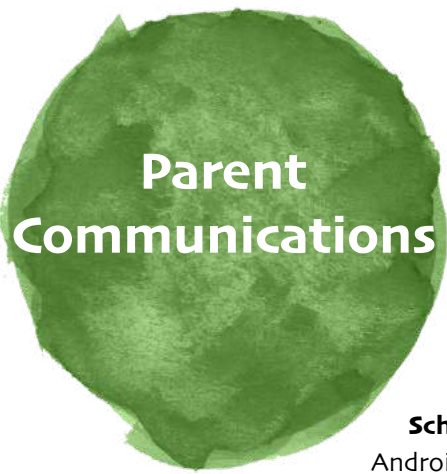
**Good Shepherd** This program provides volunteer support for a family in the school that has had an illness, accident or loss, or for a family that needs community support. Depending on the needs of the family and the resources of the parent body, the support may include meals, transportation, a card, or flowers.

**Grandparent/Extended Family Day** WSRF hosts a day to which grandparents, extended family and/or friends are invited to explore the school, see their related child in class, learn more about the education and enjoy a luncheon at the school.

**Winterfaire** The first Saturday in December, the school hosts the Winterfaire for the greater Roaring Fork Valley community, as well as the school community. This midwinter celebration requires the volunteer hours of many parents and teachers at the school. Parent volunteers traditionally organized this event that makes the winter holidays such a special time at our school.

**Mayfaire:** The Mayfaire is a celebration of May Day, an ancient festival welcoming spring that takes place on the first Saturday in May. The school is decorated with bountiful fresh flowers, and maypole dancing; food, music, games and crafts create a fun and festive environment for families to welcome the arrival of spring.





## Parent Communication: School to Parent

**Website** The school website can be accessed at [www.waldorfschoolrf.com](http://www.waldorfschoolrf.com). Features include general school information, school calendar, admissions and enrollment information and forms, registration for events, a portal for giving and a parent portal.

**School Directory** Our Directory information is available via your iPhone or Android. All parents have been set up as a user for DirectorySpot and can now download it for free from the App Store (iPhone users) or Google Play (Android users) on their phones or computers. Make sure to check out all the features, such as the auto dial when you click on a phone number, or the auto launching of maps when you click on an address. If you hold down the cell phone number, you will get an option to send a text or call the number. DirectorySpot will even create an email if you click on someone's email address.

**School Newsletter** The school newsletter is sent electronically twice monthly as well as posted on the website. It is a source for news regarding school events, events in the worldwide Waldorf community, as well as informative articles regarding Waldorf education. Additional announcements may also be sent electronically as necessary.

**School Closure, Delayed Start and Early Dismissal** Should the school be forced to close school due to inclement weather or another emergency, we will provide notice in the following manners:

### School Closure or Delay

- Email and text notifications sent by 6:15 AM
- School voice mail greeting (x10) changed by 6:15 AM

### Early Dismissal

- Email and text notifications sent
- Phone calls to parents by school staff

**Class Communication** We value communication between parents and teachers. The most frequent line of communication between parents and teachers is the class letter that each teacher sends by email regularly. This letter may include some or all of these topics: curriculum updates, events in the classroom and/or school, requests from the class teacher or class parent, class practicalities and anecdotes.

**Parent Meetings** Parent meetings are an important part of the school year. They provide an opportunity for the teacher to communicate directly with parents on matters such as curriculum, class activities, child development, and school events. They also allow class parents to complete important class or school business and enable parents to get to know the other families in their child's class, thus helping to build a strong and supportive community for our children. In recognition of their importance, we expect parents to attend class meetings. Teachers may hold additional meetings during the school year, depending upon the needs of the class, and attendance at these additional meetings is also urged.



## Parent Communications

If you are unable to attend a meeting, please inform the teacher in advance and have another parent from the class communicate information from the meeting afterwards. This will ensure that all parents receive the information that they need.

### Parent-Teacher Conferences & Conversations

We rely on close contact with parents concerning each student's progress. Conferences between the class teacher and parents are scheduled in the fall and in the spring, and written reports are given to the parents of grades students at each of these conferences. Parents may also schedule a conference with specialty teachers on these days.

If you have a need to discuss your child or any aspect of the educational program at any other time, please talk to the teacher. The teacher may need to schedule a phone conversation or set up a conference with you. We feel that direct communication with the teacher involved is the best way to inspire change, resolution, growth, and a healthy community. Please consult with your teacher to find out the best time(s) to contact him or her. We appreciate when parents avoid approaching teachers just before classes.

### Policy Regarding Attendance for Parent-Teacher

**Conferences** The Waldorf School on the Roaring Fork recognizes the importance of regular parent and teacher communication and sets aside days in the school calendar for these meetings to occur. Attendance at these meetings is strongly suggested and make up meetings will not be scheduled unless there is a family emergency, illness, or natural disaster. If parents of grades students are unable to attend the meetings on the scheduled days, a brief progress report will be sent.

**Student Reports** All teachers are expected to create academic accountability through a variety of measures and means. It is understood that in most cases the teacher places a priority on communicating issues of concern in the form of dialogue. Written documentation is constructed with the utmost care and consideration for the child. It is understood that written documentation is often the crystallization of a process. While things in writing may lack the flexibility and exchange of dialogue, it is of utmost importance that we maintain a thread of reasonable documentation regarding the education and progress of each student.

Parents of grades students receive written communication regarding student progress at each parent-teacher conference, for each block in grades six through eight, and a longer narrative report at the end of each school year in all grades classes. Copies of these reports are kept in the student files.





# Parent Communications

## Parent Communication: Parent to School

WSRF was founded by a dedicated group of parent volunteers and parents continue to play an important role in the community. Parents' participation in class meetings and parent-teacher conferences as well as direct conversations with your class teacher and the administrative staff provide the first lines of communication for parents' voices to be heard. In addition, parents are encouraged to participate in the governance of the school as school committee members and as members of the Board of Trustees.

**Parent Communication Policy** We, as members of the WSRF community, commit to striving to communicate with each other in an open, respectful and responsible manner. We recognize as a community that this manner of communication sets a worthy example for our students.

The class teacher is responsible to the school for his or her class. If a parent needs to discuss a child, the first person to approach is the class teacher. If there is concern that cannot be easily resolved through communication with the class teacher, the parent is asked to address their concern to the Faculty Administrator.

The goal of our communication and problem solving process is to encourage healthy dialogue. We invite parents and teachers to use the following process if you have a concern or question:

**Communication and Problem Solving** The goal of our communication and problem solving process is to encourage healthy dialogue. We hold ourselves as faculty and staff at WSRF to a standard of direct communication. We believe that modeling of healthy communication practices, whether observed by the students or not, set an example for them and provide them with tools for healthy communication as they grow. We invite parents to participate with us in this commitment to direct, respectful communication and to use the following process if you have a concern or question about your child or his/her class:

**Step 1** Speak directly with the teacher or appropriate person. Find a time and place for your concerns that respects your needs and the needs of the party with whom you are speaking. When discussing issues with teachers, please do not approach a teacher close to the beginning of a class. Optimally an appointment should be scheduled to allow enough time and consideration for discussing your particular concern. If you need support for your conversation, the Faculty Administrator or other faculty members are available to attend the meeting. You are also encouraged to bring a support partner if needed.

**Step 2** If you do not feel resolution is reached in this meeting, you may bring your concern to the Pedagogical Council for discussion.

**Step 3** If you do not feel resolution is reached with these meetings, you may bring



## Parent Communications

your concern to the Administrative Council for discussion. The Administrative Council may decide to continue the problem solving within the school or request help from a mediator.

**Step 4** If resolution is not reached through these avenues, the Board of Trustees may be contacted. Current members are listed on the website. If resolution is not reached, a family may be asked to leave the school. As the school matures, we continue to seek effective problem-solving models and encourage parents to bring forth ideas for consideration.

**Email Communication** As our Parent Communication policy indicates, we have a commitment to direct and respectful communication. In order to uphold healthy and constructive communication, we ask that if it is imperative that something be communicated by email, please be conscious of tone, content and intention.

### **Communications with Nontraditional Families**

We presume that there are no restrictions regarding a parent's right to access their child's educational records or to receive information affecting their child's education unless we receive a court order indicating otherwise. If a student's parents are divorced, legally separated, or have other special custody arrangements, we request that you provide us a copy of all legal documents pertaining to such child custody and educational decision-making matters. These court orders will be maintained in the student's cumulative record.

Unless there are specific court-imposed restrictions, we will consult with both parents regarding the child's school progress, activities and other educational matters affecting the child; grant access to both parents to review educational records; make records or information available to both parents even if only requested by one parent; and allow both parents to attend teacher conferences. For the sake of efficiency and to ensure consistent communication and disclosure of information to both parents, we require parents to attend teacher conferences together, except as limited by court orders. Parents who are allocated parental responsibilities will have the right to forbid or permit the disclosure of such information to others. If you seek to prevent the other parent's access to educational records or student information, you must first produce a court order to us that expressly prohibits the other parent's access to educational records or restricts that parent's right to receive information about the child's education. We will implement the requirements of court orders in good faith. If two court orders are presented, the most current order will govern. Unless a court specifies otherwise, the parent who has been allocated parental responsibilities shall be the one whom we will hold responsible for the education and welfare of that child, including enrollment paperwork, financial arrangements, and other parent consents.

Adopted October 21, 2022

Legal Reference: 20 U.S.C. 1232g (Family Educational Rights and Privacy Act of 1974); 34 C.F.R. 99.1 et seq.



## Admissions & Enrollment

**Enrollment Policy** At the Waldorf School on the Roaring Fork, diversity is welcomed and valued as it enriches both the curriculum and our lives. The school welcomes students of any race, color, gender, national and ethnic origin to all the rights, privileges, programs and activities generally accorded to the students of the school and does not discriminate on the basis of race, color, gender, national and ethnic origins in its admissions, policies, financial adjustments, or in any other of the school programs. We accept students into our programs on a case-by-case basis, based on our ability to serve the child's needs and the class configuration.

### Application and Admission Process

**Walk Through the Grades, School Tour and Observation Morning** New parents inquiring about our school are encouraged to visit our website and attend our monthly "Walk Through the Grades, School Tour and Observation Morning" to familiarize themselves with the general philosophy and pedagogy of Waldorf education as well as the specific educational offerings at WSRF. Inquiring parents should speak with our Enrollment Coordinator who will help the family through the application and admissions process.

**The Application, Assessment and Interview** The Enrollment Coordinator receives completed applications with the application fee and then an interview with the appropriate teacher is scheduled. Upon receipt of an application for the grades, the family can expect to be contacted by our student support teacher to schedule an assessment for the applicant. This assessment must be completed and reviewed by the teachers before final acceptance into any grades class. This assessment is important in determining the placement of transferring grades students as the age and development of the child in relation to the particular grade are paramount in assuring the curriculum will best serve the student's developmental stage. The Faculty reserves the right to make the final decision about the child's eligibility for a particular grade level.

**A Visit to the Classroom** Following the interview for the grades student, a 3-5 day class visitation is arranged. An Emergency Contact form and a Release of Liability must be completed and held in the office for this visit. During this time, the family and the teacher determine whether or not to proceed in the admissions process by entering into a six-week-introductory period.

**Admissions Paperwork** Following the visitation, an admissions packet needs to be completed in order for the six-week introductory period to begin. The admissions paperwork includes the following: The Contractual Financial Agreement, SMART (tuition management company) enrollment agreement, Field Trip Release, and appropriate Health and Immunization forms.

**The Six-Week Introductory Period** After the interview and visitation, if the student and family seem to be a fit for the class, grade students are then admitted on a six-week-introductory basis.



## Admissions & Enrollment

During this time the teachers, including the specialty teachers, review the assessment results and determine the student's suitability in the current class. This also allows time for the family to determine whether WSRF is a fit for their family and for their child.

**Conditional Acceptance** At the end of the six-week introductory period, there may be a conditional acceptance, and the introductory period may be extended. If this is the case, the Faculty Administrator, along with the class teacher, will meet with the parents and present a student support plan to ensure all of the parties are working together for the best possibility of success in the classroom. At the conclusion of the introductory period(s), parents are informed in writing of the final decision, whether acceptance or an inability of the school to meet the student's needs.

**Re-Enrollment** Re-enrollment begins in February. At this time families submit an enrollment contract along with a re-enrollment fee to secure a spot for their child(ren) in the class for the following year.

**Enrollment Priorities** If the class to which a new applicant has applied is full, applications are held until re-enrollment is closed, and then applications are reviewed in the order in which they were received. Priority is given first by considering the configuration of the class and the fit of the particular student. Other factors that are taken into consideration include siblings of currently enrolled students, attendance at the WSRF parent and child program, and application date.

**First Grade Readiness Policy** The Waldorf curriculum meets children according to their developmental stage, and the age of the child is an important factor in their placement. WSRF, in the best interest of the child and to hold to the Waldorf philosophy, has set the birthday cut-off date for children entering the first grade at June 1. Children who have turned six by or on June 1 may be eligible to apply for the upcoming year's first grade. Children with birthdays after this date are best served academically, socially and emotionally by waiting until the following year to enter the grades. The Care Group will assess all students eligible for first grade. The Faculty reserves the right to make the final decision about the child's eligibility for a particular grade level.





## Tuition & Financial Responsibility

**Financial Responsibility Billing:** Families may choose from the following payment options: one full payment, twice yearly payments, or monthly payments. Our fiscal year begins July 1 so full payment or the first of two payments is due on that date. Parents choosing the monthly option are required to sign up with Smart Tuition Service and will have their tuition divided into 12 monthly payments, July to June. Fees: A non-refundable materials fee is paid annually. Although this covers most consumable materials, there are occasional requests for special items. For example, the fees do not cover the bus fees, and student support services.

**Administrative Fees** In order to operate effectively and efficiently, the school requires timely submission of: 1. All required paperwork to complete student enrollment in FACTS 2. Tuition billing agreements 3. Applications for Tuition Adjustment and all supporting documentation

Once the deadline has passed for items 1 and 2 above, an Administrative Fee of \$100 per month will accrue and be added to tuition agreements for each month these items remain incomplete. For item 3, a one-time \$150 fee will be assessed and added to tuition agreements. Deadlines for all items will be published well in advance.

**Delinquent Accounts** When tuition is 30 days or more delinquent a student is subject to suspension. When a payment is missed, parents are expected to contact the Business

Administrator immediately in the spirit of working together to address the issue. If the parent does not initiate contact, a letter will be sent to the parent with notification that the student is subject to suspension and with a request to bring the account up to date immediately or to set up a payment plan. The Business Administrator will take payment plans to the Finance Committee for review and approval.

In the rare instances that an account cannot be returned to a current status within 90 days, we will suspend or dismiss a student at a date determined by the school. The school retains the right to turn any past due balances over for collections when the Board of Trustees determines that is necessary.

Families with a prior year balance of \$1000 or more cannot be readmitted to the school until the account is paid or a new agreement is in place.

**WSRF Individualized Tuition Adjustment Process (I-TAP)** Waldorf School on the Roaring Fork is pleased to assist qualifying families with tuition through the Individualized Tuition Adjustment Process (I-TAP). All applications are processed through a third party, FACTS. Through I-TAP we work hand in hand with families to understand their unique financial picture. Our measure of success is when a family and the school come together in service of the child,

## Tuition & Financial Responsibility

working together to deliver the dynamic, well-rounded learning that is the hallmark of Waldorf Education.

As an independent, non-profit organization, tuition serves as our primary means of funding. **Every dollar a family allocates to the school goes directly towards ensuring that their child receives the best education possible.** As WSRF commits to the family in bringing the full breath of Waldorf Education, we in turn ask families to commit fully to the school.

No two families are identical. WSRF respectfully acknowledges each family's unique situation, and works with families to determine tuition for their child. I-TAP takes into consideration the many aspects of a family's financial picture, such as: sibling enrollment, child or elderly care, and other extenuating circumstances as they relate to a family's income and expenses.

We understand this picture can shift over time. The I-TAP process is an ongoing commitment on behalf of WSRF to work with families on an as-needed-basis to adjust tuition agreements when circumstances arise. Changes in income, family size, etc. may result in changes to a family's individualized tuition agreements.

**To apply for Individualized Tuition Adjustment Process, please do so online through the link at [www.waldorfschoolrf.org/tuition-financial-aid](http://www.waldorfschoolrf.org/tuition-financial-aid)**

WSRF offers rolling applications for **new families**, who can apply for I-TAP at the time of enrollment. All Individualized Tuition Adjustment Process applicants are required to submit a complete copy of the family's most recent tax return and any additional requested documentation to FACTS.

For consideration, **returning families** need to apply for I-TAP no later than the deadline published for the upcoming school year. Applications received after this deadline will be assessed a \$100 administrative fee. **Returning families who have received assistance in past years need to reapply each year.** Changes in income, family size, etc. may result in changes to Individualized Tuition Agreements.

WSRF staff and individuals involved in the Individualized Tuition Adjustment Process (I-TAP) remain anonymous, and any and all information pertaining to families applying for I-TAP remains confidential.

WSRF recognizes that the primary responsibility for financing a student's independent school education rests with his or her family. I-TAP is granted on the basis of need, which is determined by comparing the income and resources of applicants along with their assets and liabilities. We ask that you highly prioritize your child's education in your life and financial decisions. The healthiest of financial relationships between WSRF and your family is made possible with a shared commitment and understanding of the value, cost and complexities in delivering Waldorf Education in its most dynamic form.





## Tuition & Financial Responsibility

**Tuition and Timelines** Tuition and fees at Waldorf School on the Roaring Fork are the primary source of income with supplemental support coming from gifts and fundraising. Tuition rates are set by the Board of Trustees in January each year. Families who apply for I-TAP are required to complete their online application through the link on the school's website by the published deadline for that year. I-TAP letters will be sent out reflecting the amount of the award and the consequential tuition payment. The tuition offer must be signed and returned. If the tuition offer is unworkable, a written request to the Business Administrator, Larry Smith, to schedule a meeting with the I-TAP Committee must be submitted by the published deadline for that year.

**Tuition Adjustment** The range of need-based adjustment is generally between 5% and 50% of tuition. WSRF does not offer I-TAP for any fees, including after school care. For more information and income and tuition ranges, visit [here](#).

### Additional I-TAP Guidelines

- Information related to Individualized Tuition Adjustment Process is kept in strict confidence.
- Students receiving adjustment are not held to different academic or behavioral standards.
- WSRF does not offer Individualized Tuition Adjustment Process to cover the cost of any fees (including transportation, after school programs and student support services).
- New families are eligible to apply upon enrollment to the School. Mid-year applications will be considered.
- It is not possible for WSRF to become involved in any financial arrangements between parents. Therefore, for separated or divorced parents who share financial responsibility, receipt of financial aid applications and signed Tuition Agreements from both parents will be required in order to children.
- Requests for Individualized Tuition Adjustment Process are reviewed only after the enrollment agreement and enrollment or application fee have been received. Application fees and enrollment fees are non-refundable.
- Families requesting adjustment are not required to make a binding commitment to the School until a decision has been reached regarding their Individualized Tuition Adjustment Process.
- If the amount of Individualized Tuition Adjustment is insufficient to meet a family's anticipated need, an appeal may be submitted to the WSRF, or the student enrollment agreement may be withdrawn.

**Transportation Fees** In effort to support geographic diversity, WSRF provides bus service to and from Glenwood Springs and Aspen. To partially offset the cost of providing this service, each family is charged a fee. Service is available on an annual basis or by punch pass. The bus





## Tuition & Financial Responsibility

fee may be rolled in with your tuition payment and paid according to your tuition payment plan. Students will not be allowed on the bus without payment for unauthorized use. All bus riders must complete a Bus Application, which includes a Waiver of Liability and Transportation Code of Conduct.

**Music Program Costs** Beginning in fourth grade, the children learn to play a stringed instrument. You and your child will receive notice about the expectations of the music teacher regarding practice. We will support families in supplying instruments whenever possible, but if we cannot, families are responsible for the rental of the instrument. Transferring students may be required to schedule private music lessons in order to enter the music classes at grade level. The cost for these lessons is the responsibility of the family.

**Student Support Fees** Two student support teachers are available on campus for support when students' needs cannot be met by the class teacher within the classroom. Appointments are scheduled both within the school day and after school. The Learning Care Group approves all student support teachers and appointments. Student support sessions are at additional cost to the parents.

**Annual Giving** As is common with all independent schools, a significant portion of our operating budget every year is underwritten by contributions from generous parents, alumni, faculty, staff, grandparents and friends. Annual Giving donations bridge the gap between tuition and operational expenses to include such costs as teacher development and salaries, tuition assistance, educational programs, transportation, and maintenance of our straw bale buildings and 13-acre campus. 100% participation from our parent, board staff and faculty community demonstrates engagement and support for the school, and in this spirit, no donation is too small. Our school benefits from the high rate of participation from many of our constituents. We are deeply grateful for each expression of support. Please help us maintain and grow the strong legacy of philanthropy that has made WSRF the vital center for Waldorf education that it is today. Your gift will help keep our school on a solid financial foundation.

**Colorado Gives Day** Individuals can participate in Colorado Gives Day to support WSRF by creating a family page linked to WSRF's campaign page to encourage family and friends to support the school. See our Community Development Administrator to create your page today.

**Endowment** We are in the beginning phases of an Endowed Funds campaign to support our overall annual budget. For more information on how to contribute, contact our Community Development Administrator.

**Winterfaire & Mayfaire** A beloved tradition, the fairs celebrate all things Waldorf, offering performances, handcraft sales, children's activities, food and more. Craft workshops are held for parents to create hand-made items for the stores. Every student, teacher, staff member and

# Tuition & Financial Responsibility

parent contributes to the magic of these two days. At the Winterfaire, we offer a Winterfaire Store selling natural children's toys and art from local and regional artists. All proceeds from these events benefit our school.

**Spring Auction Event** This popular evening includes a dynamic auction in a festive environment filled with our extended WSRF community enjoying gourmet food and lively music and dancing.

## Other Ways to Contribute

- Donate a used vehicle through our vehicle donation program
- Ask about the City Market Cares program
- Buy Whole Foods cards from the office so that 3% of your purchases support the school
- Bring in BoxTops for Education
- Donate used children's clothing, toys, books and sporting equipment at First Friday's Honey Bee Café, and your items will be taken to a local store and sold under the school's account. See our Community Development Administrator for questions about any of these programs







## School Day & Attendance

### The School Day and Attendance Policies

**The School Day** The school day for Kinderhaus students begins at 8:15 and ends at 12:30. The Kinderhaus Afternoon Program begins at 12:30 and ends at 3:00 Monday, Tuesday, Thursday and Friday and at 2:00 on Wednesdays. The grades school day begins at 8:15 and ends at 3:15 Mondays, Tuesdays, Thursdays and Fridays, and at 2:15 on Wednesdays.

**Absence Notification** If a child is going to be absent from school, parents should notify the school office on the day of absence, before 8:15 a.m. Any absence requires a written or telephoned explanation from the student's parent or guardian.

**Late Arrivals** After 8:15 a.m., all students in grades 1-8 need to obtain a late pass from the office in order to enter class. Children in grades 1, 2, 3 are to be brought by a parent or driver to the office and escorted to class. Each class begins the day with a greeting and a morning verse. A child arriving late disrupts the opening rhythm of the entire class. Not only is it disruptive for those already present, but the student also misses the important start of the day. Please wait for the teacher to motion to you before entering the classroom. Consistent late arrivals may result in the parents being asked to attend a meeting and/or the student being put on a trial period.

**Early School Departure** If it becomes necessary for a parent to pick up a child before the scheduled school dismissal time, the parent must sign the student out at the school office. If the student is returning to campus during the same day, the parent must sign the student back in at the office. We ask that parents schedule appointments outside of the school day if at all possible.

**Early Dismissal Wednesdays** Faculty members at WSRF are directly involved in the administration of the educational program and the school. To facilitate this involvement, there is an early dismissal at 2:15 every Wednesday afternoon to allow time for a meeting of the full faculty.

**Late Pick-Up** Safety for our students is a top priority, and WSRF policy is to provide supervision of students at all times during the school day. All parents are expected to be accountable for their students after the close of the school day. WSRF employees are not available to supervise students after school hours, and students are not to be left on the school grounds unsupervised at any time.

Students that have not been picked up within 15 minutes of program ending times will be brought to the sunroom in the main school building.

Students that have been brought to the sunroom after pick-up time will be considered late



## School Day & Attendance

pick-ups. Late pick-ups will be tracked, and parents will be assessed a late pick up fee due immediately upon picking up late for the third time. Parents will be asked to attend a meeting with the Business Administrator after the fifth late pick up. Continued late pick-ups will result in additional fees.

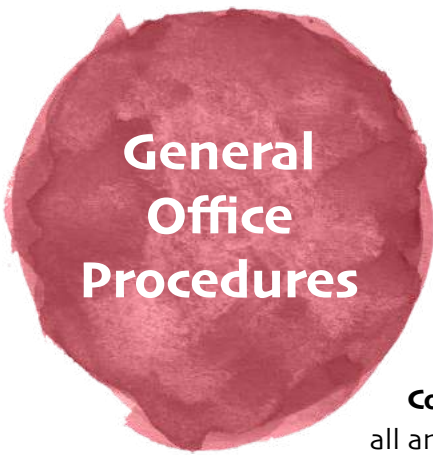
**Absence Policy (Excused and Unexcused)** We have found that frequent absences have a significant impact on a student's academic and social success. Supporting the rhythm and schedule of the school year and of each school day, supports your child's education. It is our expectation that vacation times and appointments are planned with the school calendar. In an effort to strengthen the educational experience of the students at WSRF, the following policy has been implemented:

An excused absence is when a student misses school due to illness, family emergency, natural disaster or religious holiday. This applies to the entire school day. In case of an excused absence, depending on the grade or specialty classes that are missed, the teachers will decide the best course of action for making up missed work.

An unexcused absence is when a student misses school for any reason other than illness, a family emergency, natural disaster or religious holiday. In the case of an unexcused absence, depending on the grade and the specialty classes missed, the student and parents must put forth an effort to make up any missed work. Due to the experiential nature of our education, it is not always possible to make up work outside of the classroom environment. If the work is not made up, an incomplete will be indicated in the student's report. Dates of school programs (plays, etc.) will not be changed to accommodate unexcused absences.

Excused and unexcused absences will be noted in the end of the year report and in the student's record. Partial days missed will also be noted. In support of this policy, the Faculty Administrator will notify families when the 20 absence has been reached. Parents will be asked to attend a meeting and receive a copy of documentation that will go into the student's file when the 25 absence has been reached. In addition, continued absences may result in the student being put on a trial period or asked to leave the school.

Parents of a student who has missed more than 25 total absences throughout the year will also be notified in writing that WSRF can not be responsible for their child's academic advancement, i.e., that grade level performance of the child can not be assured and that tutoring may be necessary to bring the child's performance to grade level. The need for tutoring resulting from absence is the responsibility of the parents.



## General Office Procedures

### **Change of Address, Name, Phone and other Student/Parent**

**Information** Please contact the office as soon as possible whenever any personal information (i.e., address, home, work or cell phone, medical/emergency information) changes so that we can keep the Directory and Database up-to-date.

### **Community Board – Posting**

The Administrative Assistant must approve all announcements posted on the School Community Bulletin Board, which is located to the right of the Steven Moore Hall on the wall adjacent to the Enrollment Coordinator's office.

### **Messages and Telephone Use**

Only students with teacher permission may use the school telephone. To that end, parents should make certain that their children have taken to school all they need for the day and that they know the plan for returning home or for staying with an Authorized Pick-up Adult/Emergency Contact. We encourage students to meet and play outside of school time, but we ask that arrangements for play dates be made prior to the school day. Our policy is that students may not use the school phone during or immediately after school hours to arrange play dates.

### **Scheduling Appointments**

Appointments with the administrators, the Administrative Council, Pedagogical Council or Board members may be set by calling the office or by emailing one of the administrators or office staff. Appointments with teachers may be made directly with the teacher, and the office staff is also available to assist if necessary.

### **Student Records**

Copies of student records may be obtained from the office. Please allow a few days to process your request.

### **Accidents and Injuries**

If a student is injured on campus, the supervising teacher will fill out an accident report form and submit it to the office with a copy for the parents and a copy for the student's file. Parents will be notified immediately. In compliance with State regulations, the school will complete and submit an Online Injury Report to the Division of Early Care and Learning within 24 hours of any incident occurring when a child in the Kinderhaus, while in the care of the school, has received emergency medical attention or has been hospitalized.

### **ADA Statement**

Per the Americans with Disabilities Act the school has a responsibility to make reasonable accommodations to meet the needs of students and parents with disabilities.

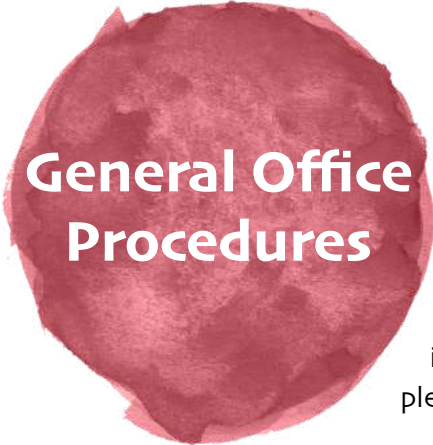
### **Animals on Campus**

Only service animals are permitted on the school grounds unless special arrangements are made with the teachers or administration for visits to the classrooms.

### **Arrival and Parking**

Timely morning arrival is essential for your child. If driving your children to school, please plan to arrive by 8:10 a.m. and deliver them to the drop off area. Playground supervision begins at 8:00 a.m. Children should not be left unsupervised on campus at any





## General Office Procedures

time. In order to ensure safety for all, please do not stop your vehicle in the drop off area other than to drop off students. Please do not park on the frontage road at any time.

**Asbestos Notification** In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) requiring schools to inspect and identify any asbestos-containing building materials (ACBM). We are pleased to announce WSRF is an asbestos free school.

The law further requires all schools to have an asbestos management plan. WSRF has an asbestos management plan available for review in the school business administrator's office available during regular business hours. Larry Smith is our designated asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to Larry Smith at 970-963-1960.

**Authorization to Pick Up Children** Only parents and people with proper authorization will be permitted to pick up children. It is important that parents list all those authorized on the registration forms. If an unauthorized person will be picking up a child, the parents must call the office or be available by telephone in order to grant permission.

**Cell Phones and Electronic Equipment at School** Use of cell phone and other computer devices is not permitted on WSRF campus by students, at school events or trips, or on school buses.

**Volunteer and Visitor Sign In/Out:** All volunteers and visitors must go to the front office window to sign in and get a visitor pass to wear. Visitor Passes must be worn and visible at all times while on campus and must be returned to the front office when signing out. Please ring the bell for service if there is no one in the office and wait for an administrative staff member to come check you in or out. If we see a visitor or volunteer on campus who does not have a pass, a faculty or staff member will ask that person to go to the front office for that.



# General School Policies

## General School Policies

### Students:

- Student may not have cell phones, computer devices or personal audio/video devices on campus or on buses (unless for use as stated below).
- If a unique circumstance arises, when no other option for communication is available, a waiver may be approved at the class teacher's discretion. Parents may request a waiver from the class teacher.
- If a waiver is agreed to, a cell phone on campus must be turned off and kept in the front office during school hours.
- Students will collect the device from the office as they leave campus OR from the bus driver as he/she departs from the bus
- Cell phones may not be used on campus, on the bus or during a class trip outside agreed upon usage (see waiver).
- If a student uses a device without permission, the device will be collected by WSRF faculty. Parents may be notified and responsible for collecting the device. Any waiver agreement will be nullified.
- Middle school students may use laptop devices to learn key boarding and to type reports during structured class time with teacher supervision in their classrooms.
- Some students may require the assistance of technological devices for assessment purposes; to support remedial accommodations; or for medical accommodations. The use of such devices will be approved by the care group and supervised by the teacher.

### Teachers:

- In classes 5-8, teachers may use cell phones and computers in their classroom for learning tools as necessary. In classes PK-4, computer and phone use may occur during breaks away from students. For all WSRF personnel, personal computer and phone use may take place during breaks and away from students.

### Parents:

- We ask that parents use their phones and computer devices on campus in locations that are away from students and classrooms. If it is possible, we request phone and computer device use be limited to your vehicle.

## Emergency Response and Evacuation



# General School Policies

## Emergency Contacts:

911 for first response in any emergency  
Poison Control ..... 1-800-222-1222  
Source Gas ..... 1-800-563-0012  
Holy Cross Energy ..... 1-970-945-5491

## Non-emergency Contacts:

Garfield Sheriff ..... 970 625-8095  
Carbondale Police ..... 970 963 2662  
Carbondale Fire ..... 970 963-2491

**Fire Drill/Evacuation Procedures** In order to prepare for an emergency situation within the buildings, students will practice evacuating to the designated fire drill area and/or to a designated safe location.

**Evacuation** If an emergency situation exists within the buildings, it may require that students be evacuated to the designated fire drill area and/or to a designated safe location. Should evacuation off campus be required, busses and staff vehicles will be utilized to move students to a pre-determined location. If up-valley, the pre-determined location is Eagle County Building parking lot at Crown Mountain Park. If down-valley, the pre-determined location is the RFTA parking lot at Catherine Store.

**Hold** If a situation occurs in a hallway or common area, a hold may be called to keep students in classrooms until the situation is cleared.

**Secure** Secure is called when there is a threat or hazard outside of the school building, and the security of the physical facility is used as protection. Where possible, classroom activities would continue uninterrupted. Classes that were held outside, such as movement, would return to the building and if possible, continue class inside the building.

**Lockdown** Lockdown is called when there is a threat or hazard inside of the school building. The purpose of a lockdown is to keep students contained and quiet in given areas.

**Shelter** Shelter is called when the need for personal protection is necessary.

**Unauthorized Visitor** All visitors shall first report to the office to sign in while on campus. Any time a staff member sees an unidentified visitor on the school grounds, the staff member will approach the individual and ask if they can be of assistance. If the visitor has not been to the office, the staff member will instruct the visitor to do so right away.

**Field Trips** Field trips are an important part of our grade school curriculum. Trips are planned according to the grade level and are usually an extension of a main lesson or special class





## General School Policies

activity. The trips during class trip week gradually increase in length and scope as the students progress through the grades. Teachers are not bound to repeat what was done the previous year; instead, they make decisions based on the needs of their classes. Parents and/or class fundraising proceeds pay costs incurred for field trips. Parents will be informed prior to off-campus field trips, and notice will be given regarding the transportation plans. Nature walks on our campus take place on a regular basis without prior notice.

**Overnight Chaperones – Background Check Policy** All parent participation in overnight events at the Waldorf School on the Roaring Fork is contingent upon clear results of a thorough background check. Background checks will be conducted on all volunteers who are participating in overnight activities.

- **Multi-County Criminal** will be run on counties that applicants have listed on the release form. This will include counties of past residence for a period of up to five years.
- **Federal Criminal History** checks district courts for any crimes committed in violation of federal law in district of current residence.
- **U.S. Nationwide Registered Sex Offender Search** : This search identifies sex offenders listed in the National Sex Offender Registry. These records reflect sex offender registrations submitted by the individual states.
- **Motor Vehicle** provides a report on an individual's driving history in the state requested. This search will be run when driving students is a part of the position.

The class teacher will provide volunteers the release forms that must be completed and returned to the class teacher at least one week prior to the trip. The class teacher will provide the completed forms to the Human Resources Department (Business Administrator) for processing. The volunteer is not to attend overnight trips prior to the class teacher receiving approval from the office. The Business Administrator will order the background check upon receipt of the signed release form. A third party screening service will conduct the criminal portion of the check. The Business Administrator will review all results.

The Business Administrator will notify the class teacher regarding the results of the check. In instances where negative or incomplete information is obtained, the Administrative Council will assess the potential risks and liabilities related to the volunteer's role and determine whether the individual should be allowed to participate. If a decision not to allow participation is made based on the results of a background check, there may be certain additional Fair Credit Reporting Act (FCRA) requirements. The Business Administrator will be responsible for handling such FCRA requirements as necessary. Waldorf School on the Roaring Fork will follow all applicable FCRA requirements throughout the background check process. Any questions



# General School Policies

regarding FCRA must be directed to the Business Administrator.

Background check information will be maintained in a separate file in the Business Administrator's office.

**Waldorf School on the Roaring Fork reserves the right to modify this policy at any time without notice.**

**Field Trip Parent Volunteer/Chaperone Protocol** On field trips, school rules are to be followed. When possible, teachers will use the bus; however, it is sometimes necessary for parent volunteers to drive their personal vehicles. Parent volunteers and chaperones must agree to respect and uphold the following:

1. Any Parent Volunteer/Chaperone who will be driving must complete the WSRF DMV Form, WSRF Distracted Driver Contract and provide WSRF with a copy of a current driver's license and proof of vehicle insurance.
2. Electronic devices and media are to be left at home. Use this opportunity to tell riddles, stories, and sing songs. Radios, CD's and books on tape may be played in grades 5 – 8 at the teachers' discretion.
3. The sponsoring teacher decides the trip schedule. The class trip is to begin and end formally as a group at school; personal errands or alternate routes are strongly discouraged. Volunteer parents/chaperones need to meet at school in a timely manner both at the beginning and end of the trip. In some cases, an alternative meeting place may be chosen. Side trips for ice cream or the like must be agreed upon in advance with the teacher and must involve all participants.
4. Extra treats should not be given out in individual vehicles. Actions such as this and side trips mentioned above open the door for feelings of inequality and could create unnecessary strife. Also, a student's dietary restrictions due to food allergies or food sensitivities may be compromised.
5. Parent Volunteers/Chaperones must drive with caution. If discipline issues arise, pull the vehicle over.
6. If Parent Volunteers/Chaperones are using their own personal vehicle, we ask that the Parent Volunteers/Chaperones arrive at school with a full tank of gas.
7. Parent Volunteers/Chaperones are acting in a leader role and are representing WSRF. Upholding school policy and deferring to the class teacher is of utmost importance. Consumption of alcohol or behavior that puts the children or school at risk is strictly forbidden.

## **Illness and Administration of Medication**



## General School Policies

If a child becomes ill at school, parents or others who are authorized to pick up the child will be contacted. In case of an emergency, the child's physician will also be called. WSRF does not have trained medical personnel on staff. School personnel may use supplies in the first aid kit without parent permission. However, school personnel shall not administer prescription or nonprescription medications, which include homeopathic medications and any topical medications or creams, to students unless appropriate administration cannot reasonably be accomplished outside of school hours and the student's parent/guardian is not available to administer the medication during the school day.

Medications authorized by a student's doctor may be dispensed by personnel certified in the Administration of Medication only when the following requirements are met:

1. Medication shall be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, possible side effects, how often it is to be administered, and name of the prescribing health care practitioner shall be printed on the container.
2. The school shall have received written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law.
3. A registered nurse shall have trained and delegated the task of administering such medication to school personnel in accordance with Colorado's Nurse Practice Act.
4. The school shall have received written permission from the student's parent/guardian to administer the medication to the student. The student and for notifying WSRF of any changes to medications during the school year.
5. The parent/guardian shall be responsible for providing all medication to be administered to

**Exclusion due to illness (page 68 for more details)** If your child contracts a contagious illness (chicken pox, strep throat, lice, pinworms, etc.), please notify the school at once so that other parents may be made aware of the presence of the illness in the school community. Excluding (defined as keeping a child from attending the school setting) a child who has an infectious disease may decrease the spread of illness to others. The decision to exclude is typically based on protocols associated with the particular disease, and will be made in conjunction with the school nurse consultant and/or Garfield County Public Health.

### **Three Key Criteria for Temporary Exclusion of Children Who are ill:**

The teacher or designated staff member will be the one to determine if:

- The illness poses a possible risk of spreading to a harmful disease to others





# General School Policies

- The illness prevents the child from participating comfortably in activities as determined by staff/teacher
- The illness requires a need for care that is greater than the staff can provide without compromising safety of others

If any of these criteria are met, the child should be excluded regardless of the type of illness

**Immunization Policy** WSRF currently admits students who are immunized and those who are not. For a child to attend WSRF without current immunizations, a parent or guardian must sign a religious or personal exemption waiver.

**Exclusion due to Non-Immunization** For the child who is suspected of having of the following vaccine-preventable diseases, the presence of the disease should be confirmed if at all possible, but at the minimum, the child should have urgent medical evaluation. The child needs to be excluded from school until the entire period for which that particular disease is deemed to be contagious and infectious, and will be determined based on consultation with Garfield County Public Health and/or the school nurse consultant. For children who have not received all of their vaccines or have received no vaccines need to be excluded from school if one of vaccine preventable diseases to which they might be susceptible occurs in the school or within the student's immediate family:

- Diphtheria • Haemophilus influenza type b • Hepatitis A • Measles
- Meningococcal infections • Mumps • Pertussis (whooping cough) • Polio • Rubella • Varicella (chicken pox) •

**Parent Notification** WSRF will provide clear, accurate and helpful information to families in writing as soon as possible, and as required by the public health department guidelines.

**Lost Child Policy** In the event of a lost child, parents and the police will be called after every effort to find the child has been made. The faculty/staff will alert the office and will be positioned near the wetlands and the frontage road to watch for the child.

**Lost and Found** If an item is missing, check the lost and found basket located in the hallway near the second and third grade classrooms. The school regularly takes unclaimed items to a local thrift store. Please label all your children's jackets and other clothing.

**Recording of Events** Parents are encouraged to fully enjoy student performances and WSRF records class plays and many of the school events in order to make this possible. We ask that parents refrain from recording events and that students are not shown recordings of their performances at WSRF until after eighth grade graduation. This allows them to live with the inner experience of the performance, free from self-judgment.



# General School Policies

In addition, in order to refrain from disrupting performers and audience members, there are to be no flash cameras used during performances.

**Reporting Child Abuse or Neglect** As required by law, any suspected case of child abuse or neglect will be reported to the Garfield County of Social Services. The Child Abuse Hotline number is 945-9193. You can also report in writing or in person at 195 West 14 Street, Rifle, CO 81650.

**School Pictures** School photos of individuals and classes are taken in the fall of each school year.

**Smoke-Free Campus** Smoking and other uses of tobacco are prohibited on school property, including interiors and grounds, and at all school-sponsored activities. This includes all teachers, staff, parents, students, and visitors.

## Student Assessment and Student Support

**Student Assessment Overview** At WSRF the teachers come to know each student personally and keep records regarding student progress both as mandated by the school and as they see fit for their particular class. Students are mainly assessed through observations. Teachers are left in freedom to use various assessment methods. All assessments are reviewed in parent/teacher conferences. In some cases, observations of a child are brought to faculty meetings, and child studies are conducted.

In addition, there are development-specific assessments for rising first grade students and second grade students. All incoming grades students are required to have an assessment with a student support teacher before acceptance into the class.

**Kinderhaus** In the early childhood programs, records are kept for each student based upon teacher observations. Specific concerns and recommendations are communicated with the parents and kept in the student file. Each student is assessed before entry into the grades.

**Rising First Grade Assessment** The rising first grade assessment helps evaluate the student's level of functioning from developmental, movement and sensory perspectives. The assessment assures that developmental stages have been successfully completed and that the children are ready to matriculate into the first grade. The assessment is brought in an age-appropriate way through an imaginative story. With input from the observation team and the kindergarten teachers, a student's placement in the first grade is based on development in three areas: physical, social and emotional.

**Grades One Through Eight** As a class teacher typically stays with their class for a few years, and possibly up to eight years, a relationship is cultivated between teacher and student,



## General School Policies

permitting the long-term observation of the child. The school requires tracking of skills and capacities related to the curriculum. Teachers are free to choose additional assessment methods that best fit their students and subject matter. Methods include: observations of student's progresses and behavior, anecdotal records, teacher-created assessment, Main Lesson Book review (portfolios), daily reviews of previous lessons, parent/teacher conferences and end of year reports. In the upper grades, standardized tests, report writing, block reports, self-assessment and a point system for giving feedback on Main Lesson books may also be implemented.

**Second Grade Assessment** In second grade a general screening of all students is conducted. Each child is observed in writing, math, movement, balance, general body coordination and drawing, to see if typical coordination and specific developmental and academic milestones have been achieved. Results of these assessments are shared with the parents, and any recommendations for additional student support are included.

**Fifth and Seventh Grade Assessments** In Fifth and Seventh Grade, another general screening of all students is conducted. Each child is observed in reading, writing and math to see if academic milestones have been achieved. Results of these assessments are shared with the parents, and any recommendations for additional student support are included.

**Students with Special Health Needs** At the Waldorf School on the Roaring Fork, diversity is welcomed and valued as it enriches both the curriculum and our lives. The school welcomes all its students to all the rights, privileges, programs and activities generally accorded to the students of the school and does not unlawfully discriminate on the basis of disability in its admissions, policies, financial adjustments, or in any other of the school programs.

WSRF admits and re-enrolls students into our programs on a case-by-case basis, based on our ability to serve the child's needs and the class configuration. To that end, in accordance with applicable state and federal laws, WSRF may use an applicant's current Individualized Education Program, Section 504 Accommodation Plan, or Health Care Plan, in addition to other information provided by the applicant's family, to determine whether WSRF can meet an applicant's needs.

If there is a lack of space or teaching staff, if WSRF does not offer appropriate or requested programs, or if WSRF is not structured or equipped with the necessary facilities to meet a child's special needs, the child may be denied admission or re-enrollment. Likewise, a child whose disabilities prevent their reasonable benefit from the programs available or create conditions inimical to the welfare of other students may also be denied admission or re-enrollment.

### Reasonable Accommodations





## General School Policies

Applicants and students re-enrolling following a successful year at WSRF may request accommodations to enable the child's participation in WSRF's educational programs and activities. WSRF reserves the right to deny requested accommodations requiring a fundamental alteration of the educational experience offered by WSRF, including but not limited to the services, privileges, activities, and education provided to students enrolled in WSRF.

WSRF also reserves the right to deny requested accommodations imposing an undue burden or a significant difficulty or expense on WSRF. Although we are a private entity without public funding, we celebrate our school's strong ties with our families and our local community. Accordingly, we will consider parent requests to partner with the family, the family's local medical provider(s), and/or with outside donors or volunteers to grant accommodations that would otherwise cause an undue burden on WSRF.

### **Special Health Needs Plan**

When a student with special health needs is enrolled in WSRF, a written Special Health Needs Plan shall be prepared for the student. The written plan shall include the following:

- An appropriate description of the student's health conditions and resulting special health needs, including any signs and/or symptoms generating a need for an accommodation;
- A plan for addressing those needs in the school setting and in other anticipated settings for school-related activities;
- A plan to follow in case of an emergency;
- Any appropriate communication protocol regarding the student's special health needs;
- A list of school staff positions with a role to play in the implementation of the plan; and
- A list of school staff positions to be trained and delegated tasks by a registered nurse in accordance with the Colorado Nurse Practice Act.

The written plan shall be prepared by a school administrator, the student's health care practitioner, a registered nurse if delegation to school personnel is appropriate, and the student's parent, each of whom shall sign the plan before it may be implemented. At the discretion of WSRF, the school's legal counsel may review the written plan to ensure compliance with WSRF's legal duties and obligations.

Special Health Needs Plan shall remain in effect for one calendar year unless revoked earlier by written notice from the student's parent or WSRF or replaced by a new Special Health Needs Plan.



# General School Policies

A Special Health Needs Plan shall not include a provision for medication administration during the school day or school-related activities unless the provision is in accordance with WSRF policy and Parent signs and appends the following waiver to the Special Health Needs Plan:

It is understood that the medication described in the Special Health Needs Plan dated \_\_ (date of plan)\_\_ is administered solely at the request of and as an accommodation to the undersigned parent or guardian. In consideration of the acceptance of the request to perform this service by one or more Waldorf School on the Roaring Fork employee(s), the undersigned parent or guardian hereby agrees to release the WSRF and its personnel

from any legal claim which they now have or may hereafter have arising out of side effects or other medical consequences of the medication.

52 I hereby give my permission for \_\_\_\_ (name of student) \_\_\_\_ to take the above

medication at school as described in the aforementioned Special Health Needs Plan. I understand that it is my responsibility to furnish this medication.

Date \_\_\_\_\_

Signature of parent or guardian

**Substance Policy** Alcohol and illegal drugs are not allowed on the WSRF campus and are not to be used during any WSRF outings, field trips, student-attended school events or activities.

**Nondiscrimination/Equal Opportunity** WSRF is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The school is subject to all federal and state laws and constitutional provisions prohibiting discrimination and harassment on the basis of disability, race, creed, color, sex, sexual orientation, gender, gender identity/expression, national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment or member of the public shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any school program or activity on the basis of disability, race, creed, color, sex (which includes marital status), sexual orientation, gender, gender identity/expression, national origin, religion, ancestry or need for special education services.



# Student Policies

**Bus Behavior Policy** The intention of the WSRF bus service is to provide safe and comfortable transportation to and from school. To insure the safety and comfort of bus riders, it is expected that all riders sign a Transportation Code of Conduct and abide by the following guidelines:

- No electronic devices may be used on the bus.
- Kindergartens through fourth-grade students are expected to sit in front of the tape mark mid-way on the bus. Fifth through eighth graders may sit behind the tape mark mid-way on the bus. The last four seats on the bus are reserved solely for eighth grade students as an eighth grade privilege. If these guidelines are being followed, NO rider may be asked to move seats by another rider, and seats are occupied on a first come basis.
- Riders must behave respectfully to one another and to the bus driver at all times.
- Riders are expected to use a normal speaking voice on the bus ~ avoiding loud screaming, loud singing, or shouting.
- Riders must remain seated at ALL times while the bus is in transit. Riders may not climb on or over seats or change seats while the bus is in transit or stopped at a bus stop, stop sign or a stoplight. Riders continuing on to Glenwood may make a seat change while the bus is stopped at the Carbondale stop.
- Riders are expected to clean up any trash that results from eating on the bus.
- Nothing may be put or thrown out the windows. All body parts are to remain inside the bus at all times. Should any rider not follow one or more of these guidelines, the following action will be taken to insure safety on the bus:
  - A thorough investigation of the behavior will be conducted with all those involved. • Based upon the investigation an Incident Report may be filled out.
  - Should a student receive 1 Incident Report for bus behavior in one school year, the student will be suspended from riding the bus for one week.
  - Should a student receive a 2nd Incident Report for bus behavior in one school year, the student will be suspended from riding the bus for one month.
  - Should a student receive a 3rd Incident Report in that school year for bus behavior, the student will be suspended from riding the bus for the remainder of that school year.

**Behavioral Policy** WSRF strives to create an exceptionally positive social environment where every student feels safe, welcome, and celebrated for their innate spirit, unique abilities, interests and talents. It is our goal to foster a climate conducive to learning, exploration, expression, harmony and beauty.

While it is the collective responsibility of all members of our community to foster this positive social climate, it is our singular and official responsibility as a school to establish behavioral expectations and disciplinary responses when expectations are not met. The purpose of this





# Student Policies

policy is to set forth those behavioral expectations and establish appropriate disciplinary responses.

## **1.0 GENERAL CONDUCT EXPECTATIONS OF COMMUNITY**

WSRF is both a school and a close-knit community. As a community, we all bear responsibility for treating each other with civility, respect and consideration. To support this, we ask that all our community members abide by the following general expectations.

- 1.1 We expect students and adults to be respectful to, and considerate of all members of the school community, visitors, and to the general public.
- 1.2 We expect students and adults to respect the differences and rights of others which include feelings, perspectives, ideas, experiences and opinions.
- 1.3 We expect students and adults to not in any way endanger or harm others, whether physically, psychologically or emotionally.
- 1.4 We expect students and adults to respect other people's belongings, the school property and our neighboring areas.
- 1.5 We expect students and adults to respect and contribute to the learning environment of our school, and to bring any issues forward which obstruct the learning environment in an appropriate manner.

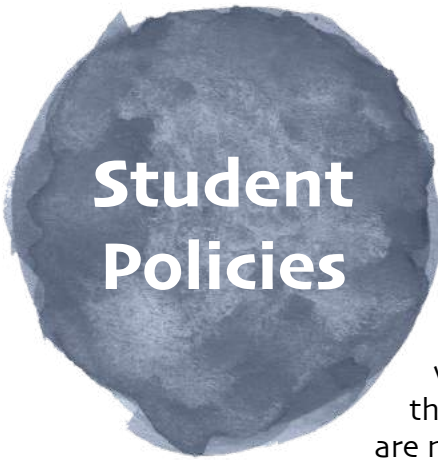
## **2.0 WSRF APPROACH TO MISCONDUCT**

When a student falls short of a behavioral expectation, we believe the correct response is to help them learn and grow from the incident. For this reason, we embrace a restorative approach to student discipline.

The restorative approach (a) teaches students about the impact of their behavior on others (b) helps them to understand the thinking before the misconduct occurred (c) enables them to take personal responsibility for any harm through repair and (d) reinforces their value as an important and contributing member of the school community.

Our restorative approach is grounded in the logic of Core Competency Building (CASEL, 2008).

In the spring of 2022, the faculty adopted a new structure in supporting students with the desire for the development of continued self-awareness and how our actions affect others. The Social Literacy Care Group (SLCG) was founded to replace what was formally the Restorative Committee, and specifically addresses any social or behavioral challenges students experience. The committee is made up of faculty members from across the grade's spectrum, along with the Faculty Administrator, the School Counselor, and the Social Literacy Interventionist. This committee and the Learning Care group are supported by the Student Support Executive Group which holds the overall authority and responsibility which in the end, will decide which support group will best help the student.



# Student Policies

## **The focus of the Social Literacy Group is to:**

- Help students who need help with social or behavioral issues. These issues may include but are not limited to excluding/being excluded, teasing/being teased, bullying/being bullied, etc.
- Assist teachers in finding appropriate ways to redirect students who are having emotional/behavioral difficulty integrating into the classroom and school culture. Methodologies may include but are not limited to mentoring, recess/aftercare plans, and weekly check-ins.
- Assists and nurtures an environment of mutual respect, safety, and social literacy. This includes fostering a healthy understanding of conflict and resolution strategies.

With these thoughts in mind, the school strives for what we might call “The Art of Caring Discipline”. As such, we strive to create an exceptionally positive social environment where every student feels safe, welcome, and celebrated for their innate spirit, unique abilities, interests, and talents. It is our goal to foster a climate conducive to learning, exploration, expression, harmony, and beauty.

While it is the collective responsibility of all members of our community to foster this positive social climate, it is our singular and official responsibility as a school to establish behavioral expectations and disciplinary responses when expectations are not met. The purpose of this policy is to set forth behavioral expectations and establish appropriate disciplinary responses. These expectations are met in varying ways best described in implicit and explicit ways.

### **Building Social Literacy with Implicit Strategies**

There are many proactive strategies built into the curriculum which are implicit—the student is not consciously aware of them. They are embedded in our curriculum which strives to meet children at their developmental stage. Stories, music, art, speech, drama, therapeutic movement, developmental aspects of the curriculum, and daily rhythms all support social literacy health.

Our classrooms are designed to keep social and sensory complexity at moderate arousal levels, with a high level of form and predictability. Each day is rich in beneficial movement and a rhythm that moves in and out of focused work.

The various arts provide opportunities to come to stillness, to explore one’s feelings and thoughts through an art, and to collaborate and thus listen to others. Pedagogical stories tell of characters that experience struggles, and demonstrate what behaviors work and which don’t.

These implicit strategies serve to diminish the need for explicit interventions.



# Student Policies

## **Building Social Literacy with Explicit Strategies**

The teachers use these approaches which work with the whole class and blend into the fabric of the day. Students are aware of them, but barely. Examples include (see the glossary for explanations of these terms):

- Learning about our School (Classroom) Agreements
- Politeness and Courtesy
- Connected Classroom
- Timing Orientation
- Preview and Review (whole class)
- Buddy Program

If classroom strategies are not orienting an individual student to productive learning and relationships, a teacher begins to work directly with them. Here are the explicit strategies we use when needed:

- Selective seating
- AADD (Acknowledge, Affirm, Discover, Do-over) or Restorative Dialogue
- Change of Environment - visit to another classroom for a “re-set”
- Circle of Friendship
- Escorted Transitions
- Preview and Review
- Goals and Achievements plan

There can be a need for more intervention to support a student’s development. We would use any or all these explicit strategies to support an individual student:

- 7-8 Student Team Intervention
- Escorted Transitions
- Support Meeting
- Behavioral Support Plan
- Formal Restorative Conference
- Restorative Agreement

## **Building Social Literacy in the Kinderhaus**

Young children learn best through imitation and example. The teacher may take a child who is having a challenging time with him or her as s/he picks up the toys scattered recklessly or comforts the child who has been hurt. For ongoing disruptive behaviors, the teachers work closely with the parents and the Social Literacy Care Group to develop appropriate strategies for dealing with the situation. For this age, the focus is for the child to experience respectful social behavior modeled by the teacher.





# Student Policies

## Student Support Process for Social and/or Behavioral Issues includes Reporting

The student support process aims to move a student's experience from challenge to resolution. Though we cannot resolve all difficulties to the satisfaction of all parties, we strive to address them promptly as they arise and to keep parents informed of our progress through the process. Here's how it works:

1. Someone notices that a student has negatively impacted another student, a teacher, the classroom learning environment, or the social environment.

This someone can be a teacher, staff member, parent, or student.

2. The teacher uses the Social Literacy Response Levels according to age appropriateness and depending on the impact of the student's actions.

**Minimal Impact:** If the student's actions were disruptive and possibly inconsiderate but didn't result in any significant harm to another student, teacher and/or the learning environment, the teacher engages in Response Level 1.

**Moderate Impact:** If the student's actions caused significant disruption to the social environment, and resulted in identifiable harm to another student, teacher and/or the student's own developmental progress, the teacher proceeds to Response Level 2. This action/behavior requires an Incident Report.

**Serious Impact:** If the student's actions caused substantial harm to another student, teacher and/or the school. It requires an Incident Report, notification of a Social Literacy Care group member the day the actions occurred. Automatic response is a **Formal Restorative Conference** with the student's parents and a Social Literacy Care Group member. The student's actions may result in immediate suspension and/or dismissal.

3. If the teacher engages in Response Level 1, she/he has an informal private conversation with the student(s) involved. The teacher uses our restorative dialogue process or AADD (Acknowledge, Affirm, Discover, Do-over) method. Intervention strategies such as The Way We See It or Crossing the Line can be useful.

If this response doesn't bring about resolution or the student's minimal impact behavior becomes repetitive (for example the child exhibits the same behavior in every lesson or at least 3x/week during recess/transitions) after four weeks of Level 1 responses, Level 2 response is followed.

### Communication Point



# Student Policies

The teacher informs the parents of how the student's needs have been addressed, how the classroom strategies have not brought resolution, and that the teacher will ask the Social Literacy Care Group for more support to resolve the issue.

4. If Response Level 2 is needed, the teacher and the Social Literacy Care Group meet.

At this meeting it is decided which of a range of Explicit Intervention strategies (Light to Moderate), will be used with the student(s) involved.

Appropriate strategies for this Response Level include but are not limited to: Crossing the Line, The Way We See It, Playground Support, Goals and Achievement card (See Glossary of terms for descriptions of these strategies.) The tool(s) used depend on the nature of the incident and the student's age. All the student's teachers are informed of the intervention strategies being used. The interventions will be used for four weeks.

If this level has not provided resolution, **Level 3** is followed.

## Communication Point

After the four-week period, the teacher informs the student's parents of the student's progress and meets with the SLCG to do the same.

5. If **Response Level 3** is needed due to the student's actions having a severe impact, the teacher and the SLCG meet to prepare for a Formal Restorative Conference with the student and her/his parents.

Move to #7 after this step.

## Communication Point

A designated SLCG member informs the student's parent(s) that a Formal Restorative Conference is needed and why it's needed.

6. If **Response Level 3** is needed because of a lack of resolution at **Level 2**, the teacher and the SLCG create a draft Behavioral Support Plan.

## Communication Point

A designated SLCG member talks with the parent(s), sharing how the **Response Level 2** intervention strategies have not brought resolution, and that a support meeting is needed to review a draft Behavioral Support Plan and come to agreement of the plan.

7. If a Formal Restorative Conference is needed, a SLCG member facilitates.  
During the conference the student, his/her parents, and the teacher review what happened, who was impacted, and what the impact was. They create a Restorative Agreement which includes explicit strategies. Therapeutic supports such as therapy and social skills classes provided by consultants may be used. A timeline is established. All parties sign the agreement.



# Student Policies

## Communication Point

After the four-week period, a designated SLCG member informs the parents of the student's progress and meets with the SLCG to do the same.

8. The parents, teacher and SLCG member meet for a Support Circle. In this meeting the adults review the draft Behavioral Support Plan and come to agreement about the plan. In the upper grades, the student may be present to work on the plan with the teacher and parents. Therapeutic supports such as therapy and social skills classes provided by consultants may be used. A timeline is established. All parties sign the agreement.

9. The Agreement or the Plan is followed by the student and designated school personnel.
10. After the agreed amount of time in the Restorative Agreement or Behavioral Support Plan, the teacher reports back to the SLCG and parents. If the situation has been resolved the process is complete. If it has not, the teacher meets again with the SLCG either to extend the plan or to create a new one with the student's parents involved.

If the issue(s) have not provided resolution, there is a support meeting with the parents and a SLCG member. It may be that a new Behavioral Support plan is created or a decision that the school is not able to support the student's needs is agreed upon.

These steps are repeated until resolution has been reached.

## 9.10 Change of Environment – on Campus or Home

At the teacher's discretion, students will be sent to another environment on campus, or they may be sent home, at any time if they are disrupting a lesson or if they act in a way that is directly hurtful or disrespectful verbally, non-verbally, or physically. Depending upon the severity of the incident, students may be sent home for such behaviors as:

- Leaving class and hiding from teachers and staff
- Physical violence towards another person - student, staff or teacher
- Verbal aggression towards another person - student, staff or teacher

## 9.12 Expulsion

The school makes every effort to serve the needs of students but retains the right at any time to ask a child to leave the school. This may occur if it is determined that the child is not a fit for the class or for the school and/or if it is determined that the school is unable to fulfill the needs of the child.

The word "discipline" derives from "disciple" which means, "to follow." Teachers strive to draw forth the higher nature from the child by educating social and moral characteristics as well as academic skills and capacities. Thus, in all our words and actions, teachers endeavor to be models worthy of emulation.



# Student Policies

First and foremost, teachers at the Waldorf School on the Roaring Fork strive to avoid problems through the curriculum and age-appropriate responses. Lessons are designed to meet the needs of the children. Children are shown how to use their hands to work and to play, which helps develop their ability to focus. Sometimes teachers create pedagogical stories when specific incidents need to be addressed. In the upper grades, when children are developing intellectually, right and wrong can be looked at more objectively.

Waldorf schools support parents as in maintaining their position as natural authorities in relation to the children. It is expected that adults will make caring decisions in regard to the child's health, including providing a safe environment, nourishing food, warm clothing, rhythm, adequate sleep, and protection from the harmful influences of media exposure. When parents and teachers work in partnership to support these expectations, children will have a disciplined foundation for making positive choices as they mature. Nonetheless, many incidences of varying severity will occur during the school years, and the following guidelines summarize the approach teachers take in dealing with them.

## **5.2 INCIDENT REPORTING AND DOCUMENTATION**

When a teacher and/or other member of our community has either observed or become aware of an incident of misconduct, an Incident Report is created (see Appendix for form). The Incident Report provides the name of the person making the report, the student(s) involved, time and date of the incident, brief description of what occurred, and others who may have been impacted.

Incident Reports can also be created by students (with guidance), parents, and administrators or staff. For example, if a student has experienced an act of misconduct by another student that was not witnessed by a teacher, the student (and parent) is encouraged to complete an Incident Report. Incident Reports are submitted to the RC for investigation and consideration of appropriate restorative response.

## **6.0 MISCONDUCT**

Misconduct refers to any conduct that fails to meet the expected positive behavioral norms which support the Waldorf educational mission and environment. Misconduct exists on a continuum. Some misconduct is more serious than others. As stated in Section 5.1, determination of appropriate restorative response to misconduct is based on seriousness of incident, recurrence of behavior, and level of harmful impact on others.

### **6.1 MINOR MISCONDUCT**

Minor misconduct refers to behavior that while not threatening the physical safety of other students, faculty, administration, and other members of our community, is nevertheless disruptive of the learning environment, hurtful emotionally, and exhibits a lack of consideration and respect for others. Examples of minor misbehavior includes:





# Student Policies

Disruptive Behavior, Defiance Dishonesty, Gossip & Rumors, Inappropriate Language & Name, Calling, Harmful, Teasing, Exclusion of others, Verbal aggression/harassment, Disrespecting other's property, Rough play involving pushing/ hitting/ slapping/ biting, Intimidation, Inappropriate gestures

## 6.2 UNACCEPTABLE CONDUCT

Unacceptable conduct refers to behaviors which threaten the physical, emotional, and psychological safety of students, teachers, administration and other members of our community. This conduct is not tolerated at WSRF and can potentially result in immediate suspension or dismissal.

**6.2.1 Drugs, Alcohol & Tobacco Products** are illegal for adolescents and seriously inhibit a student's health and wellbeing. Any student found in possession of, under the influence of, or using alcohol or illegal drugs at any time is subject to suspension or potential dismissal. We expect that WSRF students will make a commitment to abstain from these substances and parents will support the school and students in this effort.

**6.2.2 Weapons** include, but are not limited to, a gun or a knife. The term "weapon" can refer to other items, as well, depending on the circumstances; if used in an assault on another person. School officials will view the circumstances of each case and make a reasonable determination whether a particular object in a student's possession constitutes a weapon in the school setting and will take appropriate action.

**6.2.3 Sexual impropriety** means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual conduct is a violation whenever the person subjected to it considers it unwelcome. Throwing objects at others, possession of harmful objects, Improper use of electronic devices, Incitement of others Inappropriate physical contact

**6.2.4 Sexting** is the slang term for the use of a cell phone or other similar electronic device to distribute pictures or video of sexually explicit images. It can also refer to text messages of a sexually-charged nature.

## 6.3 BULLYING

Bullying is defined as the repeated use by one or more students, parent, or by a member of a school staff of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at and meant to harm a target. By definition, bullying is an act of aggression in which the perpetrator repeatedly targets an individual with the intention of causing harm to that individual.



# Student Policies

Bullying can involve overt physical behavior or verbal, emotional, or social behavior that:

- Causes physical or emotional harm to the targeted student or damage to the targeted student's property.
- Places the targeted student in reasonable fear of harm to himself or herself or of damage to his or her property.
- Creates a hostile environment at school for the targeted student.
- Infringes on the rights of the targeted student at school.
- Materially and substantially disrupts the educational process or the orderly operation of the school. WSRF will not tolerate any form of bullying nor retaliation against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. In addition, bullying and cyber-bullying are prohibited at any location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by the school.

At WSRF we consider bullying to describe a range of behaviors that are inappropriate and unacceptable. Bullying may involve one or more of the following and will result in immediate suspension and/or dismissal.

**Verbal abuse** includes withholding, bullying, defaming, defining, trivializing, harassing, diverting, interrogating, accusing, blaming, blocking, countering, lying, berating, taunting, put downs, abuse disguised as a joke, discounting, threatening, name-calling, yelling and raging.

**Physically abusive behavior** includes but is not limited to: striking, punching, pushing, pulling, slapping, striking with an object, excessive pinching, kicking, tripping, kneeling, head-butting, throwing a projectile, biting, excessive tickling.

**Cyberbullying** is bullying through the use of technology or electronic devices including, but not limited to, telephones, cell phones, computers, fax machines, and the Internet. It includes, but is not limited to, email, social networking, instant messages, text messages, and Internet postings, whether on a webpage, in a blog, or otherwise. It includes acts where the creator assumes the identity of someone else, writing messages pretending to be someone else, and posting material on an electronic medium such as Facebook. It has to be a child on both sides. If it is an adult, it is not considered cyberbullying and is called cyber-harassment or cyberstalking and is a very serious crime.

**Retaliation:** Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

## 6.31 Reporting Bullying & Cyberbullying

Any student who is the target of bullying or cyber-bullying or has witnessed an incident of bullying or cyber-bullying or otherwise has relevant information about either is required to



# Student Policies

promptly report the matter orally or in writing to a teacher, or to any other faculty or staff member with whom the student is comfortable speaking. A parent or guardian of a student who is the target of bullying or cyber-bullying or of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is required to promptly notify a teacher, administrator, or member of the Restorative Council. Furthermore, any parent or guardian who has witnessed bullying or cyber-bullying or has relevant information concerning such an incident is required to come forward.

## **6.32 Retaliation**

Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is required to report it as soon as possible. This reporting may be done anonymously, though no disciplinary action can be taken against a student solely on the basis of an anonymous report. Students who knowingly make a false accusation of bullying or retaliation shall be subject to restorative disciplinary action. A parent or guardian should also report any incident of retaliation in violation of this policy to a teacher, administrator, or member of the Restorative Council. This reporting may be done anonymously, though no disciplinary action can be taken against a student solely on the basis of an anonymous report. Also, while the school cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the school releases information concerning complaints of bullying, cyber-bullying, and retaliation only on a legitimate need-to-know basis. Any member of the faculty or staff of the school who witnesses or otherwise becomes aware of bullying or cyber-bullying or who becomes aware of retaliation against a student who reported information concerning an incident is required to report it immediately to administration or member of the Restorative Council. There are to be no exceptions. A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs him or her of an allegation of bullying, cyber-bullying, or retaliation. Faculty and staff may not make reports under this policy anonymously. Written reports of bullying or retaliation can be made using the Incident Report (see Appendix). Questions or concerns can be directed to a teacher, administrator, or member of the Restorative Council by email, phone, or in person by making an appointment in the main office.

## **6.33 Responding to Reports of Bullying & Cyberbullying**

**PRELIMINARY CONSIDERATIONS:** When a complaint of bullying, cyber-bullying, or retaliation is brought to the attention of administration or member of the Restorative Council, an assessment is made as to whether any initial steps need to be taken to protect the well-being of students and to prevent disruption of their learning environment while the investigation is being conducted. As appropriate, immediate suspension may be implemented to prevent further bullying, cyber-bullying, or retaliation during an investigation.



# Student Policies

**OBLIGATION TO NOTIFY PARENTS:** It is the policy of the school to notify the parent or guardian of a student who is an alleged target of bullying, cyber-bullying, or retaliation and the parent or guardian of a student who may have been accused of engaging in such behavior promptly after a complaint has been made.

**INVESTIGATION:** The following is an outline of the procedure that is pursued once a complaint has been brought to the attention of administration or Restorative Council.

- An impartial investigation of the complaint is conducted by administration and/or Restorative Council.
- This investigation may include (but will not necessarily be limited to) interviews with the person who made the complaint, interviews with and/or observations of the student who was the target of the alleged bullying, cyber-bullying, or retaliation; with the person or persons against whom the complaint was made, and with any students, faculty, staff or other persons who witnessed or who may otherwise have relevant information about the alleged incident.
- Depending on the circumstances, an administrator or Restorative Council member conducting the investigation also may choose to consult with other teachers.
- The goal of an investigation and any disciplinary response is to correct the situation to the extent it is reasonably possible and to take such steps as can be taken to prevent there being a repetition of the incident and to prevent retaliation.
- Following the investigation, the administrator and Restorative Council will determine whether and to what extent the allegation of bullying, cyber-bullying or retaliation has been substantiated. Upon completion of the investigation, the administrator or Restorative Council member(s) who conducted the investigation will meet individually and separately with the student or students who were the target of the alleged incident, their parents, and the student or students against whom the complaint was made and their parents. The purpose of this meeting is to report the results of the investigation.
- If it is determined that the policy has been violated, the administrator and Restorative Council will determine what disciplinary action is appropriate and how it will be implemented. Disciplinary measures may include a Formal Restorative Conference, suspension, or expulsion, and these will be balanced by:
  - The immediate physical, emotional, and psychological safety of the targeted student(s).
  - The level of harm experienced by the student(s) who was targeted.
  - Prior incidents committed by the student who bullied.
  - The need for accountability and measurable behavior changes as needed.

WSRF's Confidentiality Policy protecting student records may limit the amount of information





# Student Policies

provided in these meetings. Follow-up contacts will be made with any student found to have been targeted in violation of this policy and his/her parents to inquire as to whether there have been any further incidents.

## **7.0 PARENT CONDUCT**

Consistent adult modeling of respect-based interaction and communication sets an example for students as they grow. We invite our parents to participate with us in this commitment. We believe that each parent in our community has the right:

- To be respected and treated with professionalism, care and politeness by others.
- To have sensitive issues treated confidentially.
- To be listened to and clearly communicated with.
- To have a timely response to concerns raised.

We expect each parent in our community to:

- Support the school in its efforts to maintain a positive social environment.
- Maintain a cooperative and respectful attitude in working with teachers, faculty, administration and other parents.
- Be aware that events have many sides, be prepared to listen to them, seek to verify facts, and demonstrate an ability to give others the benefit of the doubt.
- Co-operate where your child's behavior has overstepped accepted school standards, as outlined in this policy and work with teachers and administration to find ways to overcome issues.
- Understand that divisive and disrespectful gossip regarding other parents, students, teachers or members of the school community runs counter to the values of our school.
- Understand that harassing, abusive, or obstructive communication whether verbal, written, or electronic will be brought to the attention of the Parent Council, Restorative Council, and school administration and may result in the removal of the offending individual (and student in the case of a parent) from the school community.



# Student Policies

**Weapons in School** Possession, use and/or threatened use of a weapon by students is detrimental to the welfare and safety of the students and school personnel.

Dangerous weapons, carrying, bringing, using, possessing or threatening to use a dangerous weapon on school property, when being transported in vehicles dispatched by the school, during a school-sponsored activity or event, and off school property when the conduct has a reasonable connection to school curricular or non-curricular events without the authorization of the school administration is prohibited. An exception

to this policy may be made for students participating in an authorized school activity who seek prior authorization from the school administration.

As used in this policy, "dangerous weapon" means:

- a. A firearm, as defined by federal law Section 921 of Title 18, U.S.C., including:
  - i. any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive
  - ii. the frame or receiver of any weapon described above
  - iii. any firearm muffler or firearm silencer; or
  - iv. any destructive device as defined in Section 921 of Title 18, U.S.C.
- b. Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- c. A fixed blade knife with a blade that exceeds three inches in length.
- d. A spring- loaded knife or a pocketknife with a blade exceeding three and one-half inches in length.
- e. Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a slingshot, bludgeon, nunchucks, brass knuckles or artificial knuckles of any kind.

**Students, who use, possess or threaten to use a dangerous weapon in violation of this policy may be subject to disciplinary action in accordance with school policy concerning student discipline as determined by Restorative Council.**

In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school without authorization of the school administration in violation of this policy. The Administrative Council may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification shall be in writing.



## Student Policies

Firearm facsimiles Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on school property, when being transported in vehicles dispatched by the school, during a school-sponsored activity or event, and off school property when such conduct has a reasonable connection to school or any curricular or non-curricular event without the authorization of the school administration is prohibited. Students who violate this policy provision may be subject to disciplinary action, including but not limited to suspension and/or expulsion, in accordance with school policy concerning student suspensions, expulsions and other disciplinary interventions.

A student may seek prior authorization from the school administration to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property for purposes of a school-related or non-school related activity. Failure to obtain such prior authorization may result in disciplinary action for violation of this policy, including but not limited to suspension and/or expulsion, in accordance with school policy concerning student suspensions, expulsions and other disciplinary interventions. The school administration's decision to deny or permit a student to carry, bring, use or possess a firearm facsimile on school property shall be final.

Referral to law enforcement I n accordance with applicable law, school personnel may refer to law enforcement any student who brings a firearm or dangerous weapon to school without authorization of the school administration.

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**Dress Code** The Waldorf School on the Roaring Fork strives to be a model of quality and beauty in the educational process and to bring an atmosphere of care and respect to everything that concerns the children at school. Physical warmth is vital to the healthy development of children. Children need to be dressed in layers for ease of movement and comfort. Their clothes should allow them to run, jump, raise arms above their heads and bend over to touch their toes with complete freedom of movement and without embarrassment to themselves or others. To further these ideals, we ask all parents and caregivers to direct their children to the appropriate standards of dress.



# Student Policies

The school environment is one where we wish to encourage and nurture reverence for what is noble, true and beautiful. To create a suitable environment for learning, we try to surround the students with living images rather than movie or cartoon characters. To create a working and learning environment that is as free as possible from such distracting influences, the following dress code was developed by the faculty:

## **Grades 1st – 5th**

### Students need to come to school dressed in:

- Sensible, practical, well-fitting clothes, hats and accessories that allow for active movement and are weather appropriate.

### Clothes and accessories free of:

- Negative, offensive, illegal or violent words or imagery
- Explicitly "media-based and sourced" images, characters, graphics and slogans, and sports team logos •
- Brand logos larger than the size of a credit card.
- Well-fitted, sturdy, practical, weather-appropriate shoes with backs that allow for active movement and a variety of surfaces including the grass field.
- May wear simple jewelry

## **Grades 6th – 8th**

We understand and support the free expression of the developing grades 6-8 student and value the underlining education that comes with and through self-expression. When a student's dress hinders their ability to move comfortably, this warrants a teacher/student dialogue.

### Students need to come to school dressed in:

- Sensible, practical, clean, well-fitting clothes, hats and accessories that allow for active movement and are weather appropriate.
- Clothes and accessories that reflect a positive self-image and are free of negative, offensive, illegal or violent words or imagery.
- Clothes and accessories that reflect a positive self-image and are free of explicitly "media-based and sourced" images, graphics, and slogans.
- Well-fitted, sturdy, practical, weather-appropriate shoes that allow for active movement and a variety of surfaces including the grass field. A change of shoes for recess and movement activities in different classes is acceptable.
- May wear jewelry, temporary or semi-permanent hair dyes, and nail polish. Students in grades 7 and 8 may wear makeup.
- Students who are on teams or have participated in activities they are proud of may show their pride with clothing earned from their efforts.

As these guidelines may not cover all situations, we request that parents embrace their role as the responsible party for supporting the dress code as they purchase clothing for and with their children. If in doubt about any item, take the "maybe" as a "no" and have your child wear something else.





# Student Policies

Teachers may need to address attire not listed in the above dress code and thus have a student change or remove clothing, hats and/or accessories that interfere with sensible and safe learning.

**Assembly Dress Code** In order to bring differentiation and greater sense of reverence to the assemblies, we ask that the students dress in the following manner when required by the event. Time will be allowed for children to change for recess if necessary. Girls come in dresses, skirts or dress pants, blouses and dress shoes. Boys come in dress pants, collared shirts and dress shoes. Ties are optional.

**Festival Dress** In addition, there are special dress code requirements for some of the festivals. See School Life: Assemblies, Traditions and Festivals for specific requirements.

**Homework Statement** WSRF policy is that homework should be viewed as a multiplicity of activities that arise out of the students' experience at school, some of which pertain to the context of work and home. The activities of homework are designed to primarily teach the child self-governance. As students move up in the grades, the depth and assignments associated with homework reflect the age of the child.

**Grades 1 through 3** The child should not be burdened by the prospect of doing more schoolwork outside of school. It is felt that the school day is sufficient and the children need time to digest what they have learned. "Homework" for the child below 9 years of age involves imaginative play, rest, chores, and bedtime reading.

**Grades 4 and 5** In these grades homework begins to incorporate the practice of taking things home and bringing them back on certain days. This exercise challenges and meets the need for the child to become more independent and responsible. Homework activities still include time for play, chores, and nightly reading. Instrument practice, main lesson book review/sharing, some projects (artistic in nature) and math practice are now added to the list. Homework in these years should be no more than 30 minutes per day.

**Grades 6 through 8** In these grades homework begins to be more complex. Research projects, book reports, essay compositions, and nightly math practice become incorporated elements of a regular homework schedule. Play, chores, and nightly reading should remain as the foundation. The practice of learning to be responsible in the early grades should serve the student's abilities to be self-governed. With that said, parent involvement is not discouraged and may be necessary.

The academic portion of homework in these years should be no more than one hour per day. There may be exceptions, but that should not be the norm. In closing, the Waldorf philosophy



## Student Policies

embraces the method of rhythmic learning. It is felt that the student should be given ample opportunity to digest what has been learned. This digestion is supported through block rotation, sleep, and unstructured play. When a child's daily life is rhythmic and predictable the process of digestion and the child's ability to learn is cultivated and supported. Homework should not interfere with the rhythms of the home life.

**Media** Waldorf education is known for its holistic approach, instilling a love of learning, creativity, independent problem-solving and healthy social skills through a balance of academics, art and direct experience. We believe that children need to move, run and use their bodies to learn. They need to interact with others and their environments, exploring and discovering things for themselves first hand. Playing helps them learn how to handle aggression, to share and be friends, to work out differences. Children also need time to be alone and discover that quietude is sometimes a necessary condition for imaginative play and creativity to blossom. Television watching and electronic media squeeze out the time in which children can experience all of the above.

We use a 'Slow Tech' not a 'No Tech' approach. Please explore our full Media Approach [here](#).

We have observed that a reliance on media-based pictures reduces a child's ability to visualize both the written and spoken work. Waldorf teachers have also observed that students accustomed to passively receiving media impressions have difficulty making the inner effort necessary to sustain an imaginative train of thought or to follow a complicated thinking process. Lastly, consistent exposure saps a child's vitality and creative energy, interferes with healthy social development, and weakens academic performance.

Research in the contemporary scientific community has steadily confirmed the need for this same counsel, the latest of which is from the American Academy of Pediatrics. They found that short attention spans, inability to focus, ADHD, hyperactivity and damaged reading skills are the troubling outgrowth of exposure to television at an early age. Studies have found that for every hour of television watched daily, two groups of children, ages 1-3 years, faced a 10% increase of having attention problems at age 7 years.

At WSRF we strongly recommend no television or other media screen viewing (videos, video games, Nintendo, Play Stations, computers, etc.) for children in kindergarten through grade 3. Avoiding artificial images will help nurture the child's healthy brain and neural development, supporting creativity and literacy. We recommend only very limited and carefully monitored viewing – if any – for children in grades four through eight. If media influences become an area of concern with a student so that their learning or the learning of other students is directly disrupted, the student may be put into the process described in the discipline policy.



# Student Policies

## Playground Rules

**The Playground Area** The playground consists of the field, the play equipment, benches under the trees, and the sand area around the swings. At no time are children to leave this area unless they are with their class teacher or their parent(s). The wetlands and the front of the school are off limits due to traffic and water safety issues, and therefore our playground boundaries are clearly explained to the children at the beginning of the year. We ask that parents also reinforce these boundaries when they are visiting the school.

**Playground Rules** These rules are intended to be guidelines to keep our students engaged, physically and creatively challenged yet safe on our playground. Grades students play in the fenced area to the south of the main building which includes the field and wooded area to the west. Preschool and kindergarten children play in the fenced area around the Kinderhaus and at Willow Camp. No child is ever left unattended in the wetlands.

1. All students (except 8 grade) remain on the concrete patio until the recess bell has rung and teachers are on duty. Occasionally, students may be allowed to stay in the classroom with teacher supervision. Children are not allowed unattended on the playground at any time.
2. Food may be eaten on the concrete patios under teacher supervision. All trash must be picked up.
3. Shoes and weather appropriate clothing shall be worn at all times.
4. Respectful language shall be used at all times.
5. Aggressive wrestling, punching, kicking, etc. will not be tolerated and appropriate consequences will be given.
6. When teachers are on duty, students may climb trees to the height they can reach while standing flat-footed on the ground below. They may climb on tree limbs that are the circumference of their thighs.
7. The fruit trees by the middle school are not to be climbed or used as goal posts
8. Swings are not shortened nor are students allowed to climb to the top of the swing set. Lower grades may not stand on nor jump in an extreme way from the swings
9. Students do not engage in unsupported jumps or aerial tricks ( i.e. back flips) jumps with hard landings or extreme jumping from the sunporch or from any equipment, mobile or immobile
10. Buckled helmets are required when using unicycles, pogo sticks and snow skates.
11. Giraffe unicycles may be used with permission from the movement teacher. Unicycles are not to be rode off the stairs
12. Tetherball is for grade 5 and up. Only hands are used with the tetherball.
13. Balls may be kicked and thrown on the field, away from the sun porch and away from the middle school. Balls shall never be headed. No snowballs may be thrown.
14. Students do not use baseball bats, baseballs, softballs, or lacrosse balls on the school grounds. Wiffleball equipment, tennis balls and soft lacrosse training sacks are allowed.
15. Some activities are grade specific:



a. Grades 1 – 3 are encouraged to play imaginatively and may use balls only on Tuesdays and Thursdays.

b. Grades 5 – 8 may sit on top of the monkey bars. They can climb to the top of the swing set with teacher supervision.

16. Students who construct forts must deconstruct them on Friday. All materials are then available the following Monday.

**The Wetlands** It is WSRF policy that no child may ever be unattended in the wetlands. All groups of students in preschool through grade three (two or more) are to be accompanied by at least two adults, students in grades four through eight are to be accompanied by at least one adult. Each adult is to carry a cell phone. A classroom 1 Aid backpack is to be carried with each visit, and all visitors are to remain on the trail system until reaching the island. Wildlife and plants are to remain undisturbed.

**Snacks and Lunches** Grades children bring snacks and lunch from home, and we strongly encourage nutritious lunches. Please be sure that your child has an adequate breakfast at home and has a nutritious, well-balanced snack and lunch packed for school. We ask that sugar not be listed in the top five ingredients of any food or drinks sent to school. Snack is at 10:30 and lunch is at noon in the grades.

Children enrolled in our Kinderhaus aftercare program bring only lunch, as the morning program provides the snack. Lunch is at 12:30 in the Kinderhaus.







# Kinderhaus Policies

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## **Program Purpose and Philosophy**

The social, emotional and physical foundations laid in early childhood affect an individual's experiences throughout one's lifetime. With such enormous importance on this time of development, our Early Childhood (EC) program places immense attention and care on all aspects of a child's daily experience. Our intention is that the whole human being is nourished at a developmentally appropriate level.

Building the foundation for a growing child, a balanced approach to developing the child's inner landscape and outer skills is provided through daily rhythmic and purposeful activity. Our early childhood programs follow current scientific research in recognizing that there is rapid and abundant development in all physical aspects including brain development. We also recognize that a foundation of emotional mapping is being laid at this time that will color future experiences and emotional landscapes.

With this knowledge, our EC programs work to optimize the development of capacities in the physical and emotional realms that lay the basis for later intellectual and emotional pursuits. Rhythm, nature, stories and social-emotional learning serve as the backbone in our EC curriculum. Each element aimed at laying critical foundations for the academic and life journey ahead.

## **Ages of Children Accepted**

We accept children ages 18 months to 6 years old in our early childhood programs.

## **Hours and Holidays**

The Kinderhaus operates Monday through Friday. The school day for preschool and kindergarten students begins at 8:15 a.m. and ends at 12:30 p.m.. The Kinderhaus Afternoon Program begins at 12:30 p.m. and ends at 3:00 p.m. Monday, Tuesday, Thursday and Friday and at 2:15 p.m. on Wednesdays.

Our toddler class operates Monday through Friday, from 8:15am to 3:00pm.

Please refer to our online calendar for holidays when the school is closed.

## **Kinderhaus Afternoon Program**

The Afternoon program is an optional extension of the morning programs. The afternoon program begins at 12:30 p.m. and ends at 3:00 p.m. Monday, Tuesday, Thursday and Friday, and at 2:15 p.m. on Wednesdays. In the afternoon the children nap or have a quiet time as well as additional opportunity for indoor and/or outdoor play. Regretfully, the afternoon program cannot accommodate drop-ins. Available for PreK and Kinder students only.

## **Inclement Weather and How to dress your Child for Different Weather Conditions**

In the case of excessively hot or cold weather, the children's outdoor time will be adjusted accordingly. Playground time may be shorter and/or involve different kinds of structured play activities to accommodate the conditions, or playtime may be moved indoors. During cases of excessively hot weather, there will be shade and drinking water available to all children at all times, and children will be monitored for signs of heat-related illnesses.



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## **Kinderhaus Dress**

Please refer to the WSRF Dress Code Section for specific “Do’s and Don’ts” related to appropriate school attire.

Warmth is of greatest importance to the healthy development of the child. In winter, children will need a warm sweater, winter coat, snow pants, hat, mittens, scarf, boots and wool socks that keep their toes from getting cold. In warmer weather, a sunhat, light jacket or sweater, and rubber boots are sufficient. In general, children should wear several layers of clothing, as the weather can often be changeable and unpredictable. It is easier to take off layers if a child gets too warm than to add them if they have not brought warmer clothes. A pair of pants and a sweater can be left in an extra clothes bag at school in case of a sudden change in the weather. In case of unforeseen circumstances, please provide several extra pairs of socks and underwear as well.

Play clothes are the order of the day (if your child likes to wear dresses, please have your child wear pants or tights underneath and know that the dress may get soiled). The clothes need to stand up to dirty knees, the sand box and mud pies. Please be sure to clearly mark all clothing and accessories with the student’s name. Please be sure that items such as coats, snowsuits, sweaters, etc. contain sturdy hanger loops for hanging. Old-fashioned mitten strings and clips are suitable for retention of mittens, gloves and/or hats. The staff also recommends boots appropriate to the season to keep the child’s feet comfortable.

## Sun Protection

Children are required to wear a sunhat, long sleeves and long pants and/or sunscreen on any exposed areas throughout the year. Teachers will apply sunscreen on your child if he/she does not have appropriate the clothing coverage.

## Shoes

When buying school shoes, please consider that the early childhood years are a wonderful opportunity to learn the skill of shoe tying (flat shoe laces stay tied much better and are easier for the child to tie than the popular round laces.) Please be sure that the shoelaces are long enough for beginners to work with. It has been our experience that high tops are also impractical for the young child. Most children cannot put them on without an adult. Closed-toe shoes are recommended.

While the teacher expects to help the young child, it is an important accomplishment for the child to learn to put on and tie his/her own shoes.

## **Admission and Enrollment**

Please see section Admission and Enrollment for detailed information about the process. All admission and enrollment forms must be completed by the first day a child attends school. WSRF currently admits students who are immunized and those who are not. For a child to attend WSRF without current immunizations, a parent or guardian must sign a religious or personal exemption waiver.



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## **Fee Schedule**

An itemized schedule of fees and tuition is posted in FACTS, the online tuition management company we are using.

## **Where Children Are**

Teachers take attendance and conduct headcounts on a periodic basis. All children in our Kinderhaus Program must be signed in and out each day that they are participating in the program. Sheets for daily signing in and out are posted in the hallway of the Kinderhaus Center. Only authorized adults may sign these sheets. If you are unable to locate the appropriate sheet, please ask a teacher or assistant teacher.

## **Guidance**

WSRF strives to create an exceptionally positive social environment where every student feels safe, welcome, and celebrated for their innate spirit, unique abilities, interests and talents. It is our goal to foster a climate conducive to learning, exploration, expression, harmony and beauty.

Young children learn best through imitation and example. The teacher may take a child who is having a challenging time with him or her as s/he picks up the toys scattered recklessly or comforts the child who has been hurt. For ongoing disruptive behaviors, the teachers work closely with the parents, the Care Group and the Restorative Council to develop appropriate strategies for dealing with the situation. When needed, we consult with early childhood mental health specialists and develop an individual care plan for a child.

For this age, the focus is for the child to experience respectful social behavior modeled by the teachers. All teachers are trained in child development and positive guidance strategies and encourage positive behavior in children. We communicate with parents daily and encourage family involvement to foster positive relationships.

WSRF teachers and staff are using a restorative approach to any guidance issues. Please see the section on early childhood approaches to restorative practices under WSRF Behavioral Policy for an in depth description of the restorative model.

## **Illness/Accidents/Injuries**

If a child becomes ill, is involved in an accident or is injured at school, parents or others who are authorized to pick up the child will be contacted immediately. In case of an emergency, we call 911. Children who are ill will wait in the office for a parent or guardian to pick them up. WSRF does not have trained medical personnel on staff. School personnel may use supplies in the first aid kit without parent permission. Medications authorized by a student's doctor may be dispensed by personnel certified in the Administration of Medication. Students need to be fever-free for 24 hours without fever reducing medications before returning to school. Please see section Illness and Administration of Medication above for more detailed information about our illness and exclusion policy.



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If a student is injured on campus, the supervising teacher will fill out an accident report form and submit it to the office with a copy for the parents and a copy for the student's file. Parents or guardians will be notified immediately.

In compliance with State regulations, the school will complete and submit an Online Injury Report to the Division of Early Care and Learning within 24 hours of any incident occurring when a child in the Kinderhaus, while in the care of the school, has received emergency medical attention or has been hospitalized.

## Emergency Response

Teachers and Staff at WSRF practice fire drill, lockout, lockdown, active shooter on premises, shelter-in-place and evacuation procedures on a regular basis.

Should evacuation off campus be required, buses and staff vehicles will be utilized to move students to a pre-determined location. If up-valley, Eagle County Building parking lot at Crown Mountain Park. If down valley, to RFTA parking lot at Catherine Store.

School personnel will call parents to inform them of any incident and the location of their children. If service allows, text messages will be first sent, followed by phone calls.

In the event of a lost child, parents and the police will be called after every effort to find the child has been made. The faculty/staff will alert the office and will be positioned near the wetlands and the Frontage Road to watch for the child.

## Transportation

Teachers may plan field trips to compliment the Waldorf curriculum. Qualified drivers provide transportation using the school's bus or van. All drivers transporting students to school-sponsored events, must complete a background check through our human resources department and present a current and valid driver's license.

## Field Trips

WSRF might plan an occasional field trip which requires parental permission in order for your child to participate. For each field trip to include nearby walking field trips, and special activities, a separate parental permission slip form will need to be signed. During all field trips and special activities, WSRF will ensure that each group of children has a qualified early childhood teacher accompanying them and we will ensure proper staff-to-child ratios are maintained at all times. Attendance will be verified on a regular basis.

Children attending a class that does not have direct access to the playground will be accompanied by a qualified early childhood teacher to and from the playground. We will ensure proper staff-to-child ratios are maintained at all times.

## Transportation Safety

Each child being transported to a WSRF event must be in his/her own seat belt. This applies to school vans. School buses are exempt from the seat belt requirement, however, WSRF





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requires that seat belts are being used in any school bus that is so equipped. There is never any double buckling.

A visual inspection is being made of all children to ensure that all seat belts are safely buckled in. All children transported must be in seats or seat belts in compliance with the State of Colorado Child Passenger Safety Law.

The required teacher-child ratio is maintained at all times.

## **Release**

Only parents and people with proper authorization will be permitted to pick up children. It is important that parents list all those authorized on the registration forms. The Kinderhaus teachers and assistant teachers will not release any child without verifying that the person picking up the child is authorized to do so.

## **Children Not Picked Up**

Children that have not been picked up by 12:45 p.m. will be brought to the office and the parents or guardians called.

Children enrolled in the Afternoon Program that have not been picked up by 3:15 p.m., or 2:30 p.m. on Wednesday, will automatically be brought to the Afterschool Program. The family will be billed for use of the Afterschool Program that day.

If a child is not being picked up by 5:00 p.m. on M, T, Th, F, the teacher will call the parents or guardians and all other people authorized to pick up the child.

If the child is not being picked up 30 minutes after the end of the school day (5:30 p.m. on M, T, Th, F and 6:00 p.m. on W), the teacher will call the administrator, child protective services and/or law enforcement.

No child will be left on the premises.

## **Late Arrivals**

When a child arrives late to school and his/her is on a field trip or on a walk, the child's parent or guardian is required to supervise the child until the class arrives or they join up with the class. Punctuality and regular attendance are important for your child's success in transitioning into the classroom environment. Punctual arrivals also create less disruption to the classroom environment. Consistent late arrivals may result in the parents being asked to attend a meeting with the teachers and/or administration and if late arrivals continue, the child might be put on a trial period.

## **Medication Storage and Administration**

Medications authorized by a student's doctor may be dispensed by personnel certified in the Administration of Medication only when the following requirements are met:

1. Medication shall be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, possible side effects, how often it is to be administered, and name of the prescribing health care practitioner shall be printed on the container.



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2. The school shall have received written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law.
3. A registered nurse shall have trained and delegated the task of administering such medication to school personnel in accordance with Colorado's Nurse Practice Act.
4. The school shall have received written permission from the student's parent/guardian to administer the medication to the student.
5. The parent/guardian shall be responsible for providing all medication to be administered to the student and for notifying WSRF of any changes to medications during the school year.

All medication will be stored in a place inaccessible to children at all times. If a medication is expired or left over, those medications will be given back to the parents or guardians; if the parents or guardians cannot be reached, the left over medication will be properly disposed of.

## **Children's Personal Belongings**

The children's belongings are being kept in their cubbies. We ask to keep toys and treasures from home, including money, at home. Often they get lost or broken or create hurt feelings. If a toy does make its way to school, it will be kept in the teacher's safe keeping until it can be returned to the parent.

## **Meals and Snacks**

We prepare and serve a nutritious, wholesome meal between 9:30 a.m. - 10:00 a.m. It includes items such as brown rice, oatmeal, millet, vegetable soup, freshly baked bread. Parents provide their children's lunches which is served at noon. If a child should not have a lunch, we will provide a supplement meal for that day in accordance with the USDA child and adult care food program meal pattern requirements.

## **Toilet Training**

Children need to be toilet trained to be admitted to the preschool or kindergarten classes. Teachers support each child in becoming fully independent.

Children attending a class that has the toilet facilities outside the classroom will be accompanied by a qualified early childhood teacher to and from the toilet facilities and supervised at all times. Appropriate staff-to-child ratios will be maintained at all times.

We will not attempt to toilet train a child in our toddler class, until the child is able to verbalize or otherwise indicate need, can help manage their own clothing, and is able to access the toileting facilities. We respect and support each child's needs and abilities.

We require that all children have a change of clothing at school, including undergarments, available on a daily basis in case of accidents.



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## **Kinderhaus Visitors**

Visitors to the Kinderhaus are to go through the main office to sign in and out.

## **Parent-Teacher Conferences**

We rely on close contact with parents concerning each child's progress. Conferences between the teacher and parents occur in the fall and in the spring. Attendance at these meetings is strongly suggested and make up meetings will not be scheduled unless there is a family emergency, illness, or natural disaster.

## **Kinderhaus Facility Complaints**

To file a formal complaint about the Kinderhaus facility, please contact the Colorado Department of Child Care Services, 1575 Sherman Street, Denver CO 80203 or call 1-800-799-5876.

## **Child Abuse and Neglect**

As required by law, any suspected case of child abuse or neglect will be reported to the Garfield County of Social Services. The Child Abuse Hotline number is 970-945-9193. You can also report in writing or in person at 195 West 14<sup>th</sup> Street, Rifle, CO 81650. You can also call the Colorado Child Abuse and Neglect Hotline at 1-844-CO-4-KIDS (1-844-264-5437).

## **Withdrawal from Kinderhaus**

Children thrive with a predictable, continuous rhythm of life. WSRF therefore offers enrollment contracts for the whole school year.

Please also refer to the Terms and Conditions in the Tuition Agreement as outlined in the enrollment registration in FACTS.

## **Suspension**

Our teachers are well trained to identify the social, emotional and developmental needs of each child. If a child exhibits needs that require additional attention, teachers will work closely with the child's parents or guardians and with Care Group to develop appropriate strategies.

However, if all resources have been exhausted, childcare services may be withdrawn by the school in cases where a child's (or children's) safety, health and/or well-being are deemed to be in jeopardy. Parents and/or guardians will be given sufficient notice based on the immediacy of the circumstances and meetings will be scheduled to discuss the situation, and seek restorative measure or consequences with the appropriate staff members.

## **Enrollment Policy for students who have engaged with the State of Colorado Early Intervention services**

Currently, the Early Childhood program at WSRF is able to provide support for mild to moderate educational needs. For students who have engaged with the State of Colorado Early Intervention program, we ask for an assessment through the Roaring Fork School District prior to the student's third birthday. Our Student Support committee, together with the class teacher, will review and discuss the school district assessment results and will evaluate all of the factors that will best support the student. If it is determined that the student's needs exceed our ability at school to provide support, we will not extend enrollment beyond the student's third birthday.



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## Protocol for Biting

Biting is a common behavior among children up to three years of age. By understanding the developmental stages of children and the individual needs of the children in our care, we can prevent many biting behaviors by developing nurturing relationships and considering environmental influences on behaviors; for example, establishing a predictable daily routine, modeling how to navigate transitions, narrating feelings, and discussing the impact that our behavior has on others. We also know that even with knowledge of child

development and the unique needs of individual children, many factors can contribute to biting behavior and we may not be able to prevent all occurrences.

\* 3 instances of biting can begin to be considered a pattern

In some cases, it may be in a child's best interest to take a break from the school environment in order to provide time and space for a biting phase to abate. When this occurs, the break should allow sufficient time for developmental progression; in toddlers, this can range from 2 - 6 months. During this time, it's recommended that parents and caregivers calmly and firmly correct any biting behavior that may be observed at home. This can sound like: 'No biting/ Biting hurts/Teeth are only for food'.

If three instances of biting are reported within a period of two months, the class teacher will meet together with the child's parents and Care Group to determine the best way forward; agreed-upon approaches may include that the child take a break from school.

## School and Child Care Illness Policy General Exclusion Requirements

Children and staff must be excluded from schools and child care facilities when they have certain symptoms of illness, including if they are unable to participate or perform the functions required for their position.

A "child" means any child enrolled in the child care program or a student at a school.

A "staff member or staff" means any person working or volunteering to perform duties in a child care facility or school.

Symptoms that require exclusion are listed in the attached document, How Sick is Too Sick? When Children and Staff Should Stay Home from Child Care (How Sick is Too Sick). The Colorado Department of Public Health and Environment's Infectious Diseases in Child Care and School Settings (Infectious Disease Guide) will be used to determine exclusion for symptoms of illness not included in How Sick is Too Sick.

**Excluding Children** Staff are responsible for observing children at drop off and throughout the day for signs of illness. If a child arrives at the facility or school with signs of illness that require exclusion they may not be accepted. If a child develops symptoms of illness that require exclusion during the time of care, the parent/guardian will be contacted to pick up the child. The child will be provided with a place to rest which is separate from the other children until the parent/guardian arrives. The child may return to child care or school based on the requirements in How Sick is Too Sick, the Infectious Disease Guide, or as directed by their health care provider or public health professional. Information will be recorded on an illness log when children are sent home due to symptoms of illness that require exclusion. All items used to care for the child (cot, bedding etc.) will be cleaned and sanitized or cleaned and disinfected if



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contaminated by body fluids after the child leaves the child care or school. The date and time when the child returns to the child care facility or school will be recorded on the illness log.

**Excluding Staff** The person in charge of staff is responsible for observing the staff for signs of illness throughout the day. Staff members have the responsibility of reporting, to the person in charge, any signs of infection or illness that may pose a hazard to the health of children and other staff. If a staff member is not well enough to work they may return based on the requirements in How Sick is Too Sick, the Infectious Disease Guide, or as directed by their health care provider or public health professional.

**Outbreaks** When a school or child care facility has a child or staff member with an illness that is required to be reported to the health department, the health department will be contacted immediately. Outbreaks of illness must also be reported to the health department when there is a larger number than normal of children or staff ill with the same symptoms. For example, above normal seasonal absenteeism for a school or child care facility would be concerning and the health department will be contacted. The health department will also be contacted when there are two or more people that do not live together who are ill with symptoms including vomiting, diarrhea, or jaundice. Food Handling Staff Exclusion Requirements Special attention will be given to staff members that handle food because many illnesses can be spread through food from an infected person. Food handling activities include preparation of any food (i.e. washing, cutting, cooking, and portioning), the mixing and feeding of bottles, and feeding infants and toddler's solid foods. Food handling staff must notify the person in charge:

1. If they exhibit any of the following symptoms:
  - a. Vomiting;
  - b. Diarrhea;
  - c. Jaundice;
  - d. Sore throat with fever; or
  - e. Any open or draining wound that is not covered with a water proof bandage and is:
    - i. On the hands or wrists\*;
    - ii. On any exposed portions of the arms; or
    - iii. On other parts of the body.

\* In addition to water-proof bandages covering wounds on hands and wrists, single service gloves must be worn at all times when handling food.

2. Has an illness diagnosed by a health care provider due to:
  - a. Norovirus
  - b. Hepatitis A virus
  - c. Shigella
  - d. Shiga Toxin Producing Escherichia Coli (e-coli)
  - e. Typhoid fever (caused by Salmonella Typhi) or
  - f. Salmonella

3. Has been exposed to, or is the suspected source of, a confirmed disease outbreak or living in the same household as someone who works or attends a setting where there is a confirmed outbreak. Staff will be allowed to return to work based on requirements in How Sick is Too Sick, the Infectious Disease Guide, as directed by the health department, or as directed by a health care provider, or public health professional.





# How Sick is Too Sick?

## When Children and Staff Should Stay Home from School or Child Care

Evaluation of a sick child must consider which diseases are currently circulating among students, staff, and the community. Known exposure to cases or an outbreak of a contagious disease (including but not limited to those listed here), even without a confirmed diagnosis, may necessitate more stringent return to school requirements.

During Colorado's ongoing response to the COVID-19 pandemic, children and staff who have symptoms consistent with COVID-19 should receive testing, and follow the [COVID-19 isolation guidance](#) until testing is completed or if they test positive. If the individual tests negative for COVID-19, the individual should then follow the recommendations for their disease or symptoms using the below guidance.

There are four main reasons to keep children and adults at home:

1. The child or staff is at risk of infecting others with COVID-19 or another contagious illness, either because of symptoms or recent close contact.
2. The child or staff member does not feel well enough to take part in usual activities. For example, a child is overly tired, fussy or will not stop crying.
3. A child needs more care than teachers and staff can give while still caring for the other children.
4. The child or staff member has symptoms or an illness is on this list, and staying home is required.

| Guidance for COVID-19 Symptoms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Child or staff member must stay home?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>COVID-19 symptoms which must be fully resolved before a child or staff member returns to school</b></p> <ul style="list-style-type: none"> <li>• <b>Feeling Feverish, having chills or Fever</b><br/>(Temperature of 100.4° F or greater. Babies who are 4 months or younger need to see a doctor right away for a fever of 100° F or higher)</li> <li>• <b>Shortness of breath or difficulty breathing</b></li> <li>• <b>Nausea, Vomiting/Throwing Up</b></li> <li>• <b>Diarrhea</b><br/>(Frequent, loose, or watery stools (poop) compared to normal ones that are not caused by food or medicine)</li> <li>• <b>Cough*</b></li> </ul> | <p><b>Yes</b> - These symptoms are often present in individuals with COVID-19 and other contagious infectious disease, and a person with any of these symptoms (whether new or worsening from baseline) should first receive a diagnostic test for COVID-19.</p> <p><b>When to seek emergency medical attention</b></p> <ul style="list-style-type: none"> <li>• <b>Trouble breathing</b></li> <li>• <b>Persistent pain or pressure in the chest</b></li> <li>• <b>New confusion</b></li> <li>• <b>Inability to wake or stay awake</b></li> <li>• <b>Pale, gray, or blue-colored skin, lips or nail beds, depending on skin tone</b></li> </ul> <p>These are not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you. Call 911 or call ahead to your local emergency facility. Notify the operator that you are seeking care for someone who has or may have COVID-19.</p> <p>If all symptoms are consistent with the usual symptoms of a known chronic condition and the child is otherwise well enough to return to school, no further evaluation is necessary.</p> <p>If the test is positive, or the individual has not yet been tested, the individual should follow CDPHE's isolation guidance, <a href="https://covid19.colorado.gov/isolation-and-quarantine">https://covid19.colorado.gov/isolation-and-quarantine</a>. Further guidance for the school or child care can be found at <a href="https://covid19.colorado.gov/practical-guide-for-operationalizing-cdc-school-guidance">https://covid19.colorado.gov/practical-guide-for-operationalizing-cdc-school-guidance</a>.</p> <p>If the test is negative AND the symptoms are explained by a specific illness other than COVID-19, then the child or staff can return to school or child care following exclusion guidelines for that illness.</p> <p>If the test is negative and the illness is not explained by a new illness or a known chronic condition, the ill individual should still stay home until symptoms have been resolved for at least 24 hours without medication.</p> <p>*Students and staff may return if the cough is not fully resolved following discussion with a care provider.</p> |
| <p><b>COVID-19 symptoms which must be improving before a child or staff member returns to school or child care</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Yes</b> - These symptoms are often present in individuals with COVID-19, and a person with any of these symptoms (whether new or worsening from baseline) should receive a diagnostic test for COVID-19. If all symptoms are consistent with the usual symptoms of a known chronic condition and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |







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| <ul style="list-style-type: none"> <li>● Sore throat</li> <li>● Runny nose or congestion</li> <li>● Muscle or body aches</li> <li>● Headache</li> <li>● Fatigue</li> <li>● New Loss of Taste or Smell**</li> </ul> | <p>the child is otherwise well enough to return to school, no further evaluation is necessary.</p> <p>If the diagnostic COVID test is positive, or the individual has not yet been tested, the individual should follow CDPHE's isolation guidance, <a href="https://covid19.colorado.gov/isolation-and-quarantine">https://covid19.colorado.gov/isolation-and-quarantine</a>. Further guidance can be found at <a href="https://covid19.colorado.gov/practical-guide-for-operationalizing-cdc-school-guidance">https://covid19.colorado.gov/practical-guide-for-operationalizing-cdc-school-guidance</a>.</p> <p>If the diagnostic test is negative and the symptoms are explained by a specific illness other than COVID-19, then the child or staff can return to school or child care following exclusion guidelines for that illness.</p> <p>If the COVID test is negative and the illness is <b>not</b> explained by a new illness or a known chronic condition, the ill individual may return to school as long as all symptoms are improving and cough, shortness of breath, fever, diarrhea and vomiting have fully resolved.</p> <p>**Loss of taste or smell can persist for weeks or months. This condition does not need to be resolved or improving before an individual returns to school or care.</p> |
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| Guidance for Symptoms Not Due to a Specific Disease, Following a Negative COVID Test                                                                                       | Child or staff must stay home?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Diarrhea</b><br/>Frequent, loose, or watery stools (poop) compared to normal ones that are not caused by food or medicine.</p>                                       | <p><b>Yes</b> - Unless the diarrhea is related to an existing chronic condition, is explained by a diagnosed condition not requiring the person to stay home, or is consistent with the person's baseline.</p> <p>The child or staff member may return to school or child care 24 hours after their last episode of diarrhea unless the diarrhea is caused by an illness that requires them to stay home longer. If the diarrhea is explained by a specific illness, then the child or staff can return to school or child care following exclusion guidelines for that illness.</p>                              |
| <p><b>Fever</b><br/>Fever is a temperature of 100.4° F or greater. Babies who are 4 months or younger need to see a doctor right away for a fever of 100° F or higher.</p> | <p><b>Yes</b> - The child or staff member may return to school or child care if the fever has been resolved for 24 hours without fever reducing medications unless the fever is caused by an illness that requires them to stay home longer. If the fever is explained by a specific illness COVID-19, then the child or staff can return to school or child care following exclusion guidelines for that illness.</p>                                                                                                                                                                                            |
| <p><b>Flu-like Symptoms</b><br/>Fever<br/>Sore throat<br/>Runny nose or congestion</p>                                                                                     | <p><b>Yes</b> - Children and staff may return to school or child care as long as they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms are improving, unless the symptoms are caused by an illness that requires them to stay home longer. If the symptoms can be explained by a specific illness, then follow the exclusion guidelines for that illness.</p> <p>In consultation with a healthcare provider, additional evaluation for flu-like illnesses, sore throat, and upper respiratory symptoms may be appropriate, including evaluation for strep throat.</p> |
| <p><b>Vomiting/Throwing Up</b></p>                                                                                                                                         | <p><b>Yes</b> - Unless the vomiting is related to an existing chronic condition or is explained by a diagnosed condition not requiring the person to stay home. If the vomiting is unexplained and inconsistent with the person's baseline state of health, the child or staff member may return 24 hours after their last episode of vomiting. If the vomiting can be explained by a specific illness, then follow the exclusion guidelines for that illness.</p> <p><b>If a child with a recent head injury vomits, seek medical attention.</b></p>                                                             |





| Guidance for Specific Diagnosed Illnesses                                                     | Child or staff must stay home?                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Chicken Pox</b>                                                                            | <b>Yes</b> - until the blisters have dried and crusted (usually 6 days), or in immunized people without crusting, until no lesions within 24 hour period.                                                                                                                                                                                                                                                |
| <b>Conjunctivitis (pink eye)</b><br>Pink color of eye and thick yellow/green discharge        | <b>No</b> - children and adults do not need to stay home unless they have a fever or are not able to participate in usual activities. Call your doctor for advice and possible treatment.                                                                                                                                                                                                                |
| <b>COVID-19</b> (clinical diagnosis, symptoms without testing, or a positive diagnostic test) | <b>Yes</b> - children and staff who have suspected COVID-19 or who have been diagnosed with COVID-19 must be excluded and follow CDPHE's <a href="#">isolation guidance</a> .<br>Guidance for schools and child care settings can be found here: <a href="https://covid19.colorado.gov/cases-and-outbreaks-child-care-schools">https://covid19.colorado.gov/cases-and-outbreaks-child-care-schools</a> . |
| <b>Fifth's Disease</b> (parvovirus)                                                           | <b>No</b> - the illness is no longer contagious once the rash appears.                                                                                                                                                                                                                                                                                                                                   |
| <b>Hand Foot and Mouth Disease</b> (Coxsackie virus)                                          | <b>No</b> - unless the child or adult has mouth sores, has uncontrollable drooling or is not able to take part in usual activities.                                                                                                                                                                                                                                                                      |
| <b>Head Lice or Scabies</b>                                                                   | <b>Yes</b> - children may stay at school or child care until the end of the day but cannot return until after they have had the first treatment.                                                                                                                                                                                                                                                         |
| <b>Hepatitis A, Salmonella, Shigella, or Shiga-toxin Producing E. coli</b>                    | <b>Yes</b> - children and staff may return to school or child care when cleared by the health department.                                                                                                                                                                                                                                                                                                |
| <b>Herpes</b>                                                                                 | <b>No</b> - unless there are open sores that cannot be covered or there is uncontrollable drooling.                                                                                                                                                                                                                                                                                                      |
| <b>Impetigo</b>                                                                               | <b>Yes</b> - children and adults need to stay home until 24 hours after antibiotic treatment has started.                                                                                                                                                                                                                                                                                                |
| <b>Ringworm</b>                                                                               | <b>Yes</b> - children may stay at school or child care until the end of the day but cannot return until after they have had the first treatment. Keep the area covered for the first 3 days if participating in activities with person to person contact.                                                                                                                                                |
| <b>Roseola</b>                                                                                | <b>No</b> - unless there is a fever or behavior changes.                                                                                                                                                                                                                                                                                                                                                 |
| <b>Influenza</b>                                                                              | <b>Yes</b> - Children and staff should remain out of school or child care until they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms have been improving for 24 hours.                                                                                                                                                                                      |
| <b>Croup, RSV (Respiratory)</b>                                                               | <b>No</b> - It is recommended that children and staff remain out of school or                                                                                                                                                                                                                                                                                                                            |







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| Syncytial Virus)                                                                                               | child care until they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms have been improving for 24 hours.                      |
| <b>Strep Throat</b>                                                                                            | <b>Yes</b> - for 12 hours after starting antibiotics unless the doctor says that it is okay to return to school sooner.                                                   |
| <b>Other Vaccine Preventable Diseases</b> Measles, Mumps, Rubella (German Measles), Pertussis (Whooping Cough) | <b>Yes</b> - Children and staff can return to school once they are no longer contagious (see Infectious Disease Guidelines). Public health consultation may be necessary. |
| <b>Yeast Infections</b><br>Thrush or Candida diaper rash                                                       | <b>No</b> - follow good hand washing and hygiene practices.                                                                                                               |
| <b>Other</b><br>Symptoms or illnesses not listed                                                               | Contact the child care center director or school health staff to see if the child or staff member needs to stay home (see Infectious Disease Guidelines).                 |

**This document was developed in collaboration with pediatricians, medical epidemiologists and public health professionals.**

The information presented is intended for educational purposes only. It is not intended to take the place of your personal doctor's advice and is not intended to diagnose, treat, cure or prevent any disease. The information should not be used in place of a visit, call or consultation or advice of your doctor or other health care provider.

**References**

American Academy of Pediatrics. *Managing Infectious Diseases in Child Care and Schools: A Quick Reference Guide*. Aronson SS, Shope TR, eds. 5th ed. Itasca, IL: American Academy of Pediatrics; 2020.20.  
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