



The
DENVER
WALDORF
School

Family Handbook

2021-2022

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.

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Welcome to the Denver Waldorf School

All of us here at The Denver Waldorf School extend a sincere welcome to you and your family. We look forward to partnering with you in educating the students.

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

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, families, 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:

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

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

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

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

- o Transparent processes
- o Decision-making by consensus
- o Commitment to consensual decisions
- o Governing bodies, mandated committees, and volunteers working in partnership
- o Professionalism and collegiality
- o 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 reserves the right to interpret the content of this Handbook, including the rules and regulations governing the academic and non-academic conduct of students and parents/legal guardians. This Handbook is not a contract, nor is it intended to be so construed. Our School reserves the right to modify and/or amend the content of this Handbook at any time during the year. If any modifications or amendments are made to this Handbook, a copy of those changes will be distributed to students and parents/guardians. Students who reach 18 years of age while enrolled in the School are bound by all student and parent obligations in this Handbook for the duration of that student's enrollment. In addition, even after the student turns 18, the School will continue to share all health/medical, disciplinary, grades, progress reports, and other information with the student's parents/legal guardians throughout the student's enrollment at the School. Should a student have a concern about particular information being shared with their parents/legal guardians, the student should consult with the School Director or High School Director.

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 School Director is accountable for the smooth operation of the school. The directors and support staff of administration are each involved in the day-to-day operations of the school. If you have any questions and are not sure who to contact, please call the main line to be connected with the appropriate person.

The College of Teachers

The College of Teachers is a two-faceted organization of the school with one group, the College Study Council, focusing primarily on the meditative content and spiritual holding of the school and the second group, the College Leadership Council which is accountable for the educational programming as well as the hiring and evaluation of teachers and curriculum. Each College group meets weekly throughout the school year.

The Board of Trustees

As a not-for-profit organization, The Denver Waldorf School Association has a Board of Trustees that is responsible for the financial and legal well-being of the school. The Board of Trustees, made up of teachers, parents, guardians, and community members is responsible for contributing to the strategic direction 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 meets monthly.

Decision Making

The Denver Waldorf School uses a consensus decision making process in the areas of school governance including within committees, The College Leadership Council, task forces, and The Board of Trustees. The

School Director, The Board, and The College Leadership Council 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 provides support to the School Director with coordination and communication between the Board of Trustees, College Leadership Council, Faculty, and Administration regarding issues related to governance; strategic plan development, implementation and accountability; communication, crisis management, and oversight of policies and policy development. In its deliberations and activities, the committee strives to achieve a healthy balance between the immediate needs of the school for daily and crisis management as well as planning for the future. The Leadership Team serves as a hub for the operations of the consensus-based culture of the DWS community. The Leadership Team draws on the talents of the community by filling committee and Board memberships.

Board Mandated Committees

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

The majority of these committees include at least one representative from the family community, one from The Faculty, one from The Board of Trustees, and one from Administration.

The faculty, staff, and volunteer members of each committee are available to answer your questions, to listen to suggestions, and to invite your participation. Please contact them by phone, in person, or in writing. If you are interested, please contact the School Director to learn about the committee member selection process.

Business Policies

Enrollment Fee: All enrollment fees are non-refundable. Enrollment 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 student 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 required by DWS or any duly constituted federal, state, or local authority. Students must be compliant with Colorado immunization law to attend school.

Student Accident Insurance: DWS maintains a student accident policy to assist families with some of the costs incurred for emergency care not covered by the family's own insurance for injuries sustained while attending school or while attending or participating in a regularly scheduled school event. Parents/guardians must contact the Business Director in order to file a claim with the school's insurance company within thirty (30) days of the accident.

Change of Enrollment - Early Childhood Education: Families wishing to change their enrollment schedule, for example changing from half to full days, must first check with the Admissions office for availability and to request a change of enrollment. A reduction in enrollment incurs a \$250 change of enrollment fee.

Denver Waldorf School Community Expectations

Families are expected to read and discuss the following sections on community expectations and student policies and procedures with their students 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. Families know the best way to bring these matters to their students 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, families, 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 school work and materials in good order, up to date, and in good condition.
- To hand in all required assignments on time.
- To leave gum 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.

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 families 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 families with opportunities to express concerns and questions outside lesson time.
- To provide the families with opportunities to learn more about the Waldorf philosophy.
- To notify families in a timely manner when expectations for schoolwork and behavior have not been met.

- To be familiar 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.
- To hold students and families accountable to expectations related to cell phones and dress code.

Families are expected:

- To supervise their students at all school-related functions, including sporting events, concerts and festivals.
- To provide a home atmosphere conducive to the student's social, emotional and educational well-being.
- To review the discipline policy and school rules with your student(s) and partner with DWS by upholding DWS' policies and decisions.
- To collaborate with faculty in implementing discipline policies.
- To ensure that your student(s) is 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 students get adequate rest and appropriate time and environment for homework.
- To communicate clearly and kindly with each other.
- To keep social media exchanges and representations of DWS affairs, faculty, and family members positive and productive.
- To participate in school-wide festivals and assemblies.
- To limit their own use of cell phones while on campus, including while in the lobby, gym and festival hall, keeping in mind that we are models for all students, of all ages in our school.

The intention behind these expectations is to create an awareness of what is necessary to take hold of the educational opportunity provided through The Denver Waldorf School. Please expect a follow up conversation when these community expectations aren't upheld.

Student Extracurricular Activities Policies & Procedures

The following extracurricular activities policies and procedures are specific to grade level.

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 these select activities. Fees 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.

Middle School and High School students are welcome to request new clubs. 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.

Club offerings change year to year. Information can be found in the weekly updates and newsletters.

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 interscholastic competition on a 1-A level. The following sports are offered (provided there is adequate participation):

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

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.

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 their class teacher, special subject teachers, and administrative staff.

Regarding behavior at School, Events, and School-Related excursions:

- Politeness, respect and kindness are the expectations of all students and adults, whether in the classroom, in the hallways, at school events or school excursions.
- Walking quietly to and from classrooms provides a quiet, respectful and safe environment for all.
- Caring for the school campus, school-related items, and the property of others is the responsibility of all students and adults in the community.

Photography: Please check with the Class Teacher with respect to taking photos of any class-related events.

Grades 1–8:

Students in grades 2–8 *begin their school day outside* on the playground. Students in grades 2-8 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 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.

1st Grade starts their year with being dropped off and picked up at their classroom. At the discretion of the 1st Grade teacher, students will, at some point in the year join the other grades on the playground in the morning and afternoon.

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.

Recess on the playground: 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" when anyone in the game says that they don't want to play anymore.

- Teasing is not allowed at any time.
- Hitting or tackling is not allowed.
- In a conflict situation, students are expected to call upon a teacher to help them with conflict resolution.
- No hard surfaced balls (like baseballs).
- Throwing of snowballs is not allowed.
- Unicycles, bicycles, skateboards and inline skates are not to be ridden in the playground, except at designated times and with helmets.
- Once a student is outside on the Playground, 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:

Students should arrive to school 15 minutes prior to the start of the day to prepare themselves for school. Students are expected to be in the classroom ready to begin at the start of class. 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.

High school students will, 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.

Off-campus lunch is a privilege available to all students in high school, starting in January of a student's freshman year. 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.

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 Preservation of Childhood: Our culture often encourages students to act and dress older than they are. Families are asked to trust the intent of the teachers in creating the dress code which is appropriate to the age of the student.

Each section of the school has its own dress code based on the age of the students with the intention to support the developmental needs of the students at various times in their lives.

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 students 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 families dress their students for school in a way that supports the students to blend in, rather than stick out when it comes to their clothing.

Grades 1-5 Dress Code:

- Clothing should be free of media images, team logos, lettering, and corporate advertising
- Shoes need to be weather appropriate and allow for unhindered running, movement and play. Shoes need to have backs - no flip flops, clogs or crocs and no light-up shoes
- No make-up, hair dye, or nail polish for Grades 1-5. Watches are permitted in third grade after time and reading analog clocks is taught. Watches should be analog, not digital

Music performance dress includes: white top and black bottom (either pants or skirts that fall to the top of the knee or longer).

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

Halloween: No media characters, no full face masks.

Grades 6-8 Dress Code:

Approved clothing:

- Neat and clean appearance
- Weather appropriate
- Tops and dresses with at least 1" wide straps and skirts no shorter than 1" above the knee. (Skirts may be worn above the knee if the students are wearing leggings or pants under the skirt)
- Shorts: mid-length thigh
- All underwear is under clothing
- DWS gear

- Weather appropriate shoes with backs
- Thumb sized logo
- Accessories: simple jewelry (plain necklaces, bracelet or pair of earrings)
- Natural colored hair dyes

Unapproved clothing:

- Revealing of bottoms, chests, backs or bellies, see-through or oversized/undersized garments
- Media or corporate advertising in imagery or lettering on any clothing.
- Flip-flops, crocs, platforms, high heels, backless shoes or clogs, shoes with wheels or lights
- Cut-offs, ripped clothing or clothing that is in disrepair
- Accessories: hats and sunglasses inside, make-up or nail polish for grades 1-6

Gym Glass changes in Middle School. Students are expected to dress out, which means to change clothing, to participate in gym classes. Students will be given time at the beginning and end of class to change clothing. If a student is not dressed appropriately they may be asked sit out of class and not participate. Reoccurrences may eventually result in a teacher/parent conversation. We understand that the clothing that students wear to school may be appropriate for physical activity and movement but we are also trying to develop better habits in hygiene as well as prepare them for high school. At Denver Waldorf and most every middle school, changing into proper attire is a part of the physical education curriculum and grading process.

- **Approved gym clothing examples** - Shorts, sweat pants, leggings, yoga pants, tee shirts, sweatshirts, long sleeve shirts (without buttons).
- **Unapproved gym clothing examples-** Jeans, khakis, dress pants, dress shirts or shirts with buttons, dresses or skirts.

All students must have shoes that are specific for indoor gym use. These shoes must be athletic shoes that lace and are sturdy. Students who do not have proper footwear will not be allowed to participate.

- **Unapproved gym footwear examples** - Boots, sandals, dress shoes and any type of slip-on shoes will not be permitted in the gym.

Music performance dress includes: white top and black bottom (either pants or skirts that fall to the top of the knee or longer).

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

Halloween: No media characters, no full face masks.

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 students and ambassadors of our high school for the families of these students. 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.
- Shorts and skirts must be mid-thigh length or longer.
- 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 appropriate 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.

Gym class dress: 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. If 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.

Music performance dress: Black shirts with collars or blouses and black bottoms (either pants or skirts that fall to the top of the knee or longer) and black shoes.

Assemblies, functions, and field trip dress: 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. Families 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, 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 families and students during the school day should be made through the Main Office. This expectation needs to be held in partnership with parents and the school, and we ask parents and guardians to consider their own needs, as well as the health of the whole community when allowing their students to have these devices. Further, parents and guardians are empowered to talk with any student directly or notify faculty/staff when they see a violation of our policy.

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 families after they leave campus for the day. Any cell phone brought to school may not be *used* during the school day. Cell phones brought to school must remain turned off and left in lockers. Between dismissal and 3:30 pm, Grades 6-8 students may use their phones in the Main Entrance Courtyard to arrange rides, but otherwise should not be using their phones. An Aftercare monitor will be present during this time. 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 confiscate 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 their 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* during the school day. Cell phones may not be utilized on campus during school hours and may not be taken 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 and/or administrators may confiscate any cell phone if they see or hear it, and other adults in the community may call the student's attention to violation of this policy and ask they be put away or request a teacher/administrator to confiscate. 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. These expectations need to be held in partnership with parents and the school and we ask parents and guardians to check in with their student(s) about this policy from time to time. In addition, we ask parents to collect phones from their student(s) before any class trip, to ensure none are taken. Parents and guardians will always have the number of a chaperone in the event communication is necessary.

Communication between families and students during the school day should be made through the Main Office, including parents and guardians getting messages to students and students calling parents and guardians to say they are ill and need to be picked up. If a student doesn't feel well, they should be sent to the Main Office for evaluation and then the office will call the parents/guardians.

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

Students are expected to take care of their personal belongings by keeping them neat, tidy, clean, and put away when not in use. Lockers can and will be inspected at any time by a faculty member or administrator.

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. 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 Director.

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, we 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 are required to bring their instruments to school for their music classes. Instrument storage is provided in each area of the school.

Student Conflict Policy (1st-12th Grade)

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; this includes addressing behavior that occurs off campus impacting other students or the learning environment. The following are general conflict guidelines should such become necessary. For policies related to these consequences, please see the sections above on student behavior, dress code, electronics, and lockers.

“A healthy social life is found only when, in the mirror of each soul, the whole community finds its reflection, and when, in the whole community, the virtue of each one is living.” - Rudolf Steiner

Community Agreements

The Denver Waldorf School community includes all students and their parents and/or guardians, faculty, and staff. As a member of The Denver Waldorf School community, you agree to strive for the following:

- We acknowledge that everyone in our community is **wanted** and **important** to the community.
- We act from a place of **empathy** and take a sincere **interest in understanding the other and caring for the other.**
- We **take responsibility for our thoughts, words, and actions** and their impact on us and others.
- We are **resilient.**
- We **give of ourselves** by contributing our individual best **to our community.**
- We strive to **perceive the highest self in ourselves and others.**
- We value our own and others' sense of **safety**, physically, mentally, and emotionally.

Approach to Conflict

Every conflict is an opportunity to find the connection between you and me.

Conflict is a part of life. When conflict occurs, we recognize that at the heart of conflict there is a challenge and opportunity for growth. Relationships undergoing this process of growth can be among any community member, including but not limited to: students, parents, guardians, teachers, and staff. Facing these challenges from a growth mindset allows us to live and work together in community. The Denver Waldorf School's approach to conflict is based on the Restorative Practices model, originally developed by indigenous communities, and complementary to Waldorf education.

- **Relationship & Respect** - To begin to address conflict, we first **approach those impacted from a place of empathy and a desire to understand the root cause of the conflict.** We understand that if we are in conflict, it is because we have something to learn from each other. We ask the question: How can we understand each other better to deepen our relationship with one another for a healthier community?
Responsibility & Repair - We then ask each individual to take age-appropriate responsibility in a manner that reflects their stage in childhood development for repairing and deepening their relationship(s), reinforcing that they have the support of their community. In doing this we strive to respond from our highest self and perceive the highest self in others.

- **Reintegration** - When a conflict impacts the whole class or a subsection of the class, we first work to resolve the conflict among those directly involved. Then we incorporate the class community to further the healing in the larger group and work toward repair together as a community. In some cases, this may involve families as well.

Connecting Circles

In order to lay a foundation for appropriate responses when conflict arises, each class holds connecting circles within their classroom rhythm to help students learn at an age-appropriate level how to be in community with one another. Skills practiced include active listening, understanding others' perspectives, patience, and compromise.

Determination of Appropriate Response

Most conflicts can be appropriately addressed through the Restorative Practices model. Determination of the appropriate response to conflict is based on:

- Frequency of behaviors
- Severity of action or language
- Previous restorative attempts to resolve conflicts

Restorative Council

The Denver Waldorf School Restorative Council is the primary oversight body for addressing conflict among members of the school community. The council supports teachers by ensuring all faculty and staff are trained in Restorative Practices. Additionally, the council provides support to teachers for classroom responses as well as restorative mediation through Restorative Conferences when the need arises. The council may also provide support to parents, guardians, faculty, staff, and other adult community members when conflict arises in areas of the community outside of a classroom.

The Restorative Council is composed of at least:

- One school counselor
- Three volunteer faculty members who have committed to at least one academic year of Restorative Practices mediation, Restorative Council meetings, and who have attended RP101, 201, and 301 with the Conflict Center or comparable training.

In the case of conflict among students, initial determination of appropriate response to conflict is made by the student's teacher(s) with the support of the Restorative Council following the levels outlined below. All responses are based on the foundation laid by the school's Community Agreements and Approach to Conflict as described above. Parents or guardians who have concerns or questions about appropriate responses are encouraged to speak to their student's teachers. If concerns persist, parents and guardians may seek further support through the Restorative Council. A list of current Restorative Council members is available each school year.

Level One

Level One behaviors demonstrate an opportunity for growth and learning. These behaviors may be hurtful to others or disruptive to the learning environment but do not threaten the physical safety of any community member and are not persistent in nature.

Appropriate response to Level One behaviors is determined by the student's teacher(s) with the support of the Restorative Council. Parents/guardians may not be immediately contacted if the conflict is resolved through a Level One response.

Level One behaviors are addressed by the student's teacher(s). Common restorative approaches to Level One behaviors may include reframing conversations, archetypical storytelling, and connecting circles.

Responses will look different depending on the age and developmental level of the student(s) involved in the conflict.

If the impacted relationships are restored, no further action is needed.

Level Two

Level Two behaviors demonstrate a need for more robust support. Level Two behaviors may fall into two categories:

1. Persistent Level One behaviors that are not successfully restored through a Level One response.
2. More serious behaviors that need more than a Level One response as determined by the student's teacher(s) in partnership with the Restorative Council. These behaviors show greater severity in actions and/or language and hold greater potential for harm. As such, these behaviors generally require stronger support to help those involved learn from each other and deepen their relationship.

Appropriate response to Level Two behaviors is determined by the Restorative Council in partnership with the student's teachers. Parents/guardians will be contacted about the conflict and response.

Level Two behaviors are addressed by the Restorative Council through a **Restorative Conference** process. Restorative Conferences are led by volunteer teachers who sit on the Restorative Council and are trained Restorative Practices mediators. Prior to the conference, the mediator meets individually with each person involved to hear their experiences. Once each individual is ready, a Restorative Conference is held where students are brought together to discuss opportunities for responsibility and repair and to work toward reintegration back into a healthy learning community. All involved students are expected to attend both individual meetings and the Restorative Conference along with the appropriate teachers. Parents and/or guardians may be asked to participate as well in some cases, but not all. At the conclusion of a Restorative Conference, written agreements are made with all involved and expectations are set for how to reintegrate back into the community.

Once those directly impacted by the conflict reach a point of resolution, the Restorative Council and the student's teacher(s) may also involve the rest of the class community in a restorative circle to further support reintegration in cases where the teacher(s) and Restorative Council deem this to be appropriate.

Continued, on-going support of the individuals involved may also be offered through the support of teachers, the school counselor, or other support systems. The mediator continues to hold individuals accountable to the written agreements.

Level Three

Level Three behaviors are persistent Level Two behaviors that are not successfully restored through a Level Two response. This may indicate that a student needs additional support beyond what the Restorative Council and their teachers can offer.

In these cases, the appropriate response is determined in partnership by the Restorative Council, the student's teachers, and any relevant support staff.

A number of approaches may be considered including:

1. **Outside Support:** Recommendation for outside support through mental health counseling, occupational therapy, speech & language therapy, guidance from a medical doctor, or other such resources.

2. **Academic Support:** Recommendation for additional educational support through a psychoeducational assessment and potential academic accommodations and interventions (See Academic Support Policy).
3. **Dismissal:** The Denver Waldorf School reserves the right to expel a student if it is determined through a restorative process and Administrative review that dismissal is in the best interest of the student and the school. This may include situations where the student is not able to engage with the school community and curriculum effectively due to behavioral, developmental, or academic needs. This may also include situations where a student's presence at the school causes risk to the safety and wellbeing of others in the community. In cases where dismissal is determined to be the most supportive decision for a student, the school will offer help to support the student's transition to a new school.

*****A Note on Suspension:** *The Denver Waldorf School aims to resolve conflict in a restorative way and to not suspend students. However, occasionally suspension is warranted to provide time to fully understand the situation.****

Situations Not Appropriate for Restorative Practices

The Restorative Practices model depends on a foundation of respectful relationships and shared values. In cases where there is a significant power differential, a restorative approach is not appropriate. In these cases, appropriate response is determined through Administrative review and may include dismissal. This includes, but may not be limited to:

Bullying: Bullying is defined as persistent and targeted behavior by one or more students, parents/guardians, or teachers that is intended to cause harm to a specific individual or group. Bullying can be written, electronic, verbal, or physical.

Bullying includes behavior that:

- Causes the targeted individual to feel unsafe in the school environment.
- Prevents the targeted individual from engaging fully with their education.
- Causes harm to the targeted individual or their property.

Sexual Misconduct or Assault: (See Sexual Misconduct/Harassment Policy below)

Drug Sale: Selling drugs on school grounds is illegal. The sale or distribution of drugs on campus or during an off-campus school activity, such as an athletic event or field trip, is prohibited.

Drug use is handled through a restorative process defined as a Level Two behavior. The school reserves the right to ask students willingly to undergo drug testing. Families are required to pay for any drug testing.

Weapons: Bringing a lethal weapon to school or use of any item as a weapon against another person is prohibited.

Non-lethal weapons brought to school *without mal-intent* may be handled through a restorative process defined as a Level Two behavior.

In some cases, Waldorf education may utilize items that could be used as weapons through the curriculum. Examples include creating knives in industrial arts classes, using knives in kitchen activities, etc. Sanctioned school activities that include use of these types of items are monitored by

teachers. If a student uses a sanctioned item as a weapon against another, it is considered a prohibited behavior.

In these situations, the appropriate response is determined by the school Administration and may include dismissal.

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 or sexual misconduct should inform a teacher or the School Director immediately. That teacher or School Director will work to ensure that the DWS *Sexual Misconduct Policy* and process is followed. When someone claims sexual harassment, it is the school's responsibility to comply with all mandatory reporting obligations and, when there is no outside investigation that has to be conducted, we internally will determine the credibility of the allegation, reach a judicious conclusion, and take appropriate action. The internal investigative team will consist of 2-3 members of the school community: including the class teacher, possibly a teacher appointed by the faculty of the opposite sex and the School Director. In accordance with our policy, students undergoing an internal or external investigation will remain home until it is deemed safe for all students to return.

Sexual Harassment

The DWS community fully supports all laws that are designed to protect our students from sexual harassment. DWS prohibits sexual harassment directed toward a student or by a student directed toward someone else in our DWS community. 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. Any sexual comment or behavior that makes one party experience fear, embarrassment or exploitation is against our policy.

Examples of violations of this policy (which may constitute acts of illegal sexual harassment) include but are not limited to: 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; 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; displaying pornographic materials; sexual innuendos; rumor spreading of a sexual nature; graphic descriptions of girls or boys; rating students' sexual attributes; intimidation and advances if a person has asked that they stop.

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 have a good faith belief that you have been subjected to anything that violates this policy please report it to the School Director.
- ii. An investigation will be conducted and appropriate action will be taken every time a good faith complaint is made.

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

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.

Family-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/guardians are expected to participate in conferences with their student's teachers. Appointments for conferences will be made through the class teacher.

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 1st-12th 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 student's class teacher or the Student Support Coordinator.

High School

The Denver Waldorf High 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 progression of the high school academic program. Please contact the Pedagogical Director or High School Director with questions.

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 consists of the Student Support Coordinator and two high school faculty members. It meets weekly to review student needs and progress, to recommend and coordinate additional supports, to review issues of academic honesty, and to review individual student requests. The Academic Standards Committee is responsible for reviewing Work Plans, Section 504 Plans, requests for credit/no credit grading, requests for course Incomplete extensions, issues of academic probation, course placement (Spanish, math, music, etc.), requests for independent study, issues of plagiarism and cheating, sports eligibility, etc. The committee also works with students, teachers, parents and guardians to provide other supports for struggling students and expanded opportunities in students' areas of interest.

Homework is given to students daily in all main lesson, track, and language classes, and in most elective classes. Students should plan to do two to three hours of homework per night.

Missing or late assignments can drop a final block grade by a full grade or more. Teachers are not obliged to accept late work, except in the case of an official DWS Work Plan or Section 504 Plan that allows for extra time on assignments or in the case of an approved incomplete extension. Specific policy information will be emailed to high school families at the beginning of each school year.

Section 504 Plans and Work Plans are written reports to help guide students, families, and the high school faculty when addressing academic accommodations for specific students.

Section 504 Plans are written for students who have a documented physical or mental impairment as recognized in the DSM-V or other respected medical or professional source that substantially limits one or more major life activities.

Work Plans are The Denver Waldorf School's internal accommodation plans. These are utilized for students who need additional school support but who may not qualify for a Section 504 Plan. A Work Plan may be issued in response to academic probation, inconsistencies in educational background, a need for comprehensive credit/no credit grading, or other issues that may impact a student's ability to perform at their best.

If a student qualifies for special education services through a public school district by qualifying for an Individualized Education Plan (IEP), they are choosing to reject special education services by enrolling in a private school. The Denver Waldorf School reviews all IEPs and provides students with reasonable accommodations within our resources. The Denver Waldorf School does not provide special education classes or services. A prior meeting with the Academic Standards Committee and a student's parents/guardians is required before an accommodation plan is put in place. Accommodation plans are reviewed once a semester or more frequently upon request.

Incomplete extensions may be requested by a student to receive extended time in order to complete outstanding work after the conclusion of a course. Incomplete extensions are approved 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 and file it with the Academic Standards Committee a minimum of four (4) days before the end of the block. 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 Academic Standards Committee that the student will complete specific work by an agreed upon date. Incompletes are filed 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.

Grades are given for every 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. Credits are based on classroom contact hours. Each 12 hours of class time equates to one 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, and 33 physical education 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. Grades are available through PlusPortals. Year-end transcripts are emailed in June.

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 supportive measures for any student with a grade below a C.

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 Student Support Coordinator.

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.

Credit/No Credit grading is pass/fail grading. Grading on a credit/no credit basis does not affect a student's GPA, rather it 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 or Section 504 Plan that indicates credit/no credit grading. In this case, the student will be graded according to the documented plan. 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 its sole discretion. 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.

Graduation requirements are the full set of credits each student must earn to graduate 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/guardians 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 registrar at registrar@denverwaldorf.org. Seniors are reminded to keep the High School Director and Student Support Coordinator apprised of post-secondary institution deadlines.

Cheating and plagiarism are taken very seriously, both in terms of students who cheat/plagiarize and those who help others cheat/plagiarize. To prepare students for success in the broader world, DWS counsels students beginning in 9th grade about the need for academic honesty and the potential consequences, both at DWS and in the broader world, for cheating and plagiarism. Working with students during their high school years also necessitates a certain level of flexibility to help students clearly understand boundaries. For this reason, DWS has a three-strike plagiarism and cheating policy. Plagiarism and cheating in any form are considered equal offenses.

- **Strike 1:** The first case of plagiarism or cheating results in a teacher, student conference led by the Student Support Coordinator. Parents/guardians are notified. The student is given an opportunity to redo the assignment.
- **Strike 2:** The second case of plagiarism or cheating results in a parent/guardian, teacher, and student conference led by the Student Support Coordinator. The student receives a zero on the assignment with **no** opportunity to redo or make up the assignment.
- **Strike 3:** The third case of plagiarism or cheating results in a parent/guardian, teacher, and student conference led by the Student Support Coordinator. The student immediately and automatically fails the course.

- **Strike 4:** If plagiarism or cheating occur a fourth time, the Student Support Coordinator and High School Director will meet with the student and their family to discuss an expulsion plan. In some cases, and in DWS' sole discretion, students expelled for cheating and plagiarism may be allowed to finish the academic term before being asked to leave so the transition out of school can be less abrupt for the student.

At each stage, the goal of the parent/guardian, teacher, and student conferences are to find the root cause of a student's actions. DWS will work with the student and their family to put into place necessary supports if the cause of cheating or plagiarism is determined to be something that can be addressed through additional supports.

Academic probation is put in place if a student's GPA for the current school year falls below a 2.5 or if a student receives a second failing grade during high school. Being on academic probation jeopardizes a student's ability to graduate. Other terms of academic probation may be determined on a case-by-case basis. A student may be removed from academic probation when their GPA rises above a 2.5 and/or they complete two consecutive blocks without any failing grades.

Any student receiving a third failing grade during high school will be placed on academic probation for 12 months and must make up one of the failing grades through the grade replacement policy outlined further in this section prior to being eligible for graduation.

A student on academic probation may be expelled at any time.

Grade replacement is an option open to all students *once* during their four years of high school. If a student receives a failing grade, they may retake the course or a course with similar content to replace the failing grade. Students may either take a similar class through a local summer school program or set up an independent study for the equivalent credit hours as outlined further in this section. All grade replacement plans must be approved by the Academic Standards Committee prior to commencement of the program.

Independent study is open to all students, but preference is given to students in their junior and senior years. Students may request to explore independent study in any area of interest for earned credit toward graduation requirements. It is the responsibility of the student to set up their independent study according to the program guidelines and to submit the appropriate documentation to the Academic Standards Committee for approval prior to the commencement of the program. Necessary documentation includes the teacher's course overview, learning objectives, and grading parameters as well as the student's application. All independent studies must be taught by an adult with experience and knowledge to share in the particular field. Students must receive active instruction from their teacher to earn credit hours. Every 12 hours of face-to-face instruction time earns 1 credit hour. Teachers must issue a grade at the end of an independent study period in accordance with DWS grading policies.

Class placement in math and Spanish is determined with a holistic view of the student. In these areas specifically, classes are split based on academic skill level to better support all students where they are in their academic journey. Initial student placement is based on recent academic performance and achievement in the subject. Any related learning disabilities are always taken into account. The high school faculty most often errs on the side of challenging students to perform at the top of their potential. Requests to move up or down in class level are brought to the Academic Standards Committee initially. The committee reviews all related documentation and known information with the subject teachers, and then the subject teachers meet together with the student to partner in a collective decision. Parents/guardians are welcome to join their student in this conversation, but are not required. Parent and guardian involvement should be based on each individual student's needs. If it is determined that it would be more supportive to the student to allow them to hold the conversation on their own, parents/guardians are still encouraged to share their perspective with the subject teachers privately.

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.

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. 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 IEP or Section 504 Plan from a previous school, or if your student 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 documentation and discuss possible accommodations.

Service-learning is an integral part of the high school curriculum. Each year in 9th-12th Grade, students participate in a service-learning class trip. 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. Students who are unable to attend class trips due to unavoidable conflicts, such as illness, must make up the credit by completing 40 hours of community service per each week of a service-learning experience.

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, or two credits, of community service throughout the school year. At least 15 of the 30 community service hours should be done outside of the school community. Students, with support from their parents/guardians, 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 form 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 one of the high school language arts teachers 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 their 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 Support Services

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 seeks to 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. On 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.

Pre-Kindergarten–1st Grade

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

2nd–5th Grade

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

Academic assessment support becomes available to students in 2nd Grade. Educational assessments are available to students at DWS through the Child Find section of the Individuals with Disabilities Education Act (IDEA). Students who demonstrate a need for educational assessments to determine if a learning disability is impacting their ability to obtain an equitable education can access these services through the Student Support Coordinator. Educational assessments are provided through Denver Public Schools (DPS) and coordinated by the DWS Student Support Coordinator. These assessments can provide essential information on how a student learns best to help guide the student and their teachers in differentiating curriculum and providing accommodations for a student to reach their 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.

After a student completes a full assessment, an eligibility meeting is held with the Student Support Coordinator, one of the student's teachers, their parents/guardians, and the DPS Special Education Assessment Services Private School team. The results of all assessments are shared at this meeting. If the results indicate a need for classroom accommodations, the DWS Student Support Coordinator will review which recommended accommodations The Denver Waldorf School is able to provide within its curriculum and resources. Depending on the assessment results, a student may either be provided with a DWS Work Plan or a Section 504 Plan. If the assessment results indicate a need for special education services outside of a general classroom, the student's parents/guardians must decide whether to seek these services, which are provided to all students through DPS schools. The Denver Waldorf School does not provide special education services, and a student's parents/guardians are choosing to reject these services by continuing to enroll in a private school. In this case, The Denver Waldorf School will seek to provide reasonable classroom accommodations through a Section 504 Plan. The Denver Waldorf School reserves the right to determine if we can or cannot serve a student.

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).

Math support is provided to students in 2nd–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.

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 that 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.

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 continues to be available to Middle School Students. Please see the description above for more information.

Literacy Support continues to be available to Middle School Students. Please see the description above for more information.

Math Support continues to be available to Middle School Students. Please see the description above for more information.

Social and emotional support is provided to students 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. Parents/guardians will be notified when the school counselor has had a meeting with their student. The school counselor can provide referrals for ongoing therapy to families at their request.

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. Please see description 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 2nd-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 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. On 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 available to all interested international students. Additional one-on-one support is offered during the English 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 freshman and sophomore years, and begin to look toward opportunities after high school during their junior year. The College Counselor and Student Support Coordinator help 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 College Counselor works with each student beginning in their 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 support to find their best post-secondary opportunities. In addition to the supports offered by the College Counselor, the high school offers an SAT preparatory class for one block each year that is required for juniors looking ahead to college.

General Information (A-Z)

Attendance

For the safety of the students 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 families 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 student arrive at school on time.

Pre-Kindergarten & Kindergarten: For more information about Early Childhood Education policies at DWS, please refer to the ECE Handbook.

Starflower: If your student will be absent or late, please leave a message with your student's teacher. If you know in advance that your student must miss school, please inform their teacher.

Main Campus: If your student will be absent or late, please notify reception at attendance@denverwaldorf.org or 303-777-0531 x 100. If you have scheduled absences feel free to notify attendance ahead of time. 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:

If your student will be absent or later than 9 Am., please call the school's Main Office at 303-777-0531 x 100 or email attendance@denverwaldorf.org **before 9:00 am.** Students in grades 1 – 8 who arrive after the start of school 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 student will miss school, please inform their teacher as well as the Main Office at 303.777.0531 x. 100. 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 grade 8 and younger may not sign themselves out.

High School: If your student will be absent or later than 9 am., please call the school's Main Office at 303-777-0531 x 100 or email attendance@denverwaldorf.org **before 9:00 am.** Students who arrive after the start of class 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 student must miss school, please inform their 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 a high school student must leave school prior to dismissal they may 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 or email 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 student 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 student 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 student'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.

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 will be available on the PlusPortals mid-July, and due on August 1. Students will not be able to join their class the first day of school without complete forms on file.

Billing Policies

Tuition billing options, including payment scheduling options, are detailed in the annual Tuition and Enrollment Contract and in the enrollment packet.

Late charges will be assessed for payments not received by the due date.

Additional Fees, such as fees for extracurricular sports and clubs, Aftercare, and Summer Camp or other camps, are billed separately.

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

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 Playground) is the only available entrance. Pre-K, kindergarten and high school students as well as parents/guardians may enter through this door. Grades 1-8 students must stay on the field until the bell rings. In the case of inclement weather, students in Grades 1-8 will be supervised inside.

After 3:45 pm, the Aftercare entrance is the only available entrance. Access the Aftercare 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.

Communication

If you wish to contact a teacher or staff member, please leave a message on their voicemail or email them. Refer to the Faculty and Staff Directory found in PlusPortals, 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 Aftercare staff can be left at x. 113.

Messages for students are handled by the Main Office at x. 100. It is important for students in grades 1-12 to call their families 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.

Contact Information

For your student'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 at registrar@denverwaldorf.org.*

Contract Disputes

Tuition adjustment covers the majority of reasons why a family needs to leave the school in before the end of the school year. During the rare instance when there is a contract dispute, the final contract decision will be made by the School Director and the Business Director in conjunction with the Leadership Team. At the point a dispute is not resolved the dispute will be handled by the DWS School Attorney.

Drop-Off / Pick-Up

Please make your plans for drop-off and pick-up based on the needs of your **youngest student 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 student. Absolutely no parking in alley or behind church.
Main Campus Pre-Kindergarten & Kindergarten	Between 7:30am and 8am – park in family and visitor areas of the parking lot, enter through the playground entrance; sign in your student in the classroom. 8am – park in Family & Visitor areas of parking lot, enter through Main Entrance to classroom to sign in your student 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. Grades 2-8 students gather on playground for supervised play until school begins. Grade 1 students start the year being dropped off and picked up from the classroom. At the teacher's discretion, 1 st Grade will move to joining the other classes on the playground at some point in the year.
High School	Parent/Guardian Drivers: Park or drop off on Pearl Street or Warren Avenue (on the SCHOOL SIDE of the street ONLY).

	<p>Student Drivers: Park in designated high school area of the parking lot.</p> <p>Before 8am – Enter school through playground entrance.</p> <p>Main entrance opens at 8am.</p> <p>Students may respectfully use available classrooms and the computer lab before classes begin. 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 student.</p> <p>Absolutely no parking in alley or behind church.</p>
Main Campus Pre-Kindergarten & Kindergarten	<p>Park in parking lot, enter the school through Main Entrance, and sign out your student in ECE playground or classroom.</p> <p>Students who remain on the playground after the school day will be checked in to Aftercare. Pick up your student 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 playground.</p> <p>Students who remain on the playground after the school day will be checked in to Aftercare. Pick up your student promptly to avoid being charged.</p>
Grades 6 – 8	<p>Park on Warren Avenue (on the SCHOOL SIDE of the street ONLY). At dismissal time, students will be with teachers on the playground.</p> <p>Grades 6-8 students may not be inside the school after 3:30 pm unattended.</p> <p>For 15 minutes after dismissal, Grades 6-8 students may get snacks from the School Store or vending machine.</p> <p>By 15 minutes after dismissal, students remaining on campus need to be:</p> <ul style="list-style-type: none"> • waiting in the Main Entrance Courtyard for a ride • on the Grades Playground

	<ul style="list-style-type: none"> • in an afterschool club • in the gym if they are registered for a sport that has a scheduled practice • at study hall <p>Grades 6-8 students may wait in the Main Entrance Courtyard for rides until 15 minutes after dismissal. An Aftercare monitor will be present during this time. In the event of adverse weather, students may wait inside the Main Entrance. Students who have not been picked up by then will be brought to the Grades Playground by Aftercare staff. Grades 6-8 students who remain on the Grades Playground at 3:55 will be signed into Aftercare and their family will be billed.</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 students 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 will 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>

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 registrar@denverwaldorf.org as soon as possible.

NOTE: While it is the School's intention to send school-wide text messages primarily during emergency situations, DWS occasionally uses the text messaging system to communicate non-emergency information as deemed necessary by staff.

Emergency Drills

Fire, tornado, lockdown, 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 (Aftercare is not available at Starflower). The Enrichment staff provides a safe, comforting, and creative atmosphere where students 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 – beginning of school, school days)
- Aftercare (after school - 6pm, school days)
- School Break Camps (see calendar for dates)
- Summer Camp (see calendar for dates)

Anyone picking up students from any Enrichment Program may be required to show photo ID. This includes family members.

To leave messages for Enrichment program staff, please call 303-777-0531 x113. Messages are checked at 2:30pm daily on school days for Aftercare messages. If you need to reach Aftercare staff or get a message to your student between the hours of 2:30pm – 6:30pm on a school day, you may text 720-837-4933. Please use this cell phone during Aftercare hours only.

Before Care: Before Care begins at 7:30am and lasts until school begins. At the main campus, early childhood students 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 students will be outside on most days. If the weather is severe, students will be supervised indoors at the discretion of the provider. Students must not be left at school before 7:30am.

Aftercare: *If you want your student to be supervised after school, you must contact the Enrichment Director or the Main Office.* All school policies and expectations for behavior apply to Aftercare, including cell phone use. It is permissible for students to come to Aftercare after a lesson, club or a trip off campus.

- Pre-K through Grade 5 students remaining on campus after the end of the school day will be under adult supervision.
- ECE students are signed directly into Aftercare at 3:15 pm.
- Grades 1-5 students must wait within the Grades Playground for rides.
- Grades 6-8 students may wait in the Main Entrance Courtyard until 15 minutes after dismissal for rides.

Students on the Grades Playground after 3:30 pm will be signed into Aftercare and their family will be billed. Parents/guardians and people listed on pick-up permissions, including older siblings, may pick students up from Aftercare. Older siblings must be listed on pick-up permissions on the back-to-school forms in order to pick up students from Aftercare. This does not apply to our ECE program. Any student in ECE must be picked up by an adult. Please have IDs when picking up students. When students are signed out of Aftercare both a signature and a time of pick-up are required. If time of pick-up is not included, families will be billed the full 6:00 p.m. charge. The entrance to the Aftercare 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 student for ongoing Aftercare when you submit their back-to-school forms online in August. If your needs change during the school year please contact the Enrichment Director. If your student is in Aftercare with no prior arrangement, you will be charged the drop-in rate. To make prior arrangements please call the Aftercare extension before 2:30 p.m. the day of need. If your student is here after 6 p.m. you will be billed \$1.00 per minute. Please see Electronics Policy section and Pick up Section for more information.

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. Contact the Enrichment Director at enrichment@denverwaldorf.org if you have any questions about camps.

Family-Teacher Conferences

All parents/guardians 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. Students may not be left unattended in the school during family-teacher conferences.

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/guardians 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.

The Denver Waldorf School reserves the right, in its sole discretion, to make a determination regarding whether it is appropriate for a student to participate in any field trip based on any academic, behavioral, emotional, physical or other concerns.

General Field Trip Permission: Parents and guardians have the opportunity in August of each year to provide permission for their student to accompany their 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 often camp. 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. The school has tents to use on camping overnights.

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, 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, car, or 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 students other than their own will be required to supply a copy of their current driver's license, registration and current insurance. 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 Agreement once a semester. This sheet reminds drivers and chaperones of their responsibility and the behavior/conduct expected while on a field trip.

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 students 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/guardian volunteers for transportation for most class field trips to keep our overhead costs to a minimum. On these occasions, DWS asks that parents and guardians donate their time, car, and gas expenses as an in-kind donation. In-kind donation forms for their tax deduction records of the donation valued at the current gas reimbursement rate for a not-for-profit 501(c)(3) are available from the Main Office. Once you have filled out this form, please return it to the Advancement Coordinator 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.

Giving

We ask that all our families fully and thoughtfully engage in DWS' various fundraising activities throughout the year. This can be in the form of monetary donations, volunteering, or assisting us through your professional expertise. If you are interested in getting involved in these or other ways, contact the Advancement Coordinator at advancement@denverwaldorf.org.

Monetary Donations: While there is no wrong time to give to DWS, we hold multiple campaigns throughout the year with multiple opportunities for families to contribute. A wonderful time of year to consider a donation is Colorado Gives Day, typically the first or second Tuesday in December. Donations can be made through the Giving page on the DWS website or by contacting the Advancement Coordinator directly.

We are currently requesting financial assistance in the following areas:

- Annual Fund
 - The Annual Fund provides general operating support for DWS. Family donations to the Annual Fund make a vital difference to the financial well-being of the school and are invaluable in our abilities to provide a unique education for them.
- Scholarships
 - DWS seeks family support to offer the following scholarships to students:
 - Diversity and Inclusivity Scholarship – Awarded to students of color in the form of tuition dollars.

- Joan Condon Memorial Scholarship – A needs-based award, this scholarship is open to all families attending or applying to DWS and provides tuition support.
- Blue and Gold Scholarships – These merit-based scholarships award tuition dollars to current or incoming DWS High School students.
- Endowment
 - Donations to our endowment will grow interest – a way to propagate funds for DWS over time.

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

We ask that if you are interested in fundraising on behalf of DWS to please reach out to the Advancement Coordinator. Peer-to-peer fundraising opportunities (families fundraising on behalf of DWS) are welcome - we want to ensure families feel supported in this work and that the campaign presented blends with our overall advancement strategy for the year. Please bring these project ideas to the Advancement Coordinator one month prior to their implementation.

We request that families promote outside fundraising opportunities through their own social media platforms and other chosen methods. The Staff at DWS creates the advancement strategy to best support the greatest financial needs of the school and its community – please support our strategic fundraising efforts through collaborating with us directly.

In-Kind Donations: In-Kind gifts are donations of non-monetary goods or services. If you would like to offer goods and/or services to DWS, please inquire with the Faculty or Staff you think it would most benefit. If Staff or Faculty accepts the gift, please then reach out to the Advancement Coordinator for information on next steps.

Community Events: All events (virtual and in-person) are open to families, alumni and friends unless there are unusual circumstances, which would limit in-person events to currently enrolled students. Please refer to the website and direction from class teachers as events approach for special instructions.

The events offered throughout the year serve to support us financially and also for community enjoyment. These events will be communicated in the Weekly Update, directly via Faculty and Staff, and promoted on the DWS website.

Effortless Giving: We offer two opportunities for our community to support us at no cost to the purchaser: AmazonSmile charity donations and Box Tops for Education. DWS receives 0.5% of your eligible purchases through Amazon when you select us as an organization to support through your Amazon account. To participate in the Box Tops for Education program, download the Box Tops for Education app from the App Store or Google Play. The app can be used to scan receipts within fourteen days of purchases and DWS receives 10 ¢ for each scanned Box Top item.

Volunteer with DWS: We eagerly seek volunteers in many areas throughout the school – Our Volunteer coordination takes place through the Volunteer Initiative of the Advancement Committee, spearheaded by the Volunteer Leads. If you or someone you know is interested in volunteering with us, please reach out to the Advancement Coordinator to be connected with this year’s Volunteer Leads.

Committee Participation: Many Board-mandated committees must have at least one DWS community representative, and more are welcome. DWS encourages everyone in our community to get involved through serving on a committee to help advance our school.

Board-mandated committees needing community representation include Advancement, Building and Grounds, Diversity and Inclusivity, Finance, Human Resources, and Parent Council.

Homework

We encourage families to help their students develop the practice and habit of completing daily homework assignments, whether in academic, practical or fine arts.

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

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

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

Immunization Records

The Denver Waldorf School follows Colorado State Law and Child Care Licensing regulations for grades Pre-K through 12th grade. Colorado law requires proof of immunization be provided prior to or on the first day of admission. The requirements can be found on the following website: www.coloradoimmunizations.com. The Denver Waldorf School accepts properly documented immunization exemptions.

The Denver Waldorf School, in cooperation with local health departments, may require that non-vaccinated students stay home due to illness outbreaks.

Please contact the Health and Safety Manager for any questions regarding immunization records requirements.

Injuries

Training in First Aid, CPR/AED, and Standard Precautions is provided to DWS faculty and staff. Families will be contacted if a student experiences an injury above and beyond a little cut or scrape. Families will be notified of minor injuries by email. If a student experiences a major injury, families will be contacted by phone, and 911 will be called if warranted. If a student experiences a head injury, families 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 families will be notified if their student 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, families may be called to bring them.

DWS maintains a student accident policy to assist families with some of the costs incurred for emergency care not covered by the family's own insurance for injuries sustained while attending school or while attending or participating in a regularly scheduled school event. Parents/guardians should contact the Business Director in order to file a claim with the school's insurance company within thirty (30) days of the accident.

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 in the playground vestibule, and an Early Childhood Lost & Found in the Kindergarten hallway. The Lost & Found area is purged at Fall Break, Thanksgiving Break, Winter Break, February Break, and Spring Break. Items left at the school are donated to charity. For small items (cell phones, keys), please see the Main Office.

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 the students. 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 Health and Safety Manager 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/guardian allowing the school to dispense the medications, vitamins, supplements, etc. *must* be on file. Please call the Health and Safety Manager if such a situation occurs. The form can be found on our website. Teachers and staff are delegated by our Nurse Consultant to dispense medication. Parents/guardians are welcome to come to the school and give their own student medication. Parents/guardians may not dispense medication to any student other than their own.

Emergency Medications: Medication to address severe allergic reaction requires a Colorado Allergy and Anaphylaxis Emergency Care Plan. For asthma medications we strongly encourage a Colorado Asthma Plan.

Homeopathic/Herbal remedies: School personnel are unable to administer homeopathic remedies at this time per CDPHE rules and regulations 7.702.52 Health Care [Rev. eff. 2/1/16] Section C: Medication: 1.

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 students 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.

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 Playground.

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 Students

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

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

Snow Days and Extreme Weather Conditions

Designated faculty and administrators monitor the weather during times of extreme weather conditions. Our staff considers how the weather would affect the safety of our families traveling to and from school during the morning and afternoon commute times.

In making a decision as to whether to close the school, delay the start of the school day or close the school early, our staff considers forecasted conditions for ice, snow accumulation, freezing temperatures and wind.

These are the ways the school-day schedule could be adjusted due to extreme weather conditions:

- School Closed for the day
 - Evening event cancellation decided by 12:00 pm.
- School Delayed
 - Classes begin at 10:00 am
 - Students may be dropped off beginning at 9:30 am
- School Closed Early

If it is determined that school will be closed or delayed, information will be shared in the following ways by 6:30 am:

- local TV stations
- The Denver Waldorf School Facebook site will be updated
- The DWS Parents Facebook site will be updated
- The school's phone system will be updated with a message
- Parents and high school students will receive an email message
- Parents and high school students will receive a text message

As with any other school day, on late start days, students arriving late to school (after 10:00 am) must check in at the Main Office and pick up a late slip prior to proceeding to their classroom.

The Denver Waldorf School recognizes that not all parts of the Denver area are affected in the same ways during extreme weather conditions. Each family is encouraged to decide for themselves whether or not to bring students to school during extreme weather conditions.

Tuition Adjustment

Tuition Adjustment and scholarships are available for students in Grades K through 12. Tuition Adjustment in the Early Childhood Education program is available only to students enrolled for five full days in the Kindergarten year prior to first grade, also known as the "Golden Knight" year. The range of Tuition Adjustment offered to an eligible family is between 5% and 50%, based on financial need. By policy, Tuition Adjustment does not go above 50% of tuition. Families may apply for scholarships in addition to financial aid. DWS has several different scholarships available. Scholarship qualifications and applications are available on the DWS website. Both Tuition Adjustment and scholarships are per year, and families need to complete financial aid and scholarship applications for each year in which they are applying. Tuition Adjustment does not cover application, registration or class fund fees. The Tuition Adjustment Committee and the Business Director keep all financial and personal information completely confidential.

Toys and Other Personal Belongings

Toys 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 a parent/guardian 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 Advancement Coordinator. Be an inspiration; give your time and talents back to The Denver Waldorf School this year.

Weapons on Campus

The Denver Waldorf School takes all threats seriously- comments in jest, on the Internet, by text, or away from school, toward or about another student, employee, or the school. Unless authorized in writing by the School Director or otherwise required or permitted by applicable law, The Denver Waldorf School prohibits the possession of any weapon on campus, or on any school-sponsored off-campus trip or excursion. Any

such item may be confiscated and, if appropriate, turned over to law enforcement. This policy applies to students, faculty, staff, applicants, alumni, parents/guardians, substitutes, and anyone else, other than on-duty law enforcement personnel, who enters the campus or attends any school-related event, regardless of whether the individual has a valid permit to carry a firearm.

General School Contact Information:

Student health or medications, please reach out to the Health and Safety Manager.

Athletics, please reach out to the Athletic Director.

Parent/guardian involvement; please reach out to the Parent Council co-chairs.

Giving to the school, please reach out to the Advancement Coordinator.

For Questions Regarding Your Student, Please Reach Out To:

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

1st–8th Grade: For general questions regarding your student and/or their 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: For general questions regarding your high school student and/or their experience at school, please reach out to the High School Director 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 a concern that was not resolved in initial conversations with a teacher, administrative staff member or a Parent Council Representative, the School Director is available for administrative related concerns and unresolved student or family concerns, and the Pedagogical Director is available for faculty or student related concerns or questions regarding curriculum.

Administration Contacts

<p>School Director Kelly Church 303-777-0531 x108 kellychurch@denverwaldorf.org</p>	<p>Operations Manager/Health Coordinator Christa Gustafson 303-777-0531 x102 dws@denverwaldorf.org</p>
<p>Business Director Laurie Thompson 303-777-0531 x104 business@denverwaldorf.org</p>	<p>Admissions Manager/Registrar Brooke Camfield 303-777-0531 x106 admissions@denverwaldorf.org</p>
<p>Student Support Coordinator Sarah Boyer 303-777-0531 x109 highschool@denverwaldorf.org</p>	<p>High School Director Brianna Kaiser 303-777-0531 x111 briekaiser@denverwaldorf.org</p>
<p>Accounting Coordinator Matt “Woody” Woodhull 303-777-0531 x128 woody@denverwaldorf.org</p>	<p>School Counselor Jennifer Thompson 303-777-0531 x140 jenniferthompson@denverwaldorf.org</p>
<p>Human Resources Manager Carolyn Goodman 303-777-0531 x105 finance@denverwaldorf.org</p>	<p>Advancement Coordinator Hannah Ronan-Daniell 303-777-0531 advance@denverwaldorf.org</p>
<p>Office Manager/Reception Carrie Tentori 303-777-0531 x100 receptionist@denverwaldorf.org</p>	<p>Enrichment Director <i>(Including Aftercare)</i> Dawn Archer 303-777-0531 x113 enrichment@denverwaldorf.org</p>
<p>Pedagogical Director Currently not filled</p>	<p>Alumni Coordinator Kimberly Martin 303-777-0531 x143 kimberlymartin@denverwaldorf.org</p>