



Parent Handbook 2017-2018

Founded on Rudolf Steiner's humanitarian curriculum, The Denver Waldorf School awakens and inspires students' critical thinking, emotional intelligence, and artistic expression, preparing them to bring relevant contributions to the world.

Welcome to The Denver Waldorf School

The faculty and staff of The Denver Waldorf School extend a sincere welcome to you and your family. We look forward to working with you in partnership in educating the children.

As you read through this handbook, please note there is a list on the last page of the handbook of relevant faculty and staff members and their contact information should you need further information, have questions, comments, or concerns.

Mission Statement

Founded on Rudolf Steiner's humanitarian curriculum, The Denver Waldorf School awakens and inspires students' critical thinking, emotional intelligence, and artistic expression, preparing them to bring relevant contributions to the world.

Values Statement

The Denver Waldorf School values the development of the whole human being and provides educational opportunities through the understanding of Rudolf Steiner's humanitarian curriculum. This curriculum is informed by the spiritual philosophy of Anthroposophy (a *philosophy* of human wisdom), and encourages the practice of engaging the thinking, feeling, and willing aspects of the human being. Creativity and artistic expression are integrated throughout the curriculum. At The Denver Waldorf School education is a lifelong process for students, parents, faculty and staff alike. Our values fall into the domains of Truth, Beauty, and Goodness; Social Renewal; and Organizational Integrity.

Truth, Beauty and Goodness encompasses a collection of values that foster a healthy emotional and intellectual life:

- Educating the whole human being
- Analytical, creative and flexible thinking
- Vigorous academics
- Comprehensive artistic experiences
- Kindness and compassion
- Gratitude and reverence
- Humor and play
- Wonder and innocence

Social Renewal manifests itself through our actions. Waldorf education provides a healing element to the world through:

- Service to others
- Stewardship of earth and healthy living
- Working in partnership with greater community
- Valuing inclusiveness and diversity
- Recognizing and having an interest in others

Organizational Integrity requires us to be thoughtful in the way we organize and run our school:

- Transparent processes
- Decision-making by consensus
- Commitment to consensual decisions
- Governing bodies, mandated committees, and volunteers working in partnership
- Professionalism and collegiality
- Ongoing community education and communication

Vision Statement

We strive to provide a learning environment that fosters the development of the whole human being.

To further this vision we aim for the following things:

- 1) A beautiful, welcoming campus reflective of our unique curriculum
- 2) Full enrollment with increased student and faculty/staff diversity
- 3) Abundant resources, including economic resources, community partnerships, and volunteer availability
- 4) Being ambassadors for Waldorf education both in Denver and in the larger world, having recognition as a community partner, and showing commitment to environmental sustainability and social renewal.

The Denver Waldorf School Governance and Administration

The Administration

The Administrative Staff provides the infrastructure and logistical support for the activities of the school. The Administrative Director is ultimately accountable for the smooth operation of the school in the areas of finance, enrollment, development, and general operations including building safety and maintenance. The Pedagogical Director is accountable for the curricular aspects of the school including programs, faculty, and accreditation. The Directors and support staff of administration each play a role in the coordination of these areas. If you have any questions and are not sure who to contact, please call the Main Office Manager to be connected with the proper person.

The College of Teachers

The primary purpose of The College of Teachers is to work with the meditative content given to teachers by Rudolf Steiner. The College is accountable for the pedagogical life of the school, including hiring and evaluation of teachers and curriculum. From this work come practical tasks, referred by committees and/or individuals. For a teacher or staff member to join the College, it is necessary to have been a faculty or staff member for at least one year; to recognize Anthroposophy as the guiding impulse of the school and of one's own inner work; to commit to work at The Denver Waldorf School for the foreseeable future; to be able to work with one's colleagues; to attend the weekly Pedagogical Meetings; and to be ready and willing to take on the responsibility for the school. The College meets weekly on Wednesday afternoons during the school year.

The Board of Trustees

As a not-for-profit corporation, The Denver Waldorf School Association has a Board of Trustees that is legally responsible for the financial and legal well-being of the school. The Board of Trustees, made up of teachers, parents, and community members is responsible for the strategic direction of the business aspects of the school. The Board ensures proper legal counsel and insurance, approves the annual operating budget and tuition levels, including tuition adjustment; and is responsible for the purchase and maintenance of school property. The Board of Trustees includes up to eighteen members who are approved by the membership of The Denver Waldorf School Association. Two members, including the Pedagogical Director, represent the College of Teachers, and the other members are selected by the Board of Trustees from the membership of the association or from the community at large. The Administrative Director is also a voting member of the Board. There are three *ex officio* members this year; the Business Director, the Enrollment Director, and the Development Director, plus a recording secretary. The Board meets monthly. Agenda items are submitted to the co-chairs at least ten days prior to each meeting.

Decision Making

The Denver Waldorf School uses a consensus decision making process in the areas of school governance including within committees, The College of Teachers, task forces, and The Board of Trustees. The Administrative Director, The Board, and The College have ultimate decision making authority in some areas, but are expected to use and practice consensus decision making whenever feasible.

The Leadership Team

The Leadership Team, comprised of the Administrative Director and the chairs of the College, Board, and Faculty, meets bi-weekly. The group's major responsibility is to act as a conduit of information among the governing bodies and to recommend action in. As the leadership team members meet and work together they balance responding to urgent needs and overseeing the strategic plan for the future.

Board Mandated Committees

The following is a list of Board mandated committees: Board Development, Building and Grounds, Development, Diversity/Inclusivity, Marketing, Finance, Human Resources, Parent Council, and Strategic Planning.

These committees carry specific responsibilities within the school. Some committees are mandated committees and are accountable to The College of Teachers and The Board of Trustees. These committees include at least one representative from the parent body, one from The College of Teachers, one from The Board of Trustees, and one from administration.

The faculty, staff, and volunteer members of the various committees are available to answer your questions, to listen to what you have to say, and to invite your participation. Please contact them by phone, in person, or in writing. If you wish to join a committee, please contact the Administrative Director.

General Information (A-Z)

Attendance

For the safety of the children it is necessary that they all be accounted for throughout the school day.

Planned absences are highly discouraged. Your student's presence in class is critical to learning. Sometimes students are ill or some type of emergency arises and they must miss class. However, we ask that parents make their student's attendance and timely arrival to school a priority and plan outside activities around class times. For example, please schedule doctor and dentist appointments or special trips around school time. Class time simply goes more smoothly and works better for the whole class when everyone is present.

Tardiness, likewise, is highly discouraged. When a student arrives late, he or she is being asked to jump onto a moving train. Lateness puts the student at a disadvantage and interrupts the class and the teacher. Every effort should be made to have your child arrive at school on time.

Pre-Kindergarten & Kindergarten: The school day begins at 8:30am. If your child will be absent or late, please leave a message with your child's teacher. If you know in advance that your child must miss school, please inform his or her teacher. Please look for communication from the teachers or consult the Early Childhood Parent Handbook regarding their preferred method of contact.

If you must pick up your student(s) during the day prior to dismissal, a parent, guardian or designated pick-up person must sign the student out in the classroom attendance book.

Grades 1 - 8: The school day begins at 8:25am. If your child will be absent or later than 9am., please call the school's Main Office **before 9am.** Students in grades 1 – 8 who arrive after 8:25am must check in at the Main Office and obtain a late slip before joining the class. If a student is absent and we have not heard from a parent or guardian, we will contact the parents/guardians.

If you know in advance that your child must miss school, please inform his or her teacher as well as the Main Office. The student is responsible for getting any assignments from the teacher before a planned absence and making up any missed work immediately. Being absent from class is not an excuse for missing work.

If you must pick up your student(s) during the day prior to dismissal, a parent, guardian or designated pick-up person must sign the student out at the Main Office. Children in grade 8 and younger may not sign themselves out.

High School: The school day begins at 8:15. If your child will be absent or later than 8:15am, please call the school's Main Office **before 8:15am.** Students who arrive after 8:15am must check in at the Main Office and obtain a late slip before joining the class. If a student is absent and we have not heard from a parent or guardian, we will contact the parents/guardians.

If you know in advance that your child must miss school, please inform his or her teacher as well as the Main Office. The student is responsible for getting any assignments from the teacher before a planned absence and making up any missed work immediately. Being absent from class is not an excuse for missing work.

If you must pick up your student(s) during the day prior to dismissal, a parent, guardian or designated pick-up person must sign the student out at the Main Office. Students in grades 9-12 may also sign *themselves* out at the Main Office, *if* a parent or guardian has informed the Main Office prior to the student coming to the Main Office. Parents and guardians are encouraged to notify the Main Office with as much advanced notice as possible, but may also call the day of to authorize their student's early release. Students may not sign themselves out without permission from a parent or guardian.

Allergy Aware

At The Denver Waldorf School, we are not "peanut free" or nut free as we can never guarantee that a child will not encounter a peanut, peanut products, or other nuts during the school day, however we ask that all community members remain "allergy aware." Some of our classrooms require no peanut or other nut products in lunches and snacks because a child in that class is severely allergic to nuts. In addition, we ask that no peanuts, nuts or nut products be brought to potlucks or other all-school events. Some classrooms may have other restrictions based on the allergies of the students in the class. Parents/guardians have the opportunity to detail their child(ren)'s allergies on the back-to-school forms. Follow up with our nurse consultant will be needed to ensure we can address any needs related to allergies at school.

Asbestos Management

The Denver Waldorf School purchased the building from Denver Christian Schools in 2014. Denver Christian Schools actively monitored the building at 2100 S. Pennsylvania Street for asbestos since 1988, conducting three-year inspections and fully complying with asbestos management requirements.

Prior to occupying the building, a full environmental inspection through Bion Environmental Technologies was conducted. The results of this work established the basis for our plans to remove asbestos as directed. Our work brings us into compliance with the Federal 1986 Asbestos Hazard Emergency Response Act. The Denver Waldorf School will use this information as we continue building modifications and construction aligned with the campus master plan.

The results of inspections and evaluations have been summarized in an asbestos management plan for the school. The plan is on file in the Facilities Manager's office. You are welcome to review our asbestos management plan at any time during regular business hours. If you desire additional information, please contact the Administrative Director.

Back-to-School Forms

It is important that the school have current contact information for all parents or guardians and student medical information on the first day of school. Forms are sent through email at the beginning of August. Students will not be able to join their class the first day of school without complete forms on file.

Billing Policies

Tuition is billed quarterly and monthly by SMART Tuition Services. Tuition payments are payable to SMART Tuition Services. Several payment options are available through SMART.

One and two payment plans are billed directly by and payable to The Denver Waldorf School. The Denver Waldorf School accepts payments in the form of cash and check only.

Additional Fees, such as fees for extracurricular sports, clubs, extra academic or music support, or After Care, are billed directly by and payable to The Denver Waldorf School.

Both SMART and DWS statements are mailed around the middle of the month. Payments are due by the due date detailed on your statement. Late charges may be assessed for payments not received by the due date.

The Denver Waldorf School has a collections policy that will be followed in the event of non-payment of tuition and fees.

Biking to School

Bike racks are available on campus for families who wish to ride their bikes to school. Please be sure bikes are locked as the school is not liable for stolen or damaged bicycles.

Building Access

On school days, the following schedule details how to get into the building:

The main entrance is staffed between 8:00 am and 3:45pm.

Before 8am, the Before Care entrance (off the Play Field) is the only available entrance. Pre-K, kindergarten and high school students as well as parents may enter through this door. Grades 1-8 students must stay on the field until the bell rings at 8:25am. In the case of inclement weather, students in grades 1-8 will be supervised inside.

After 3:45 pm, the After Care entrance is the only available entrance. Access the After Care entrance through the alley off of the north end of the parking lot. Follow signs and ring bell for entry.

The athletic entrance is north of the main entrance on the west side of the school. This is the only entrance available for athletic events.

Camp communication will detail how to get into the building.

During school breaks, the main entrance is not staffed consistently. Arrangements need to be made with a school employee to get into the building.

Carpools

We encourage carpooling whenever possible. The school works with *WayToGo.org*, an online carpool arranging service of the Denver Regional Council of Governments. Their matching service is provided free of charge. See the form provided in the Back-to-School email or contact the Main Office Manager for a copy.

Contact Information

For your child’s safety and security, please be sure the Main Office has accurate contact information. The office should have current address and home and work phone numbers for all parents/guardians, as well as one or two other contacts in case parents/guardians cannot be reached. *If your contact information changes, please advise the Registrar.*

Drop-Off / Pick-Up

Please make your plans for drop-off and pick-up based on the needs of your **youngest child first**.

Age of Student	Drop-Off Location
Starflower Nursery	Park in front of school on 6 th Avenue or on Adams Street Enter school through main entrance of church, walk to classroom to sign in your child. Absolutely no parking in alley or behind church.
Pre-Kindergarten & Kindergarten	Between 7:30am and 8am – park in family and visitor areas of the parking lot, enter through the Play Field entrance; sign in your child in the classroom. 8am – park in Family & Visitor areas of parking lot, enter through Main Entrance to classroom to sign in your child at the classroom.
Grades 1–8	Beginning at 7:30am – park or drop off on Pearl Street or Warren Avenue (on the SCHOOL SIDE of the street ONLY). Enter school grounds through gates on Pearl Street or Warren Avenue Students gather on Play Field for supervised play until school begins.

High School	<p>Parent/Guardian Drivers: Park or drop off on Pearl Street or Warren Avenue (on the SCHOOL SIDE of the street ONLY).</p> <p>Student Drivers: Park in designated high school area of the parking lot.</p> <p>Before 8am – Enter school through Play Field entrance</p> <p>Main entrance opens at 8am.</p> <p>Students may respectfully use available classrooms and the computer lab before classes begin at 8:15am. The School Store is often open for the sale of hot drinks, snacks, and school supplies. The gym is only open when a teacher is available to supervise.</p>
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Age of Student	Pick-Up Location
Starflower	<p>Park in front of school on 6th Avenue or on Adams Street</p> <p>Enter school through main entrance of church, walk to classroom to sign out your child.</p> <p>Absolutely no parking in alley or behind church.</p>
Pre-Kindergarten & Kindergarten	<p>Park in parking lot, enter school through Main Entrance, and sign out your child in ECE playground or classroom.</p> <p>Students who remain on the playground after the school day will be checked in to After Care. Pick up your child promptly to avoid being charged.</p>
Grades 1 – 5	<p>Park on Pearl Street (on the SCHOOL SIDE of the street ONLY). Students will be with teachers on the Play Field.</p> <p>Students who remain on the Play Field after the school day will be checked in to After Care. Pick up your child promptly to avoid being charged.</p>
Grades 6 – 8	<p>Park on Warren Avenue (on the SCHOOL SIDE of the street ONLY). Students will be with teachers on the Play Field.</p> <p>Students who remain on the playground after the school day will be checked in to After Care. Pick up your child promptly to avoid being charged.</p>

High School	<p>Parent/Guardian Drivers: Park on Warren Avenue (on the SCHOOL SIDE of the street ONLY).</p> <p>Student Drivers: Please be conscientious of the pick-up rhythm around the school and be aware of children in the parking lot.</p> <p>High school students may stay on campus in designated areas of the building until 5pm on school days unless they are part of a sports program or specific school activity that occurs later. At 5pm, the school closes to students, and anyone left on campus may be asked to leave. Please ensure that your student has a transportation plan and that students are not left at school beyond official school hours.</p>
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Email Communication

Email allows the school to communicate with parents in a timely and efficient manner. Upon complete enrollment, parents/guardians will automatically be added to our newsletter and to the email list for your child(ren)'s classes beginning in June. Please keep us updated regarding any changes to your email information, and please add the email address communicate@denverwaldorf.org to your email contacts list to ensure delivery of important school emails.

Emergency Communications

In case of emergency situations at school, such as evacuations, lockdowns, lockouts or severe weather during the school day, The Denver Waldorf School will send out information via text and voice mail messages to the primary phone numbers provided on the back-to-school forms. The school will also send out information via email and update the outgoing voice message when appropriate. Please keep us updated regarding any changes to your contact information. If your contact information changes, please advise the Registrar at x. 101 as soon as possible.

Emergency Drills

Fire, tornado, secure the perimeter, and lockdown drills are held in accordance with Colorado Law and Child Care Licensing regulations.

Enrichment Program (PreK-8)

Many families have schedules that do not fit the school day. Our Enrichment Director provides care for students in Pre-K through 8th grade outside of regular school hours (After Care is not available at Starflower). The Enrichment staff provides a safe, comforting, and creative atmosphere where children can play, have fun, complete homework assignments, and rest. All school policies and expectations for behavior apply to all Enrichment programs.

The Denver Waldorf School Enrichment programs include:

- Before Care (7:30am - 8:25am, school days)
- After Care (3:25pm - 6pm, school days)
- School Break Camps (see calendar for dates)
- Summer Camp (see calendar for dates)

Anyone picking up children from any Enrichment Program may be required to show photo ID. This includes parents.

To leave messages for Enrichment program staff, please call x. 113. Messages are checked at 2:30pm daily on school days for After Care messages. If you need to reach After Care staff or get a message to your child between the hours of 2:30pm – 6:30pm on a school day, you may text 720-837-4933. Please use this cell phone during After Care hours only.

Before Care: Before Care begins at 7:30am and lasts until school begins at 8:25am. At the main campus, early childhood children are supervised in the Morning Glory kindergarten room until their teacher arrives to take them to their own classrooms. Students in grades 1-8 remain under the supervision of the Before Care providers until the school day begins. Grades children will be outside on most days. If the weather is severe, children will be supervised indoors at the discretion of the provider. Children must not be left at school before 7:30am.

After Care: After Care begins after school and lasts until 6pm. Please pick up your children at the end of the school day to avoid After Care charges. If your child is in After Care with no prior arrangement, you will be charged the drop-in rate. To make prior arrangements please call the After Care extension before 2:30pm if your child is not already pre-registered for that day. If your child is here after 6pm, you will be billed \$1.00 per minute. If you want your child to be supervised after school, you must contact After Care staff or the Main Office. Otherwise we cannot guarantee that your child will be supervised after school. The entrance to the After Care room is in the short alley between the main entrance and the gym entrance on the west side of the school, off of the north end of the parking lot.

You may pre-register your child for ongoing After Care when you submit his/her back-to-school forms online in August. If your needs change during the school year please contact the Enrichment Director. Failure to communicate ahead of time will result in being billed at the drop-in rate.

School Break and Summer Camps: Camps are offered over Thanksgiving Break, February Break, Spring Break, and Summer Break. Minimum enrollment is required for these camps to take place, so register early. The Waldorf-inspired enrichment camps at The Denver Waldorf School offer programming like no other in the city. Our school break camps integrate the daily rhythm of a typical school day at DWS with appropriate age-based activities and crafts brought forth in a conscientious Waldorf Way.

Direct questions about camps to Dawn Archer at enrichment@denverwaldorf.org.

Field Trips

Students begin taking field trips in the Early Childhood program. Field trips begin slowly in kindergarten, only leaving campus for a few hours at a time, with many parents along for the trip. As students' progress through the grades, field trips extend into full days and multi-day overnight trips. Field trips are an essential element to The Denver Waldorf School curriculum, and as with any school day, the class as a whole works better when everyone is present. Field trips are a key component to building the class community and cultivating skills beyond the classroom.

General Field Trip Permission: Parents and guardians have the opportunity in August of each year to provide their permission for their student to accompany his or her class on all field trips during a school year on their online back-to-school forms. There may be additional waivers or forms that need to be completed for certain trips.

Field Trip Packing List and Supplies: Students begin going on overnight field trips in 3rd Grade. Teachers will provide a packing list for each field trip. In grades 3-12, students camp often. As you can, please be aware of the need for your student to have general camping supplies,

including a sleeping bag, sleeping pad, pack towel, proper footwear, rain gear, and a pack to carry all gear. Most often, we will ask the class community who can send a tent along on an overnight camping trip so not all families need to provide a tent. If you are a family who can help in this way, it is helpful to let your class teacher know early in the year.

Field Trip Costs: The majority of field trip costs are included in the class fund fee charged with your tuition. Exceptions include additional snacks or drinks outside of the provided meals, checked luggage on field trips that require airline travel, spending money for souvenirs, RTD bus/light rail fare, and occasional planned meals at restaurants.

Medication needs on day field trips and overnight trips: See Nursing Services.

Parent/Guardian Volunteer Chaperone/Drivers: Any trip away from the school, whether by foot, by car, or by public transportation (excluding regularly scheduled walks), is a field trip. Volunteers driving and chaperoning on trips will be required to go through the DWS volunteer screening process. Any driver transporting children not their own will be required to supply a copy of their current driver's license, registration and current insurance, as well as sign a pledge to drive without distractions. The school will keep past copies for reference, but due to expiration dates for insurance and registration, a new copy may be needed for each trip. In addition, every driver and chaperone will need to read and sign the Volunteer Driver/Chaperone Information Sheet for every trip. This sheet reminds drivers and chaperones of their responsibility and the behavior/conduct expected while on a field trip. It is helpful to the teachers if a parent helps with the gathering and turning in of all the paperwork for field trips.

Parents and guardians who volunteer to accompany a field trip are provided with field trip forms that include all driver's cell phone numbers and directions to the location of the trip. The school also provides each driver with a complete set of back-to-school forms for the class in case of an emergency, which are kept in a sealed envelope to ensure privacy and confidentiality. These envelopes must be returned to the school after the trip.

Siblings may not accompany a class on their overnight class trip and school-age children may not accompany siblings on day field trips.

Colorado's Child Passenger and Safety Law will be followed.

The Denver Waldorf School relies on parent volunteers for transportation for most class field trips to keep our overhead costs to a minimum. On these occasions, DWS asks that parents donate their time, car, and gas expenses as an in-kind donation. Volunteer parent drivers will receive an in-kind donation form with their field trip paperwork for their tax deduction records of the donation valued at the current gas reimbursement rate for a not-for-profit 501(c)(3). Once you have filled out this form, please return it to the Main Office so you can be credited for your donation. Any car repairs or maintenance that needs to be done in preparation for these trips is the responsibility of the owners. Should any damage result to a vehicle as a direct result of the trip, it will be examined on a case by case basis should reimbursement be requested.

High School Service-Learning Trips: Each high school class, grades 9 - 12, participate in a service-learning class trip each year. These trips are a required element of the curriculum to earn credit toward graduation. If a student must miss a service-learning class trip, he or she will be required to make up the credit by serving an equivalent amount of volunteer hours at a similar location/organization as approved by the high school faculty. Students who miss a service-learning class trip due to an official cultural exchange are excused from making up this credit.

Footwear

Sturdy footwear is important all year long, every day in an active Waldorf school. Footwear appropriate to weather conditions and active participation in athletics is essential. To keep our classrooms clean, we ask that students in kindergarten through 8th grade have a pair of indoor shoes to change into. These shoes must also be sturdy, with a sole, and stay on the students' feet (no flip flops or other shoes without backs, including clogs and Crocs). High school students are not required to have indoor shoes, but should always wear shoes appropriate for all activities during the day.

Giving

Support for the school comes in many different ways; donations can be of *time, talent, or treasure*. Each year, our Development Committee offers several fundraisers to provide financial support to DWS. By attending these events, you support our school. DWS asks for 100% participation from our families for these events with a monetary donation, donations of time, and donations of your professional expertise to help advance our school.

Annual Giving: Tuition does not cover the full cost of educating our children and, as such, DWS seeks to raise funds from donations, grants and fundraisers each year. All DWS families are encouraged to consider donating to DWS on Colorado Gives Day, typically the first or second Tuesday in December, with a donation to one of the following:

- General Operating Support
 - Supporting programs and salaries at our school.
- Diversity and Merit Scholarships
 - Provides scholarships for students to attend DWS.
- Campus Improvement Projects
 - For all facility repairs and campus beautification efforts.

All levels of contribution are welcome and gratefully received no matter the amount. Most contributions are tax-deductible and eligible for the Colorado Child Care Contribution Credit.

In-Kind Donations: The school can benefit from in-kind donations if there is a need for it. If you have something that you believe the school could benefit from, please check with your student's teachers or the school staff to find an appropriate use for your donated items or services.

Community Events: Community events are open to our students, parents, alumni, families and friends to raise funds that benefit our students.

- Fall Festival
 - Typically held around Halloween on a Friday after school.
- Holiday Fair
 - Always held on the first Friday and Saturday of December.
- May Fest
 - Typically held on the first Friday in May after school.

The following events are for adults 21 years or older. Both are held in the spring and alternate year to year.

- Gala & Auction
 - Typically held in March.
- F.A.N.s of Spring

- Stands for “Fun Adult Night.”

Passive Fundraising: DWS participates in several passive fundraisers including: Smile.Amazon.com, Box Tops for Education, MightyNest.com, Chinook Book, Original Works, electronics recycling and more! Our largest passive fundraiser is the Scrip program, where the community can purchase gift cards to grocery stores, restaurants, and more to benefit DWS. We sell gift cards to the following stores and more: King Soopers, Safeway, Vitamin Cottage, Whole Foods, Sprouts, Chipotle, Starbucks, Dazbog, Smashburger, and Noodles & Co.

Volunteer Your Time: DWS also seeks donations of volunteer time and participation at our fundraising events, in the classroom, and on field trips. See the DWS Special Events page on the school website for volunteer opportunities and look for a Sign-Up Genius link to sign up as event dates approach.

Donate Your Talent: All Board-mandated committees must have at least one parent representative, and more are welcome. DWS encourages everyone in our community to get involved by serving on a committee to help shape the direction of our school. The board-mandated committees include: Marketing, Board Development, Parent Council, Strategic Planning, Development, and Diversity & Inclusivity.

Want more information? Contact the Development Director or the Community Development Coordinator.

Illness

The Denver Waldorf School partners with CDPHE in order to communicate in a timely and effective manner to the school community regarding any health issues that may arise.

Please keep your child at home when he or she is ill. There are three reasons to keep a child home from school due to illness:

1. The child doesn't feel well enough to take part in normal activities, (such as being overly tired, fussy or unable to stop crying).
2. The child needs more care than teachers and staff can give and still care for the other children.
3. The illness is on the exclusion list provided by Children's Hospital (available on our website).

If a child becomes ill at school, parents will be contacted and may be asked to pick up their child.

Immunization Records

The Denver Waldorf School follows Colorado State Law and Child Care Licensing regulations for grades Pre-K through 12th grade. The requirements can be found on the following website: www.coloradoimmunizations.com.

Please contact the Main Office Manager/Health Coordinator for any questions regarding immunization records requirements.

Injuries

All full time faculty and staff receive training in First Aid, CPR/AED, and Standard Precautions. Parents will be contacted if a student experiences an injury above and beyond a little cut or scrape. Parents will be notified of minor injuries by email. If a student experiences a major injury, parents/guardians will be contacted by phone, and 911 will be called if warranted. If a student experiences a head injury, the parents/guardians will receive a head injury report by email with follow up as needed by phone, and 911 will be called if warranted. All wounds are washed with soap and water, and Band Aids are applied if needed. Protective gloves are worn when blood is present. Nosebleeds are a frequent occurrence, and parents will be notified if their child experiences a nosebleed that has trouble stopping. Students may not continue the school day with blood on their clothes, so in the absence of extra clothes parents may be called to bring them.

Kiosk

The Kiosk is located in the front lobby. All tuition payments, order forms, such as grocery card orders, camp and After Care payments, and Annual Giving contributions may be deposited in the Kiosk.

Long Term Student Leave

If your student(s) is gone more than *3 months* you will be considered unenrolled. In order to re-enroll your account must be in good standing, your current schooling must be up to date and there must be spot in the class for you (your spot is not automatically held).

Lost & Found

All personal belongings – clothing, lunch boxes, books, etc. – should be identified with the student's name. There is a general Lost & Found near the Main Office, and an Early Childhood Lost & Found in the Kindergarten hallway. The Lost & Found area is purged regularly, and items left at the school are donated to charity. For small items (cell phones, keys), please see the Main Office.

Media Awareness

In general our school encourages parents to eliminate or minimize the amount of time that their child is exposed to media and computers at least until grade 8. We believe that these forms of entertainment have profound negative consequences on child development. Please, *no screen time* in the morning before coming to school.

Messages

If you wish to contact a teacher, please leave a message on his or her voicemail or email them. Refer to the Faculty and Staff Directory found in the school directory, or you can access the Faculty and Staff Directory through the voicemail system if you call the school's main number and follow the prompts. Contact information for administrative staff can be found on our website under contact.

Messages for After Care staff can be left at x. 113.

Messages for students are handled by the Main Office at x. 100. Students may call their parents using the phone in the Main Office. Under no circumstances may students use their cell phones to send or receive messages during the school day.

Non-Discrimination Policy

The Denver Waldorf School does not discriminate on the basis of age, race, sex, religion, ancestry, national origin, pregnancy, sexual orientation, gender identity, disability, or any other applicable status protected by law in its admissions, tuition adjustment, and educational policies.

Nursing Services

A Nurse Consultant is assigned to our school through The Children's Hospital. The Nurse Consultant visits our school at least once a month to help us stay in compliance with regulations regarding the health and safety of your children. If your student has a chronic condition such as asthma, serious allergies, or some other health condition, or if you need the school to dispense any medication to your student, the Nurse Consultant works with the Main Office Manager/Health Coordinator to institute a health care plan in conjunction with your physician so the school best knows how to take care of your student.

Daily Medications: If your student needs daily medications, vitamins, supplements, etc. on a permanent or temporary basis, such as antibiotics for an infection or pain medication for an injury, that will need to be dispensed by school personnel during the school day or on an overnight trip, a complete and accurate Medication Administration Permission Form filled out and signed by both physician and parent allowing the school to dispense the medications, vitamins, supplements, etc. *must* be on file. Please call the Main Office Manager/Health Coordinator if such a situation occurs. The form can be found on our website. The class teacher is delegated by our Nurse Consultant to dispense medication. Parents/guardians are welcome to come to the school and give their own child medication. Parents/guardians may not dispense medication to any child other than their own.

Homeopathic remedies: School personnel are unable to administer homeopathic remedies at this time. Our Nurse Consultant is working on being able to delegate the administration of homeopathics to our faculty and staff in the future.

Self-Carry Medications: Students are not permitted to carry medication at school (including over-the-counter medication like Tylenol, etc.) unless a Medication Administration Permission Form with the self-carry signature line signed has been submitted by the parent(s)/guardian(s) and the student's physician, the Nurse Consultant has approved it, and the student has passed a self-carry test with our nurse consultant.

Medication Storage: Medications are stored in the Main Office. Emergency medications (epipens, inhalers) are stored in an unlocked cabinet out of reach of children to ensure access in the event they are needed. Emergency medications accompany the class off-campus. Self-carry of emergency medications is allowed provided all the criteria above are met. All other medications are stored in a locked cabinet or in the medication refrigerator if they must be refrigerated.

A copy of our full medication policy is available at Starflower and the Main Office at the main campus.

Parent-Teacher Conferences

All parents are expected to participate in conferences with their student's teachers. Appointments for conferences will be made through the teacher. Conferences are held in November and March.

Parking

Ample parking space is provided in the west parking lot as well as ample street parking along the school side of Pearl Street, Pennsylvania Street and Warren Avenue. *There is absolutely no parking in front of neighbors' houses at any time.* Please see Drop Off/Pick Up section for grade-specific guidelines.

Your participation in and cooperation with our parking policies is sincerely appreciated. Please observe street sweeping signs April through November on the side streets and all other parking signs surrounding the school. The city of Denver will give out tickets to cars parked illegally.

High school students may park in the south-end of the parking lot along the Play Field.

Recess

Denver Waldorf students go outside in every kind of weather. It is important that they are prepared for the cold (coat, hat, gloves, and boots) and the heat (layers, sunscreen, and hat). When the temperature is extremely cold (20 or below), care will be taken to determine whether the students can go outside. Consideration will be given for wind chill and length of recess time. If it is deemed to be too cold, the students will remain indoors for recess.

Release of Children

During the school day and in After Care, students will be released only to the adults indicated on their pick-up permission form. To add or remove an adult from your child's pick-up permissions, please contact the Main Office Manager. Adults picking up children may be required to show their photo ID if the staff is unfamiliar with them.

Renewal

Renewal, A Journal for Waldorf Education is published twice a year by the Association of Waldorf Schools of North America, of which The Denver Waldorf School is a full member. Each family in the school may receive a copy by picking one up from the lobby.

School Phone Lines

The following numbers are school phone lines. Be sure you are familiar with these numbers so you can recognize them if the school is calling or put each into your contact information for the school.

303-777-0531
303-777-1463
303-744-6416
303-321-4028

Sign Up Genius

Many of the volunteer opportunities at DWS are organized through an online site called Sign Up Genius. Parents will need a free Sign Up Genius account in order to use the service. Please go to www.signupgenius.com to create an account.

Snow Days and Extreme Weather Conditions

Our extreme weather policy calls for a designated faculty or staff person to monitor the weather during times of extreme weather conditions. We will be looking at how the weather affects the safety of our families traveling to school and if the quality of education would be minimized by inclement weather. In making a decision, we take into consideration ice, snow, extreme cold, blowing wind, and road conditions, as well as weather predictions for the day as a whole, not just snow accumulation. If it is felt that school should be cancelled, a decision will be made by 6:30am and local TV stations will be contacted. A message will also be put on the outgoing message of the school phone system, the main page of the website, an email will be sent and a text message will go out. Simply call the school phone number or check the website for information.

We recognize that some of our families live outside of the Denver area and that different areas of the city will be affected uniquely during our winter storms - we encourage our families to use their own good judgment as to whether or not they bring their children to school on inclement weather days.

Social Services Notification

We are legally bound to report to the Department of Social Services and/or our local law enforcement agency any suspected case of child abuse or neglect.

Student Support

The Denver Waldorf School provides additional student support as resources are available and as is appropriate for each age group. It is important to understand that The Denver Waldorf School does not have a special education program, but does provide reasonable accommodations within the resources available to the school and its teachers. When the school does not have the resources available in-house, teachers and staff members may recommend outside support. The school does not maintain a formal relationship with any external support teachers, tutors, therapists, or otherwise, and is not responsible for any referrals. In a case-by-case basis, families may arrange for tutors to meet with students on campus after school hours, concluding no later than 5pm. Anyone who works with students on campus is required to submit to a background check provided through our business office at a cost of \$25.

Pre-Kindergarten – 1st Grade

1st Grade readiness developmental screenings are completed for all kindergarten students looking ahead to first grade. Preschool developmental screenings are completed for children 4-years-old and older who would not otherwise be seen through the first-grade readiness developmental screening. Parents receive a brief summary for their child and an expanded report along with a parent meeting if their child demonstrates any developmental areas of concern.

2nd-8th Grade

2nd Grade developmental screenings are completed for all children. Parents receive a brief summary for their child and an expanded report along with a parent meeting if their child demonstrates any developmental areas of concern. After 2nd Grade, parents may request their student receive an assessment from the therapeutic support provider by talking with their child's class teacher.

Therapeutic support is provided to students in 2nd – 5th Grade during the school day on an as-needed basis *at an additional cost beyond tuition*. Please be aware our therapeutic support program is limited to a capacity of 10-12 students. Therapeutic support provides movement enrichment for identified students with mild support needs. The therapeutic support provider also observes in classrooms on a regular basis to track the needs of students receiving therapeutic support.

Literacy support is provided to students in 3rd - 8th Grade during the school day on an as-needed basis (with no additional cost). Our Literacy Support program utilizes the following reading strategies for further instruction outside the primary classroom:

- Orton Gillingham Phonics Instruction
- Comprehension Strategies
- Writing Support
- Individual Reading Inventory Evaluations (IRI's)

6th-8th Grade

As students enter Middle School, it becomes important to develop healthy rhythms at home for homework space and time. Students often meet new challenges in organization, time management, and conceptual understanding during these grades. Additionally, students are entering a time that tends to be emotionally and socially challenging for many. We encourage parents and guardians to work in close partnership with their student's class teacher during these years in particular.

Academic assessment support becomes available to students in 7th Grade. As academic expectations increase in 7th and 8th Grade, learning needs of individual students that may not have

been prevalent in earlier grades, tend to arise. The Denver Waldorf School works in partnership with Denver Public Schools (DPS) to provide academic assessments in reading comprehension, reading fluency, writing, math computation, math problem solving, executive functioning skills, emotional and mental health, autism, etc. Academic assessments focus on how underlying learning differences may be impacting a student's educational success in the classroom. These assessments can provide essential information on how a student learns best to help guide the student and his or her teachers in differentiating curriculum and providing accommodations for a student to reach his or her full academic potential. A student's teacher or parent/guardian may request an assessment from the Student Support Coordinator, and all work in partnership together to determine the best way to move forward.

If it is determined the best course of action is academic assessment, after a student completes a full assessment, an eligibility meeting is held with the Student Support Coordinator, class teacher, parents/guardians, and DPS Special Education Assessment Services, Private School team. The result of all assessments is shared at this meeting and a plan is written for the student.

It is important to note that while The Denver Waldorf School works with Denver Public Schools for academic assessment services, if a student is found eligible for an Individualized Education Plan (IEP), it will be provided to DWS and the student's family, but will not be active in the Denver Public Schools systems unless the student chooses to leave DWS and attend a public school. That being said, The Denver Waldorf School will follow the accommodations recommended in any IEP to the best of its ability.

Social and emotional support is provided to students in 6th-8th Grade by the school counselor in addition to the class teacher. A parent/guardian may request a meeting with the school counselor at any time to discuss concerns with their student. Teachers may refer a student to see the school counselor to help with school-related needs or one-time incidents. The school counselor can provide referrals for on-going therapy to families at their request.

Math support is provided to students in 6th-8th Grade who need assistance or are behind in math, specifically, as this is a time in a student's academic career where a strong foundation in math is essential to provide the background for future success. Times are exclusively set aside for middle school students needing assistance or who are behind in math. Days and times for math study hall are determined by the middle school math teacher. Using daily recesses for students to complete assigned work is also at the discretion of the teachers. We encourage parents to help their children develop the practice and habit of completing daily homework assignments, whether in academic, practical or fine arts.

High School

As students enter High School, it is essential to maintain the healthy rhythms at home for homework space and time that were developed in 6th-8th Grade. While students will ease more toward independence throughout high school, helping guide your students to make smart choices on their own at the beginning of high school can be invaluable.

Academic assessment support continues to be available to students through 12th Grade. See above for details.

Social and emotional support continues to be available to students through 12th Grade. See above for details.

Math support continues to be provided in high school as in 6th-8th Grade. Time is exclusively set aside for high school students needing assistance or who are behind in math, however in high school

students are expected to seek this help out of their own accord and show up to office hours with teachers when requested. While teachers aim to support students by alerting them to the need for more time spent in working with math, it is necessary, too, for students to develop the capacity to ask for help and seek it out when they need it. Math support is provided by the two primary high school math teachers as well as a third high school math teacher available to provide support to students needing review of basic math concepts, more time to fully grasp a new concept, or general homework help. Math support is provided daily during the lunch period and by appointment after school.

General classroom support is provided to high school students in all areas. All primary high school teachers provide office hours daily during the lunch period and by appointment after school. As with math support, students are expected to seek this help out of their own accord and show up to office hours when requested by a teacher. Occasionally throughout the school year, the high school has the opportunity to bring in visiting teachers to share their own specialties with the students. These teachers are not always available for office hours during the lunch period. In these cases, students are expected to make an appointment with the visiting teacher.

Tutoring may be recommended for a student during certain blocks. Tutors can help with specific academic material as well as with the development of good study habits and timely homework completion. Teachers are happy to work with a student's tutor. A list of tutors can be obtained from the Student Support Coordinator. Families are not required to use tutors on this list and are free to find a tutor who works best with the student. Families will work directly with the tutor on billing and payment. In a case-by-case basis, families may arrange for tutors to meet with students on campus after school hours, concluding no later than 5pm. Anyone who works with students on campus is required to have a background check provided through DWS Human Resources at a cost of \$25.

English language support is available to international students to provide additional hours of instruction in English writing, reading, and speaking. English language support is mandatory for all international students unless English is the student's first language. Additional one-on-one support is offered during the ESL teacher's office hours, and international students are highly encouraged to take advantage of this opportunity.

College Counseling is available to all students in 9th-12th Grade, though we encourage students to focus on high school during their freshmen and sophomore years, and begin to look toward opportunities after high school during their junior year. The High School Chair helps college-bound students and their families gain information on colleges and universities appropriate for their needs. In order to prepare all students for the possibility of college, the pre-SAT (PSAT) and practice ACT is available to all sophomore and junior students on campus in the fall. The school also provides information necessary for taking the SAT and ACT tests. The High School Chair works with each student beginning in his or her junior year to determine which colleges and universities he/she would like to apply to and provides counseling around scholarship opportunities. Students who are not planning to attend a college or university receive help in finding information regarding other post-secondary opportunities. In addition to the supports offered by the High School Chair, the high school offers an optional after-school SAT/ACT preparatory class for two blocks each year that is strongly recommended for sophomores and juniors looking ahead to college.

Tuition Adjustment

Tuition Adjustment is available for children in Grades K through 12. Tuition Adjustment in the Early Childhood Program is available only to students enrolled for five full days in their Kindergarten year, and is not available for students in Pre-Kindergarten. The typical range of Tuition Adjustment offered to an eligible family is between 5% and 50%, based on financial need.

Tuition Adjustment is not offered for the class fund portion of tuition. The class fund is a direct reimbursement for actual costs incurred for class trips and other class related expenses. The Tuition Adjustment Committee and the Business Director keep all financial and personal information completely confidential.

Toys, Electronics, and Other Personal Belongings

Toys, electronics and personal belongings should not be brought to school. Items brought to school without the teacher's permission will be put in a safe place until the parent retrieves them and takes them home.

Visiting Students

Student visitors are allowed in classes only with pre-arranged permission of the teacher. Visitors' parents or guardians must fill out and sign a Visiting Student Form and submit it to the Main Office prior to their student's visit.

Volunteering

There are many volunteer opportunities throughout the year. The school needs volunteers for special events like the Holiday Fair and Mayfest, and for classroom needs such as driving for field trips, laundry and grocery shopping. There are always tasks to be done, and if you would like to find out more please contact the Community Development Coordinator. Be an inspiration; give your time and talents back to The Denver Waldorf School this year.

Website

The Denver Waldorf School website can be found at www.denverwaldorf.org. The website hosts a wealth of information about our school.

Please let the DWS website be your first stop for information about the school. If you have additional questions, please contact a member of our faculty or staff.

Business Policies

Registration Fees: All registration fees are non-refundable. Registration fees are payable directly to The Denver Waldorf School (DWS).

Dishonored Payments: A fee of \$30 will be applied to your account for any failed auto-debit and failed check payments. Your bank may impose additional fees.

Property Damage: Parents/Guardians must pay DWS for any damages or loss caused by their child(ren) to DWS or to DWS property. DWS is not responsible for damages to or theft of personal property left on DWS grounds.

Medical Liability: Parents/Guardians must provide DWS with completed health and immunization forms and any necessary student record forms in a timely manner as shall be required by DWS or any duly constituted federal, state, or local authority. Students must be compliant with Colorado immunization law to attend school.

DWS maintains a Student Accident Policy to assist families with costs incurred for emergency care not covered by the family's own insurance. Parents should file a claim with the school's insurance company within thirty (30) days of the accident.

Conditions Exclusive to Kindergarten: Families wishing to change their enrollment schedule in Kindergarten must complete the change of enrollment form available in the Main Office. A reduction in enrollment incurs a \$250 change of enrollment fee.

Community Expectations, Policies and Procedures

Parents are expected to read and discuss the following sections on community expectations and student policies and procedures with their children during the first week of the school year. Students who understand their expectations tend to have fewer difficulties with discipline issues and can better integrate into the school community. Parents know the best way to bring these matters to their children according to their ages and their own family values, and the school asks for parental support in holding this for the students. It is very important that the students know and understand why these policies are in place.

Community Expectations (School-Wide)

The teachers at The Denver Waldorf School aim to "educate our students to become free thinking adults who are able to impart purpose and direction to their lives and who will offer new solutions for the problems of our age. We strive for intellectual freedom, artistic creativity, and a sense of social responsibility."

Meeting these goals is the responsibility of everyone connected with the school. Therefore, there are general expectations regarding behavior of all of our community members.

Students are expected:

- To remember that everyone's personal safety and well-being comes foremost.
- To be at school and in the classroom on time for every lesson.
- To conduct yourself during the lessons in such a way that the teacher can teach the whole class with minimal interruptions.
- To treat all teachers, staff, parents, and students with the same courtesy and respect you would wish to receive yourself.
- To help keep the classroom and the school grounds clean and tidy.
- To treat all property, including your own, with care. You will be required to repair or replace anything (apart from your own property) that has been damaged.
- To remain within school boundaries while at school and never to leave the school campus without permission.
- To do class work to the best of your ability.
- To keep your schoolbooks in good order, up to date, and in good condition.
- To hand in all required assignments on time.
- To leave gum and all personal electronics at home.
- To follow your class' rules regarding where your cell phone needs to be kept during school hours.
- To participate in school-wide festivals and assemblies

Additionally, teachers are expected:

- To be on time for every lesson.
- To treat students with courtesy and respect, especially when discipline is needed.
- To treat colleagues and parents with courtesy and respect at all times, especially in times of disagreement.
- To be supportive and encouraging to all the students in your care, in words and actions equally and without favoritism.
- To strive to be consistent in your approach to discipline issues, individually and as a faculty.

- To provide all the students and parents with opportunities to express concerns and questions outside lesson time.
- To provide the parents with opportunities to learn more about the Waldorf philosophy.
- To notify parents in a timely manner when expectations for schoolwork and behavior have not been met.
- To familiarize yourself with State Laws regarding neglect and abuse, to be alert to signs and symptoms of such neglect or abuse and implement legal requirements accordingly.
- To do your very best to provide the students with the education which will offer them choices in the future.
- To participate in school-wide festivals and assemblies

Additionally, parents are expected:

- To supervise their children at all school-related functions.
- To provide a home atmosphere conducive to the child's social, emotional and educational well-being.
- To review the discipline policy and school rules with your child or children.
- To collaborate with faculty in implementing discipline policies.
- To insure that your child or children are at school on time and that they are collected from school in a timely manner.
- To treat teachers and staff with courtesy and respect at all times, especially in times of disagreement.
- To make use - when possible - of the opportunities given by the school to learn more about the philosophy of Waldorf education.
- To see that children get adequate rest and appropriate time and environment for homework.
- To communicate clearly and kindly with each other.
- To participate in school-wide festivals and assemblies

The intention behind these expectations is to create an awareness of what is necessary to take hold of an educational opportunity provided through The Denver Waldorf School.

Student Behavior Policies (1st-12th Grade)

The following student behavior policies are specific to 1st-12th Grade. Please refer to the Early Childhood Handbook for policies specific to preschool and kindergarten students.

Please ensure that you and your student are aware of all policies and procedures that your student will be held accountable to by his or her class teacher, special subject teachers, and administrative staff.

At all times, students are expected to help the school maintain a friendly and respectful relationship with the school's neighboring families, businesses, and offices. This includes dealing pleasantly with neighbors, driving and parking responsibly for driving high school students, not littering, and respecting private property.

Students are expected to use appropriate language and gestures and keep them respectful, polite, and decent.

Students and teachers are responsible for keeping the school neat and organized on an ongoing basis. Students are expected to help keep the hallways neat and tidy at all times, maintain their personal space in their lockers, and help with classroom cleaning.

Students are expected to follow local laws regarding substance use. It is illegal for minors to possess or use alcohol, marijuana, or other conscious altering substances. The faculty believes these substances interfere with the education we are trying to impart to the students. Students are expected to refrain from using substances while enrolled at The Denver Waldorf School. The school has a zero tolerance policy for any student found to be under the influence of a substance during school hours and during school-related functions, activities, and trips off-campus. We reserve the right to ask students willingly to undergo drug testing if there is suspicion. Parents will be required to pay for any drug testing. Students will be immediately suspended if use on campus or at any school-related function is found to occur and the class teacher or the High School Chair will meet with the student and his or her family to discuss how to best support the student.

We ask for parental and guardian support in our effort to maintain a healthy and safe environment for all students to thrive.

It is likewise illegal for minors to possess or use tobacco products. Tobacco products are hazardous to the health of smokers and non-smokers. We expect students to refrain from using tobacco products while enrolled at DWS. The DWS campus is a non-smoking campus for all community members.

The Denver Waldorf School has a zero tolerance for any type of sexting, even between consenting parties. Creating, possessing, or disseminating sexually explicit photographs of any kind and of anyone, even when self-produced, may violate state and federal child pornography statutes and is considered a serious matter. Students found to engage in any type of this behavior will be suspended immediately and the class teacher or the High School Chair, along with the Administrative Director, will meet with the student and his or her family to discuss how to best support the student.

Harassment will not be tolerated. This includes sexual harassment, cyberbullying, sending or posting pictures of another, and verbal and/or physical harassment. Harassment is considered to be behavior that makes one party experience fear, embarrassment, or exploitation, whether or not it was intended to do so. Scapegoating and hazing are considered forms of harassment. Students should be aware that even teasing or off-color jokes can feel like harassment to certain students and will be considered as such. Any student who feels that he or she is a victim of any form of harassment should inform their class teacher, Administrative Director, or the High School Chair immediately.

On school excursions students are expected to keep together and to listen to the teachers and other chaperoning adults. Students are expected to follow the chaperone's requests quietly and without argument. Please remind your student that if they have something to say, politeness works better than rudeness. Students' behavior away from home and school is a reflection of them both. Please remind your student that they are a representative of themselves, their family, and their school, and they are expected to behave in such a way that people see them at their best.

At school assemblies and functions the same simple rules apply as when students are on school excursions. Please remind your students not to use screaming and shouting as a form of applause. Clapping and (sometimes) cheering is more appreciative. Things can go embarrassingly wrong during performances and it is really hurtful if people make things worse by booing. Booing or hooting, or any other form of hurtful behavior, is not allowed. Please remind your students to whisper quietly between items during assemblies and pay attention to what is going on, so that the teachers do not have to call students to order. Remember that we always have guests at our

functions, and we don't want them to get a wrong impression. If you want to have a photograph as a reminder of a play or assembly, please arrange with the teacher concerned to have photos taken afterwards or during a dress rehearsal so that the class does not have its concentration spoiled during the actual performance. The teachers will be happy to help with this because they know how difficult it is when people are taking flash photographs while the students are trying to remember all the things they have to do.

Before school students are expected to eat breakfast and organize completed homework (upper grades and high school) and necessary supplies for the day.

Grades 1- 8: Students in grades 1-8 begin their school day outside on the Play Field. Students in grades 1-8 are expected to line up promptly and quietly with the others in their grade when the bell rings. Each class will be told individually when they are released to go inside to their classroom. Students are expected to enter the building and the classroom quietly, without pushing. Students are expected to use the restroom before school starts so they can be in their classroom on time for the lesson to begin without interruption.

High School: Students should arrive to school by 8am and use the first 15 minutes of the day to prepare themselves for school. Classes begin at 8:15am, and students are expected to be in the classroom ready to begin promptly at 8:15am. The computer lab and classrooms are available for respectful student use beginning at 7:30am. Students may be excluded from the computer lab or any classroom at the discretion of the supervising teacher at any time for inappropriate use or behavior. Students are expected to use the restroom before school starts so they can be in their classroom on time for the lesson to begin without interruption.

In the classroom students are expected to follow their teacher's requests quickly and quietly. (Everyone needs a quiet atmosphere to do well, so every student's cooperation is needed - and will be recognized.) As students move through the grades, they are expected to learn what questions need to be answered right away, so that they are able to do their work, and what questions may be better asked at the end of the lesson. Teachers are expected to give both students and parents/guardians opportunities to ask questions and express concerns throughout the year, so they are always happy to set time aside outside of class time for questions and concerns of a personal nature.

Students are expected to follow each teacher's rules for classroom etiquette. Each teacher has his or her own expectations that may slightly differ from other teachers. Some things are expected by all teachers -- for instance, raising your hand when you want to say something, instead of just shouting it out. In some lessons students will be expected to stay in their seat most, if not all, the time. In other lessons it may be possible to move around the room quietly. Students are expected to learn to adapt their behavior to the situation - but always remembering that everyone's personal safety and well-being comes first. Remember, even if each teacher has slightly different classroom rules, they are all trying to keep to the same guidelines with our shared community expectations in mind.

If a student disrupts a lesson by interrupting the work the class is supposed to be doing, then that person is denying the other students their right to learn and the teacher's right (and duty) to teach. This cannot be permitted except in an emergency, of course. If you or your student feels that a situation was handled unfairly, you and your student have the right to express your concerns. Students are expected to express concerns politely and at the right time. If, after speaking quietly to the teacher concerned, you or your student is not satisfied, please bring your concern to your student's class teacher. If your concern is with your student's class teacher, please bring your concern to the Pedagogical Director. If you ever feel that the safety and well-being of your student has not been respected you have a right to have your concerns addressed.

Students are expected to ask their teacher if they need something at school. Students are expected to not take anything from anyone else without asking first. If a student takes something without asking first, it may be considered to be stealing - even if the student felt as if they were only "just borrowing it."

Students are expected to play their part in keeping their classroom and the school clean and tidy. Please remind your student it is best not to wait to be asked to help.

Chewing gum, sitting on tables, marking classroom furniture, writing on walls (or other behaviors you would not do at home) are also not allowed at school. Other things not allowed at school include most toys and things that might offend others. (You can always ask, if you are not sure about something.) If a student does bring something that is not allowed, a teacher may take it from the student and return it at the end of the day. If the student brings the item to school again, it may be taken from the student until his or her parents have been informed and come to school to collect the item.

With the exception of water, no food or beverages should be taken into class. Food may only be consumed during snack and lunch periods in designated areas for eating.

Grades 1-8: At no time is any student to be in a classroom without adult supervision, except in certain cases when a teacher has given special permission.

High School: High school students may, at times, be without adult supervision but should never be in the school without adults present. Students are expected to behave in an appropriate and respectful manner at all times, whether or not adults are present.

In the building between lessons and at other times when students are going from one place in the school to another, students are expected to behave quietly and safely. Please remind your student to walk quietly and to not run or shout. Students should keep to the right when going up or downstairs and when passing other people. Horseplay is not allowed in the buildings at any time. Please help your student play his or her part in keeping our school safe and clean.

Recess on the Play Field and off-campus lunch are both times when students are out of the building and the classroom during the school day. These are enjoyed privileges of the students, and come with their own expectations.

Grades 1-8: Recess on the Play Field rule number one is: Everyone's safety and well-being come first. (Take some time to discuss what "safe play" means with your student and encourage your student to help others when they forget.) Students are expected to end any "horseplay" if anyone in the game says that they don't want to play anymore. Teasing is not allowed at any time. Hitting people or hurting them by name calling or swearing at them never solves problems - it just makes the problem worse. In a conflict situation, students are expected to call upon a teacher to help them with conflict resolution. For safety reasons, we cannot allow anyone to kick any balls in the play area unless under the direct and constant supervision of a teacher. Using hard surfaced balls (like baseballs) or heavy balls is not allowed for the same reason. If your student is unsure, encourage them to ask a teacher. (Again for safety reasons, the throwing of snowballs is not allowed. The reason is this: most times the snowballs turn into ice balls and cause injury. Please don't think that because a snowball is not made of ice it is all right throw it. At school it is not all right.) Unicycles, bicycles, skateboards and inline skates are not to be ridden in the playground. The boundaries of the play area do not include the parking area. Once a student is outside on the Play Field, they may not go into the school buildings without specific permission from the supervising teacher. This means that students *always* have to ask for permission.

High School: Off-campus lunch is a privilege available to all students in high school, starting in January of a student's freshman year. Parents/guardians have the opportunity to grant their student permission for off-campus lunch in August on the online back-to-school forms. Students are allowed to leave campus during the scheduled lunch period with parent/guardian permission. This privilege may be revoked if a student is on academic probation, abuses the privilege, or in any other way calls into question their ability to meet this privilege with responsibility. Students are expected to return to school and be in class on time for the class to start. Students may not eat during any classes, so if they do not leave enough time to eat due to travel time, they are expected to wait to eat until after class.

A Special Note on Sexual Harassment: Governmental agencies, as well as the nation's courts and conscience, have made it very clear that sexual harassment is a form of discrimination and that students are legally protected from it.

The DWS community fully supports all laws that are designed to protect our students from sexual harassment. Sexual harassment may be defined as: "Any form of unwelcome sexual behavior or conduct, imposed by one person upon another."

The laws of most states now recognize two kinds of sexual harassment:

- i. The requiring or soliciting of sexual favors through the use of power.
- ii. Any unwelcome or unwanted communication or conduct of a sexual nature.

Sexual harassment normally requires a pattern of unwanted behavior; however, there are situations when one serious incident (even a single spoken violation) can constitute harassment. To help distinguish between innocent "horseplay" and unacceptable harassing behavior, experts suggest that the following questions be applied.

- i. Would you want your son or daughter treating others this way?
- ii. Would you be comfortable if such behavior were directed toward your sister or brother, your wife or husband, your daughter or son?
- iii. Would the behavior be offensive if it were videotaped and then viewed by someone you respect?

Please note: intent is not a criteria for judging harassment. A student or adult does not have to intend to harass in order to be guilty of unacceptable or illegal actions.

Any sexual comment or behavior that makes one party experience fear, embarrassment or exploitation is against the law. Also, well intentioned "advances" are not permitted if a person has asked that they stop.

Please remember: the effects on victims can be devastating. The effects include depression, diminished self-esteem, alienation from school life and distrust.

Some examples of sexual harassment (which can constitute acts of illegal sexual harassment): Whistling or making catcalls; Sexual gestures; Teasing and taunting; Pulling down pants, shorts or other garments; Asking personal, sexually oriented questions; Unwelcome touching; Leering or staring; Name calling; Flipping up skirts; Unwelcome requests for dates. Propositioning; Giving sexual gifts; Stalking; Snapping bras; Personalized graffiti; Off color jokes; Sexual or sexist language; Suggestive or descriptive letters or notes; Offensive T-shirts or caps; Distributing nude pictures; Grabbing or patting body parts; Unwelcome familiarities; Displaying pornographic materials; Sexual innuendoes; rumor spreading of a sexual nature; Graphic descriptions of girls or boys; Rating students' sexual attributes; Intimidation.

Please note that this list could continue with many more similar behaviors or comments.

Special concerns about student-to-student harassment:

- The potential for incidents is real in every school and every day.
- Some people (students especially) still don't think that it is wrong.
- Victims are often too ashamed or embarrassed to report incidents.
- Some people tend to blame the victim and some victims blame themselves.
- Failure to take appropriate action can literally cost responsible authorities their jobs, their reputations and even their life savings.

Why students don't report harassment:

- Embarrassment in talking about it;
- Fear of retaliation or reprisal;
- Peer pressure;
- Self-doubt ("Am I the only one offended?");
- Fear of loss of reputation;
- Reluctance to "cause trouble";
- Distrust of the system in place;
- Fear for personal safety;
- Uncertainty about what constitutes harassment;
- Concern about the perpetrator's welfare;
- Fear that no one will understand or take complaints seriously;
- Lack of information on reporting procedures.

We want our students and staff to know that we care. We want all our students and staff to know the following two things very clearly:

- i. If you are a victim, feel free to report it. (See below.)
- ii. If you are a violator, be certain that an investigation will be conducted and appropriate action will be taken every time a substantial complaint is made.

Student Dress Code Policies (1st-12th Grade)

The following dress code policies are specific to 1st-12th Grade. Please refer to the Early Childhood Handbook for policies specific to preschool and kindergarten students.

The teachers at The Denver Waldorf School are committed to the full growth and development potential of each and every student. The dress code is designed to support this endeavor and can be boiled down to two important aspects: the preservation of childhood and the provision of an environment conducive to learning. The following dress code policies are for students in grades 1-12. For the dress code policies for preschool and kindergarten students, please see the Early Childhood Handbook.

The Preservation of Childhood: Our culture today seems to encourage children to be older than they are. For example, heels on the shoes of young children may be arguably cute, but they restrict the work of a child – play. Children are not free to move and run as they would in more comfortable shoes. The child may want to wear this type of shoe, but parents are asked to trust the intent of the teachers in creating the dress code – a child cannot be where they need to be in their growth and development if they are wearing shoes they cannot run and play in comfortably. These shoes can remain home for dress-up play, but they are not for school time. Another example may be a student who wants to wear a Led Zeppelin t-shirt. The culture encourages our devotion to specific entities whether they are sports teams, brand names, bands, etc. Young children do not have the full capacity to be true fans of these entities – they are more likely imitating the adults around them, therefore, we ask that parents refrain from dressing their children in clothing inspired by any

particular entity at school. Each section of the school based on the age of the students has its own dress code with the intention to support the developmental needs of the students at various times in their lives. The dress code school-wide is developed under the understanding that form allows for freedom. In the younger grades, students are held to more form so that in the older grades they are able to express themselves freely.

Provision of an Environment Conducive To Learning: The school as a whole and the classrooms in particular at a Waldorf school are designed to provide a safe, warm, beautiful, and inspiring environment for children to learn in. What students wear into the classroom impacts that environment and can distract from the work of learning. When students begin to pay attention to what each other wears, it can result in a contest. This is not supporting the teacher's intent in reducing self-consciousness and focusing on what the class is learning for the day. The teachers ask that clothing with the intention to attract attention be worn at other times than school and that parents dress their children for school in a way that supports the children to blend in rather than stick out when it comes to their clothing.

1st-5th Grade Dress Code

At this age children need more form that supports the development of the capacity toward freedom as they get older – hence a different dress code in the high school. In the words of our beloved founder, Ina Jaehnig, as she discussed this issue with her granddaughter, “You would not want to see Grandma in a bikini and short mini skirt. There may have been a time when that was appropriate, but that is not where Grandma is right now.” Where are our children now in their development? In other words, there is an appropriate time and place for them to wear the heels, dress-up outfit, and to express themselves through logos. During the time children are in grades 1-5, school is not the place for this kind of self-expression. The Denver Waldorf School asks parents to support the following dress code and to support well informed requests through the year either regarding your specific child's dress or the dress of the class as a whole. This includes understanding that each teacher is different and the dress code may be enforced a bit differently at different times depending if there is a different dress code issue in any particular class. This is especially important when siblings are involved -- we request that you simply say, for example, “Yes, Mr. Dewey lets his class wear camouflage, but Mrs. White thinks it might be good for her class to take a break from wearing camouflage for now. I know you feel it's not fair, but we need to support our class and follow Mrs. White's instructions.”

Our intent is to provide a school environment that protects childhood and nurtures the imagination. Student appearance should be in keeping with this environment and so we ask you to follow these guidelines to support this endeavor:

- Students need to be dressed in neat and clean clothes with no rips and dressed appropriately for the weather.
- Shirts are to be free of large logos or any lettering.
- Solid colors, stripes, small patterns and plaids are acceptable.
- Printed graphics (animals, fantasy characters, museum graphics, rock and roll symbols or media characters etc.) are not allowed on school clothing.
- Children may wear sleeveless shirts with straps that are at least two inches wide.
- All shirts must be of a length so that when arms are raised, the midriff is not exposed.
- Skirts and shorts need to be at least fingertip length when held at the child's sides.
- Please avoid trendy or glitzy clothing (adult clothing made in children's sizes).

- Children may not wear makeup or nail polish, dye their hair or have tattoos or piercings, except for pierced earrings, which need to be post or studs. Dangling earrings are not acceptable as they can be ripped out during play. No other jewelry is allowed.
- Children in third grade and up may wear watches, after the children have learned to tell “time”. Watches need to be non-digital and without alarms.
- Children need to have shoes that are sturdy and that allow them to run and play safely. They may not wear open-toed or flip-flops. All shoes must be without heels (flats).
- Winter hats and sun hats are encouraged, as are gloves during winter. Hats may not be worn indoors.
- For comfort, warmth and classroom cleanliness you child must have a pair of shoes that are specific for indoors and gym use. These shoes must be athletic shoes that lace and are sturdy. Boots, sandals, dress shoes and any type of slip on shoes will not be permitted in the gym and students who do not have proper footwear will not be allowed to participate.
- Please send your child with snow pants on snowy days.

Dress for games and gym classes should be considered as you help your child dress each day for school. Students are not expected, and do not have time, to change clothes before and after games or gym classes, but should come to school in clothing appropriate for free movement.

Dress for music performances includes: white shirt with a collar or a white blouse and black bottoms (either pants or skirts that fall to the top of the knee or longer).

Dress for assemblies, functions, and field trips: the students and parents are informed in advance as to the appropriate dress for the occasion.

6th-8th Grade Dress Code

Creating a form for education and fostering an active environment in the Middle School requires an appropriate level of decorum in dress. Students are expected to follow the guidelines below which promote: movement, concentration, comfort, social inclusiveness, safety, and few distractions. Student appearance should be in keeping with this environment and so we ask you to follow these guidelines to support this endeavor:

- Students may wear jeans, khakis, cargo pants, corduroys, and athletic pants free from words and numbers and logos or media advertising larger than a thumb. Images and repeating patterns on clothing depicting benign, kindly or favorable, or non-skull images are allowed. All must be clean and in good repair—*no holes, rips, or frayed edges*—and be worn at the waistline without sagging down (or fitting) at the hips.
- Skirts and shorts need to be at least fingertip length when arms held at the child’s sides. Otherwise they must be worn with leggings. Shorts and skirts must be free from frayed edges, words and numbers and logos or media advertising larger than a thumb. Images and repeating patterns on clothing depicting benign, kindly or favorable, non-skull images are allowed.
- DWS t-shirts and sweatshirts that are clean and in good condition may be worn at any time.
- No "off the shoulder" shirts may be worn.
- Tank tops must measure 1 inch or more at the shoulder.
- There may be no exposed undergarments.

- Shirts must fall over the waistband of the pants, shorts, or skirts. Shirts may not be tight fitting or “see-through” and may not expose cleavage, midriff, or undergarments. They must be free from all words and numbers and logos or media advertising larger than a thumb. Images and repeating patterns on clothing depicting benign, kindly or favorable, non-skull images are allowed. Turning shirts inside out to comply with the dress code is not acceptable. All students are expected to conform to the same expectations for outerwear (sweatshirts, hoodies, jackets and sweaters) as all other shirts.
- Hats, hoods, stocking caps, and visors should be worn outside of the school building. Once inside, they should be removed and kept in backpacks.
- Wearing makeup is not allowed for all 6th and 7th Graders and older students will be required to remove excessive makeup.
- Discreet piercing of ears is acceptable for students with parental guidance and consent—unless deemed too extreme. The teacher is the final authority on what is considered excessive or extreme. Other facial piercings are not allowed. Tattoos are also not allowed. Marking, writing, or drawing on the skin with ink is prohibited because of its potentially carcinogenic nature.
- Hair should be neat, and should not be dyed, colored, or highlighted.
Hairstyles may not cover the eyes.
- At school, students need the support of a shoe that is sturdy, flexible, stable, and stays on the foot. Dress shoes, slip-ons (without a back or back strap), flip-flops, or heels are examples of shoes that are dangerous on the playground, in gym class, and may not be worn at school.
- To protect those students and adults in the school with sensitivities and/or allergies, perfumes, colognes and after-shave products may not be worn to school. Please be mindful and use discretion when applying deodorants and other products which may contain fragrances.
- Students will be asked to remove any jewelry that interferes with learning or activities.

Dress for gym class changes in Middle School. Students are expected, and will have time to change clothes before and after gym classes. Please follow these guidelines:

- White t-shirts/long sleeve shirts and blue shorts/athletic pants. These must be plain white tops and plain blue bottoms OR may have the DWS logo.
- All students must have shoes that are specific for indoor gym use. These shoes must be athletic shoes that lace and are sturdy. Boots, sandals, dress shoes and any type of slip on shoes will not be permitted in the gym and students who do not have proper footwear will not be allowed to participate.

As a special note: DWS gear may be purchased at the school store or ordered through the school at specific times that will be offered.

Dress for music performances: white shirt with a collar or a white blouse and black bottoms (either pants or skirts that fall to the top of the knee or longer).

Dress for assemblies, functions, and field trips: the students are expected to follow the same dress code listed above. Parents will be informed in advance if there are special clothing needs prior to an event or trip.

High School Dress Code

As students begin to uncover their own individuality in adolescence, clothing choices can be an opportunity to reflect individuality. As such, we respect students' interest in expressing themselves through clothing choices. Equally so, we expect students to reciprocate this respect in understanding that as an individual they join many others from a variety of ages and backgrounds to create our full community.

Students are expected to come to school in clothing appropriate to weather conditions, the day's activities, and in styles that respect the fact that we are a Pre-K through 12th Grade school. High school students should be aware that they are role models for the younger children and ambassadors of our high school for the families of these children. Student appearance should be in keeping with this environment and so we ask you to follow these guidelines to support this endeavor:

- Tank tops are acceptable during the hot months of school, provided that they are in accordance with the additional guidelines below. Spaghetti straps are never acceptable.
- Midriffs, backs and undergarments should remain covered at all times. Tops and bottoms must stay together during regular movement. Being able to pull tops and bottoms together at any given time is not sufficient.
- Clothing with inappropriate messages is unacceptable at any time. Examples of inappropriate messages include but are not limited to, curse words, derogatory or inflammatory statements, and drug or alcohol references. Teachers are the final authority with regard to whether a message is inappropriate or not.
- Shoes should allow for easy and comfortable participation in movement throughout the day. Students are encouraged to bring a change of shoes for different activities.

Dress for gym class: All students in high school are required to change clothes for gym class. Students will have time to do so, and students are expected not to just wear their gym clothes all day. Since gym class is the first class of the day, a student may wear gym clothes to school, but they must change before they go to their next class. Please follow these guidelines:

- Students should wear proper gym shoes – participating in an activity without shoes is not an option.
- Athletic shorts, sweatpants, yoga pants, t-shirts, long sleeve t-shirts, tank tops, and sweatshirts are all acceptable gym class attire for high school students. These must follow the general guidelines as outlined above. For example, tank tops are allowed but not with spaghetti straps and midriffs, backs and undergarments should remain covered at all times. Unacceptable clothing would include t-shirts with inappropriate messages, jeans, corduroys, khakis, dress pants, sweaters, dress shirts, dresses, skirts, crocs, flip-flops, slippers, boots, heels, etc.

If a student is not dressed appropriately, it is considered a non-participation day and may affect their grade. Locker rooms are available for use before and after class.

Dress for music performances includes:

- Black shirts with collars or blouses and black bottoms (either pants or skirts that fall to the top of the knee or longer). Black shoes. Please note this is

different than the grades 1-8 music performance dress code.

Dress for assemblies, functions, and field trips:

- When away from the school on field trips as well as during public performances, students are expected to be conscious of the fact that they are representing themselves, their families, and their school and follow the same guidelines outlined for a normal school day. Parents and students will be informed ahead of time of special clothing needs prior to an event or trip.

Student Electronics Policies (1st-12th Grade)

The following electronics policies are specific to 1st-12th Grade. Please refer to the Early Childhood Handbook for policies specific to early childhood students.

Similar to the student dress code policies detailed above, the student electronics policies follow the same thinking. The teachers at The Denver Waldorf School are committed to the full growth and development potential of each and every student. As it relates to electronics, again there is a focus on holding to form in the lower grades to allow students the opportunity to have the basis for freedom as they grow older.

1st-5th Grade Electronics Policy

No electronic items may be *brought to or used at* school or on school trips. Communication between parents/guardians and students during the school day should be made through the Main Office.

Electronic items found at school will be taken to the Main Office where they can be retrieved only by the parents/guardians.

6th-8th Grade Electronics Policy

No electronic items may be *used* at school or on school trips. Communication between parents and students during the school day should be made through the Main Office.

In 6th-8th Grade, students may have a cell phone with them during the school day, with the understanding that some students may need to communicate with their parents after they leave campus for the day. Any cell phone brought to school may not be *used* at school. Cell phones brought to school must remain turned off on the teacher's desk during the school day. Otherwise cell phones are to be used outside of school hours and off campus (outside the fenced yard). Cell phones are not allowed on class trips.

Electronic items found in violation will be taken to the Main Office where they can be retrieved only by the parents/guardians.

High School Electronics Policy

High school students are allowed to use laptop computers, iPads, and tablets during the school day for academic purposes. Students are expected to ask their teacher each time before taking out their device to ensure it is needed for class that day and will not instead act as a distraction. Students are expected to comply with the direction given, even if it varies teacher-to-teacher.

Use of certain electronics is a privilege granted to high school students. Any student who abuses this privilege by using a device for non-school related or non-work related purposes will be asked to put the device away. Teachers may confiscation any device if they feel it is being used inappropriately.

Devices will be returned at the end of the scheduled school day and repeated offenses will result in a request for a parent or guardian to pick up the device.

Students who are required to use an electronic device in the classroom as a part of an official Work Plan or as a signed recommendation by a certified education professional may use their device in any class as long as they provide documentation stating this necessity. While this means a student with a Work Plan does not have to ask the teacher each time before taking out his or her computer or iPad to take notes, it still means that the student is expected to comply with any direction given in the moment in class.

School computers are available for student use in the computer lab. The intention of the computer lab is to provide a quiet space with necessary resources for students to complete school work. The computer lab provides 18 computers for students to utilize for class-related research, writing, editing, and printing. The computer lab is also available for use by certain classes throughout the year, including computer programming, yearbook design, etc. Other appropriate uses of the computer lab include, utilizing the computers to apply for a summer job, work on college applications and essays, or work on scholarship applications. Abuse of computer lab privileges, such as game playing and chatting, will result in removal of privileges. No food or drink is allowed in the computer room at any time. Students' use of office and faculty computers is strictly prohibited.

High school students may have a cell phone with them during the school day, with the understanding that this is a primary form of communication for high school students. Any cell phone brought to school may not be *used* at school. Cell phones may not be utilized on campus during school hours or on school trips, including overnight class trips. This means cell phones should remain not visible or audible during the entire scheduled school day. Students are expected to keep their cell phones turned off or turned to silent in their lockers or their cars. Phones may be used off-campus during the lunch period for students with off-campus lunch privileges. Teachers may confiscate any cell phone if they see or hear it. The phone will be returned at the end of the scheduled school day and repeated offenses will result in a request for a parent or guardian to come to school to retrieve the cell phone. Otherwise cell phones are to be used outside of school hours and off campus (outside the fenced yard). Cell phones are not allowed on class trips.

Communication between parents and students during the school day should be made through the Main Office.

Student Locker/Personal Belongings Policies (1st-12th Grade)

The following locker policies are specific to 1st-12th Grade. Please refer to the Early Childhood Handbook for policies specific to preschool and kindergarten students.

Students are expected to take care of their personal belongings by keeping them neat, tidy, clean, and put away when not in use. This helps maintain a clean and tidy school environment for everyone to learn. It also helps students maintain their own personal belongings and minimizes conflict.

1st-8th Grade Lockers

Each student is given a general locker for the school year where they may store their school bag, books, folders, extra clothes, lunch, or other school-appropriate items. Students are expected to maintain their lockers with the help of their class teacher and parents/guardians. Lockers are to remain without a lock.

High School Lockers

Each student is given a general locker for the school year where they may store their school bag, books, folders, extra clothes, lunch, or other school-appropriate items. High school students are allowed to tastefully decorate lockers on the outside but are not allowed to make any permanent changes. This would include the use of paint, Sharpies, stickers, etc. The inside of the lockers can be decorated- no sexual, substance or inappropriate references are allowed. Students are responsible to clean the lockers after each semester. Lockers can and will be inspected at any time by a faculty member or administrator. Locks are not necessary, but if students would like to provide their own lock on their assigned locker, they may, provided that they provide a spare key or the combination code to the High School Chair.

Gym Lockers

Students in 6th-8th Grade and High School may be assigned a gym locker separate from their general locker. Any student may store their belongings in their gym locker during class time. Because gym lockers are in a location where many other students from visiting schools frequent, this is the one case where we do require students to provide a lock on their locker if they choose to store their belongings in it long term (beyond a single class period). If a lock is used on a gym locker, the combination/code or spare key must be given to the Athletic Director.

Music Instrument Storage

Students often are required to bring their instruments to school for their music classes. Instrument storage is provided in each area of the school, and students are expected to utilize instrument storage to maintain a neat and tidy school environment. Instruments should not be left on the floor or in an undesignated spot in any classroom.

Student Discipline Procedures (1st-12th Grade)

The following discipline policies are specific to 1st-12th Grade. Please refer to the Early Childhood Handbook for policies specific to preschool and kindergarten students.

The Denver Waldorf School strives to create and maintain an atmosphere conducive to learning, harmony and beauty. We hope that students will learn to operate out of an inner discipline as they grow through the grades, which takes into account responsibility for oneself, other students, the class, and the school, both in human relationships and in relationship to the physical space. It is the school's responsibility and duty to ensure a safe learning environment for all students at all times during school activities. The following are general discipline guidelines should such become necessary. For policies related to these consequences, please see the sections above on student behavior, dress code, electronics, and lockers.

Sexual misconduct by students will be investigated with every substantial concern raised. Any student who feels that he or she is a victim of any form of harassment should inform a teacher or staff member immediately. It does not matter which teacher or staff member; it should be someone the victim chooses. That teacher or staff member will work with the Administrative Director to ensure that an appropriate process is followed. When someone claims sexual harassment, it is the school's responsibility to determine the credibility of the allegation, to reach a judicious conclusion, and to take appropriate action. The investigative team consists of three members of the school community: the class teacher, a teacher appointed by the faculty of the opposite sex from the class teacher, and the Administrative Director.

Discipline Procedures: The following provides a framework for discipline procedures. Each situation is looked at on an individual basis, taking into account the age of the student, the situation itself, past incidents, and the individual human being. Minor disciplinary issues are handled by the teacher. Serious or ongoing disciplinary issues are referred to the Pedagogical Director and

Administrative Director for students in 1st-8th Grade and the High School Chair for students in High School.

Beginning in 5th Grade the following levels apply:

Level One

Mild physical abuse, mild verbal abuse, disrespectful/disruptive behavior, mild use of profanity, threatening behavior, accidental damage of property, dress code infractions:

Conflict resolution conversation

For dress code infractions: Students who do not meet the dress code requirements may be allowed to contact parents for appropriate clothing or may be given alternative clothing to wear for the day. Parents may be contacted by the student's class teacher to discuss dress code violations.

Level Two

Repetition of Level One behavior, skipping class, willful damage of property, tobacco use:

Conflict resolution conversation.

Parents will be notified immediately by phone.

An incident report will be written for the student's file, with a copy going to the parents.

Parental conference recommended.

Level Three

Significant repetition of Level Two behavior, bringing a toy weapon to school (one which cannot cause harm), leaving school without permission:

Conflict resolution conversation

Parents will be informed immediately

An incident report will be written for the student's file, with a copy going to the parents.

Parental conference mandatory.

Suspension of student possible.

For High School students, skipping a class also results in a loss of off-campus lunch privileges for one block.

Level Four

Stealing, significant threatening behavior (using anything as a weapon), bringing an imitation of a weapon to school which might reasonably be mistaken for a weapon, serious physical abuse, some incidents of sexual harassment, serious use of profanity (such as swearing at a teacher):

Conflict resolution conversation

Parents will be informed immediately.

An incident report will be written for the student's file, with a copy going to the parents.

Parental conference mandatory.

Suspension of student likely.

Level Five

Deliberate injury of a person, repetition of stealing, drug possession or use of substances at school functions, sexual activity, some incidents of sexual harassment, bringing a weapon to school:

*Conflict resolution conversation
Parents will be informed immediately.
An incident report will be written for the student's file, with a copy going to the parents.
Parental conference mandatory.
Immediate 3-day suspension, during which it will be decided what further action is needed.
Please note that in these cases the school is legally required to inform the police or social services or both, depending upon circumstances.*

Please note: It is likely that expulsion will result from Level Five behavior.

Suspension: When a student is suspended, they are expected to stay home from school for the agreed upon amount of time. Before returning to school, the student must write a Personal Improvement Report and meet with his or her parents/guardians, the class teacher or sponsor, and the Pedagogical Director or High School Chair to review a plan to successfully move forward and rejoin the class community.

Expulsion: The Denver Waldorf School reserves the right to expel a student for any of the following situations:

- A suspension that does not successfully improve the behavior that caused the suspension
- The student fails to engage in the curriculum in a satisfactory manner
- The student does not willingly abide by the rules of the school

Student Academic Policies & Procedures (1st-12th Grade)

The following academic policies and procedures are specific to 1st-12th Grade. Please refer to the Early Childhood Handbook for policies specific to preschool and kindergarten students.

1st-8th Grade

The Denver Waldorf School's Scope and Sequence as approved by the Association of Colorado Independent Schools and the Association of Waldorf Schools of North America is available by request to anyone interested in the details of the horizontal and vertical progression of the academic program in 1st-8th Grade. Please contact the Pedagogical Director with questions.

Grades are not given to students in 1st-8th Grade. Instead teachers provide verbal and written feedback periodically throughout the school year to help students grow in their learning.

Parent-Teacher Conferences are held twice a year. Parents and guardians have the opportunity to hear from their student's class teacher and special subject teachers how their student is progressing and areas of concern. All parents are expected to participate in conferences with their student's teachers. Appointments for conferences will be made through the teacher. Conferences are held in November and March.

Reports are sent to each family for every student in 1st-8th Grade at the end of each school year in June. Reports are inclusive of all classes throughout the school year.

Student support services provide additional support to students needing extra therapeutic, social/emotional, literacy, or math support. Academic assessment services through Denver Public Schools are also available to students in 7th and 8th Grade. See the Student Support section in this handbook for more information on all provided student support services. To request additional support for your student, please speak with your child's class teacher.

High School

The Denver Waldorf School's Scope and Sequence as approved by the Association of Colorado Independent Schools and the Association of Waldorf Schools of North America is available by request to anyone who is interested in the details of the horizontal and vertical progression of the high school academic program. Please contact the Pedagogical Director with questions.

Grades are given to High School students for each class. Throughout 9th-12th Grade, students work toward earning credits to fulfill their graduation requirements. Students must earn a minimum of 260 credits to graduate from The Denver Waldorf School. Credits are based on classroom contact hours. Each 12 hours of class time equates to one 1 unit of earned credit. Students must earn a minimum of 51 English credits, 33 mathematics credits, 27 social studies credits, 43.5 science credits, 39 arts/music credits, 33 physical education credits, and 3 computer credits. Additional graduation requirements include a minimum of two full years of a world language, a Senior Project, and one service-learning class trip each year of high school. Students receive grade reports for each block.

Though grades are not a complete measure of evaluation, they expand the options for students' academic future. Grades are the primary means of determining eligibility for college entrance and scholarships. Though grades and grade point averages are not the only measurement colleges use for admission, they improve the student's chances for acceptance when grades are positive indicators of performance, and are a cause for concern when they are not. For these reasons The Denver Waldorf School takes poor grades seriously and will institute corrective/supportive measures for any student with a grade below a C. In most cases, this takes the form of recommended tutoring or required lunch study halls monitored by a high school faculty member.

If students wish to contest a grade, they should contact the teacher who gave the grade *within three weeks of the grade being received*. If the teacher is not available or the student is not satisfied with the teacher's response, the student should bring the situation to the attention of the High School Chair or Student Support Coordinator.

Parent Teacher Conferences are held twice a year. Parents and guardians have the opportunity to hear from their student's teachers how their student is progressing and areas of concern. All freshmen parents and guardians are required to participate in conferences with their student's teachers, and parents and guardians of students in 10th-12th Grade are encouraged to participate. Appointments for conferences will be made through the teacher. Conferences are held in November and March.

Reports are sent to students and their families approximately four weeks after the end of each block. Final transcripts at the end of each year are sent in June.

Grade point averages (GPA) are calculated for each student based on a four point system: A= 4.0, A- = 3.75, B+ = 3.25, B = 3.0, B- = 2.75, C+ = 2.25, C = 2.0, C- = 1.75, D+ = 1.25, D = 1.0, D- = 0.75, F = 0. The GPA is an average of grades over the course of the high school years. Students must maintain a minimum 2.00 GPA for grades earned in academic courses at DWS. The central criterion for continued enrollment in The Denver Waldorf School High School is student engagement in the educational process. Our primary question is: Is the student *engaged* in the work to the best of his or her ability and according to school guidelines? If a student has a GPA below a 2.5, they will be placed on academic probation.

The Academic Standards Committee is responsible for upholding the academic standards of the high school and holding the students' best academic interests closely. The committee meets twice during each block of the school year to review student progress and make recommendations for areas of improvement. The Academic Standards Committee is responsible for reviewing individual Work Plans, requests for credit/no credit grading, requests to receive an incomplete for a

course and receive more time to complete that course, issues of academic probation, issues of plagiarism and cheating, sports participation, etc. The committee also works with students, teachers, parents and guardians if a student is struggling academically to find ways of better supporting the student.

Homework is given to students daily in all main lesson, track, and language classes, and in some elective classes. Students should plan to do two to three hours of homework per night. Please work with your student and his or her teachers if your student is struggling at any point with homework.

Credit/No Credit grading can be beneficial in some circumstances for a student to be evaluated for a class or classes on a pass/fail basis. When a student receives a letter grade, it impacts his or her academic grade point average. However, grading on a credit/no credit basis does not affect a student's academic grade point average, rather it simply demonstrates the coursework a student attempted and whether or not that student completed it to a degree of basic understanding.

A student may be graded on a credit/no credit basis in two cases. One case is if the student, family, Academic Standards Committee, and high school faculty collectively decide it is in the best interest of the student to have a Work Plan that indicates credit/no credit grading. In this case, the student will be graded on this basis according to the written Work Plan for the amount of time it is in effect. The second case is if a student, a parent/guardian, or a teacher applies for the student to be graded for a particular class on a credit/no credit basis. In this case, the requesting person must fill out the appropriate form in the high school office and submit it to the Academic Standards Committee for evaluation. It is up to the committee to determine if this is in the best interest of the student. The Academic Standards Committee reserves the right to deny the request. In both cases, the Academic Standards Committee will notify the parents/guardians of the student immediately and will maintain the report in the student's file.

Work Plans are written reports to help guide students, families, and the high school faculty when addressing academic concerns for specific students. A Work Plan may be issued in response to academic probation, in response to a need for support in particular academic areas, in response to a request for across-the-board credit/no credit grading, or in response to other issues that may affect a student's ability to perform at his or her best level in the classroom. When outside educational testing is submitted to the high school, the Academic Standards Committee will review the testing results and recommendations and create a Work Plan following these parameters.

Work Plans will not be put into effect without a prior meeting with the Academic Standards Committee and a student's parent/guardian. Work Plans always contain a re-evaluation date, when the parent/guardian and the Academic Standards Committee will meet again to establish the best steps for moving forward.

Missing or late assignments can drop the final block grade by a full grade or more and can mean the difference between passing and failing a course. Teachers are not obliged to accept late work.

An incomplete in a class will only be given in exceptional circumstances, such as emergency situations or illness, when special arrangements are made with the teacher and approved by the Academic Standards Committee. In order for a student to receive an incomplete in a class, he or she must fill out the appropriate form in the high school office and file it with the Academic Standards Committee. A parent/guardian may also file this form on behalf of their student. This form is an agreement among the student, the family, the teacher, and the high school faculty (represented by the Academic Standards Committee) that the student will complete specific work by a date indicated on the approved form. Incompletes are filed in the high school office with a default grade. If a student fails to complete the work by the deadline agreed upon, the default grade goes into effect. Students who miss class work because of a suspension will not be eligible for an incomplete.

Academic probation is put in place if a student's academic GPA for the current school year falls below a 2.5. If a student is not demonstrating a positive change of academic performance or his or her academic GPA falls below a 2.0, he or she may be asked to leave at any time. In this case, academic probation ends when a student's academic GPA rises above a 2.5.

Additionally, students who receive two failing grades during their four years in high school at DWS are placed on academic probation and their ability to graduate is jeopardized. In this case, academic probation ends when the student completes two successful blocks without a failing grade. Any student receiving a third failing grade will be on academic probation for 12 months and must make up enough work to pull at least one of the failing grades up to a passing grade since the graduation requirement is that a student have no more than two failing grades in order to graduate.

In either case, academic probation means the student may be required to attend study hall during lunch; the student may lose his or her off-campus lunch privileges; and the student may be expelled at any time.

Sports eligibility is dependent on students maintaining at least a C in their current classes during the sports season. If their grades fall below a C, supportive action will be taken in partnership with the Athletics Program.

Graduation requirements are the full set of credits each student must earn to graduation from The Denver Waldorf School. In order to receive a high school diploma, a student must have completed the curriculum requirements, maintained a 2.0 or higher academic GPA for each year of attendance, and not have earned more than two failing grades. Students and parents will be notified in the case of any unfulfilled requirements. Students must maintain an academic GPA of at least 2.0 for their senior year no matter the impact of their grades on their overall GPA.

Transcript requests may be submitted to the Student Support Coordinator in writing. There are forms available in the student support office for this purpose. Final transcripts will be stamped with an 'unpaid balance' notice to alert to any outstanding debts, including payment for books, return of borrowed schoolbooks, or tuition payments. An official transcript will be resent as soon as all debts are cleared with the school. Seniors are reminded to keep in touch with the High School Chair and Student Support Coordinator with regard to post-secondary institution deadlines.

Student support services provide additional support to students needing extra math, social/emotional, English language learning, college counseling, or general academic support. Academic assessment services through Denver Public Schools are also available to high school students. See the Student Support section in this handbook for more information on all provided student support services. To request additional support for your student, please speak with the Student Support Coordinator. If your student has an Independent Education Plan or has been assessed by a private educational psychologist or other professional, please make an appointment to meet with the Student Support Coordinator to review the plan and discuss possible accommodations.

Service-learning is an integral part of the high school curriculum. Young people want to be valuable members of a community. For our purposes, that community may take many forms: our neighborhood, school, city, or a student's classmates or family. Additionally, schools, colleges, and universities recognize that service helps to foster the development of a sense of caring for others and that service is an essential part of today's education. As such, we know that students are often anxious to have service credits on their high school transcripts for college/university consideration. Therefore, either individually or as a group, students are expected to participate in activities that serve the community.

Each year in 9th-12th Grade, students participate in a service-learning class trips. Because of the importance of service-learning, these trips are mandatory and students receive credit for the community service component of their class trip experiences toward their graduation requirements.

Freshmen: The freshman year focuses on building the idea of: What is community? In that vein, the freshmen service-learning program focuses on building community within the class for students to become personally connected with what it means to be a member of a community. Additionally, students are introduced to the broader Denver community to get a sense of the city community that they themselves are members of. Students go on curriculum-relevant day trips and overnight trips throughout the school year to support a variety of topics brought in the 9th Grade curriculum and to introduce students to the broader Denver community. When at all possible, students take public transportation with their teacher to further their exploration of the city. The freshman year culminates in a week-long commitment to a local community initiative where the students have the opportunity to be involved in its day-to-day workings.

Sophomores: The sophomore year focuses on building the idea of: How do communities work? Students focus on specific types of communities as examples, spending a week on an overnight trip to a biodynamic farm to learn how to be a part of the farm's overall day-to-day workings.

Juniors: The junior year focuses on building the idea of: Why community matters. Students, again, focus on specific types of communities as examples. Students spend a week on an overnight trip to visit and live with a demographically diverse population that has successfully come together to provide strength through community.

Seniors: The senior year focuses on building the idea of: How can I find my right place in my community? Viewed as the culmination of their education, students spend two weeks on an overnight trip that strives to further support the entire high school curriculum in science, art, history, and language in a culture unique from the students' own. Students face physical, mental, and emotional challenges, and removed from the normal daily supports of family and home comfort students are challenged to come together once again in their class community to support each other with a common goal in mind. In this way, students shine together in their final weeks of high school. Each student finds his or her own place in the class community and has the opportunity to see in real time how their actions, thoughts, and words, both positive and negative, impact the class community - how the individuals make up the whole. Previous Senior Trips have involved all of these components both in the United States and abroad.

In the case of family emergency, illness or other *unavoidable* conflict, students may make up a trip by doing a set amount of community service on their own at a similar organization or location. It is important that in all cases other than sudden illness, this is set up with the Student Support Coordinator prior to the trip, and we ask that students not schedule anything to prevent their participation during their trip week(s). In the case of making up a class trip, students should choose an opportunity that is outside of their normal routine and challenge themselves. The high school faculty can help guide students to an appropriate community service opportunity.

Community service is encouraged for every student beyond their scheduled service-learning class trips. Each student is encouraged to complete a minimum of 30 hours of community service throughout the school year. Students receive two credits for community service on their transcript for every 30 hours served. At least 20 of the 30 community service hours should be done outside of the school community. Students, with support from their parents, are responsible for creating these opportunities. They should aim to challenge themselves and reach out to new areas. Community service does not include activities or chores done at home.

Students are responsible for documenting the hours they provide for service both inside and outside the school community on the Community Service Forms found in the Student Support office. Credit will be applied to each student's transcript at the end of the year.

Summer reading is assigned so students may continue developing a relationship with good literature. One unit of English credit is given when a student reads two books (one assigned to the class and at least one from the grade-level book list), submits written reports on the books from the list according to guidelines distributed with the book list, and has a scheduled discussion with a DWHS English teacher about the class assigned book. Up to two credits may be earned during each summer.

Senior Projects are a final graduation requirement of all students. All seniors accomplish a major project of their own choosing that must be approved by the high school faculty. This project is expected to demonstrate the student's expertise in a subject of interest to the student. The student will define the project by the fall of his or her senior year. Each student must work closely with a mentor who is an expert in the subject and who may or may not be a member of The Denver Waldorf School faculty. Each project is presented in a public event in the spring. Requirements and deadlines will be announced no later than fall of senior year.

Student Extracurricular Activities Policies & Procedures (4th-12th Grade)

The following extracurricular activities policies and procedures are specific to grades 4-12. Please refer to the Early Childhood Handbook for policies specific to preschool and kindergarten students. Students in grades 1-3 are encouraged to develop athletic skills in a less pressured, non-competitive environment.

Student extracurricular activities are clubs and sports teams offered before school, after school, and during high school lunch periods. Extracurricular activities are led by coaches and teachers who specialize in their activity. Fees and participation forms are due by the first day of participation and are additional charges beyond tuition.

Clubs: Clubs provide an opportunity for students to participate in additional activities outside of the classroom to increase movement in their daily activities, build community, and learn and hone specific skills.

Students are welcome to create new clubs, although the school may not be able to support them financially. Students interested in starting a club need to find an adult sponsor who will always be present with the club when it is meeting. Students should submit a proposal to their class teacher or class sponsor for approval. The proposal should include the following information:

- Who is the sponsor?
- What is the purpose of the club and what will happen during meetings?
- Who will be in the club and who is eligible?
- Are previously acquired skills necessary to join?
- Where will the club meet?
- Are there any costs and if so how will they be covered?

High school students interested in participating in a club that The Denver Waldorf School does not offer may do so at another local high school. For more information and to receive approval, contact the Student Support Coordinator.

Circus Club is offered to students in 4th-8th Grade twice a week after school in the fall and spring. Each session concludes in a school performance open to all parents/guardians and community members. Activities offered include tumbling, juggling, tight wire (2' high), poi, unicycle, hand

balancing, and beginning fabric aerials. These activities and others, help integrate the proprioceptive and vestibular systems, spatial awareness and balance, to promote healthy physical development. In today's screen-filled world, circus skills training offer an engaging alternative in providing opportunities for skilled movement and coordination. And of course, circus arts are fun.

Archery Club is offered to students in 6th-12th Grade once a week after school throughout the school year. The archery club was founded in 1999. The goal of the archery club is to safely introduce students to the sport and to provide the physical and mental training needed to become a skilled archer. Another goal of the archery club is to provide another means of enjoying outdoor recreation. The club uses only traditional archery equipment (no sights, mechanical releases, pulley or cams) to emphasize the archer's skills. The mood of the club is non-competitive, safe, and fun.

Spanish Club is offered to High School students once a week during the high school lunch period throughout the school year. The Spanish Club offers students an opportunity to practice conversational Spanish and engage in cultural experiences around the city of Denver.

Student Government is offered to High School students in once a week during the lunch period throughout the school year. Student Government provides an opportunity for high school students to make their voices heard in the overall governance of the school. Students elect class representatives who work on selected projects throughout the year. Students who participate in Student Government practice skills, such as writing proposals, presenting proposals to governing bodies of the school, working with consensus decision making, representing groups of people fairly, and working together with differing points of view. Students who participate in Student Government are expected to commit to the full school year. Elections are held during Block 1 of the school year.

International Club is offered to High School students in once a week during the lunch period throughout the year. International Club provides an opportunity for high school students, and in particular international high school students, to join together and share their own cultures from around the world. All students are encouraged to participate in International Club, and international students in particular are encouraged to join to share their cultures with other students.

Peace Group is offered to students in grades 9-12 once a week during the high school lunch period throughout the year. The Peace Group provides students an opportunity to engage in social issues of relevance to them. Topics are introduced from the Universal Declaration of Human Rights adopted in 1948 by the General Assembly of the United Nations. From these topics, students choose current issues relevant to them to study and engage in actively within the Denver community. Some past topics students have chosen to engage further with have included: The right to education, worker's rights, women's rights, LGBTQ rights, and the right to social order. Students have also grappled with issues on environmentalism, climate change, and personal choices related to these issues.

Yearbook Club is offered to High School students in one to two times per week during the lunch period throughout the year. The Yearbook Club is responsible for planning, designing, and creating the yearbook for the current school year from start to finish. Students learn skills, such as photography, graphic design, project management, and how to work on a design team. Students who participate in Yearbook Club are expected to commit to the full school year.

Sports: After-school sports provide an opportunity for Middle School and High School students to specialize in a sports-specific movement discipline. Emphasis is placed on character development through teamwork, sportsmanship, and meeting victory and defeat with equanimity and grace.

While teams will play to win, coaches are careful to play every player. Athletes are guided to reach their highest potential, while maintaining a balanced lifestyle that includes academics, the arts, and involvement in family and community activities. All students who can make a commitment to the athletic schedule become integral parts of the school team (there are no tryouts or cuts).

DWS is a member of the Colorado High School Activities Association (CHSAA), and participates in inter-scholastic competition on a 1-A level. The following sports are offered:

- **Girls Volleyball**
- **Coed Cross Country**
- **Boys and Girls Basketball**
- **Coed Ultimate Frisbee**

High school students interested in playing a sport that is not currently offered at The Denver Waldorf School may try out for teams at other local high schools. For more information on how to participate, please contact the Athletic Director, x. 112.

Communication Procedures (Grades Pre-K - 12)

All faculty and staff are available to help support the students and families in the school. However, it can be helpful to know who to go to when parents, guardians, or students have specific questions, ideas or concerns.

For Questions Regarding General School Organization, Including:

Student health or medications, please reach out to the Main Office Manager/Health Coordinator.

Athletics, please reach out to the Athletic Director.

Clubs, please reach out to the Student Support Coordinator.

Parent involvement, please reach out to the Parent Council co-chairs.

Giving to the school, please reach out to the Development Director.

Joining a committee, please reach out to the Administrative Director.

For Questions Regarding Your Student, Please Reach Out To:

Early Childhood: For general questions regarding your child and/or his or her experience at school, please contact your class teacher directly.

1st-8th Grade: For general questions regarding your child and/or his or her experience at school, please contact your class teacher directly. For questions or concerns regarding a special subject class, please contact the special subject teacher directly.

High School: The change from 8th Grade to 9th Grade is a transition for both the student and their parents/guardians. Both have had a relationship with the class teacher for the past eight years to guide them through their Waldorf experience, and many before that had a relationship with their early childhood teachers for up to three years. For many families, the grade school and early childhood teachers were the primary communication links with the

school. Both parent and child had the opportunity to establish this relationship as one of their anchors with the school.

In high school, families no longer have one primary person with whom to relate, but rather the entire high school staff. It is expected that when questions or concerns arise, teachers will approach students or students will approach their teachers. For students, this is a step in the development of responsibility for their own education. For families, this can be an abrupt change from their information chain. No longer is information first going to parents/guardians in all cases, but rather the student becomes the first source of information. This is intentional. High school students must learn to take the lead in problem solving and information gathering throughout their four years of high school as they learn how to be in the world as individuals.

Parents and guardians continue to play a vital role in their student's school life; exactly what this role entails varies from student to student. Each student will want and need different levels of parental involvement and support. For parents, discovering what best suits their child becomes one of the challenges of adjusting to high school.

For general questions regarding your high school student and/or his or her experience at school, please reach out to the High School Chair directly.

For questions regarding specific high school classes, please reach out directly to the teacher of the class.

For questions related to classroom accommodations and student support, please reach out to the Student Support Coordinator.

For all students in the school no matter what grade, if there is still a concern that was unable to be resolved in initial conversations with a teacher, the College of Teachers is available to the parents and guardians as a resource to help. Please contact the member on the College with whom you feel most comfortable. Parents may also direct concerns to the Administrative Director for administrative related concerns or the Pedagogical Director for faculty or student related concerns. Please check our website for a list of college members.

Administrative Staff

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