

Parent Handbook

2017-2018

"To truly know the world, look deeply within your own being; to truly know yourself, take real interest in the world."

-Rudolf Steiner



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This is a living document that is revised regularly. If you notice any inaccuracies please notify Administrative Specialist, LaToya Good at lgood@richmondwaldorf.com.



Family Guide (2017-2018)

Richmond Waldorf School (RWS) and Waldorf Education

Mission

Richmond Waldorf School provides a learning environment that promotes independent thinking, cultivates creativity, builds confidence, and develops practical skills. Our proven, holistic approach to education lays the foundation for a life full of meaning and purpose.

Vision

We embrace every opportunity to develop curious, confident, and capable individuals who can bring forth healthy change in the world.

Values

- We believe that students thrive when exposed to a hands-on, integrated curriculum that is developmentally appropriate and grounded in artistic and practical work.
- We believe that all students must develop intellectual curiosity, social sensitivity and physical stamina in order to meet their full potentials.
- We believe that students who are exposed to world cultures through story and sensory experience will become thoughtful, clear-thinking adults who understand and take an interest in the world and its people.
- We believe in the importance of a safe, inclusive learning environment where the interests and strengths of all students are honored and encouraged.
- We believe that schools should awaken social responsibility, service to community and stewardship of the earth.
- We believe that open, clear and direct communication is critical for maintaining a supportive and productive educational community.
- We believe that effective teachers are committed to building long-term relationships with students, while demonstrating enthusiasm and honest striving in the world.
- We believe that cooperation and collaboration between parents and teachers play a vital role in helping students meet their full potential.
- We believe that strong schools rely on initiative and commitment from all members of the community.
- We believe in the power of the human spirit to invoke positive change in the world.



The Essentials of Waldorf Education

“We believe that schools should awaken social responsibility, service to community and stewardship of the earth.”

The Whole Child

Richmond Waldorf School provides an education that addresses the whole human being — a being of body, soul and spirit. In everything we do, we strive to nourish and develop our students’ thinking, feeling, and willing through an education of the head, heart, and hands.

At RWS we nurture students’ minds by developing their capacities for critical thinking and creativity, observation and discernment, imagination and problem-solving.

We nurture students’ hearts by fostering kindness and courtesy, respect for others and the world, integrity and the courage to act according to one’s convictions;

We nurture students’ wills by teaching them diligence and perseverance, by developing their ability to transform thought into action and inspiration into reality.

A Developmental Approach

At Richmond Waldorf School, we practice a developmental approach and strive to give children the right content in the right way at the right time. We use a curriculum and methodology that takes children’s intellectual, emotional, and social development into account so that students are truly ready for whatever they learn and do. We recognize and honor the individuality of each child and strive to allow children to develop their unique gifts and capacities at their own pace.

Living Learning

From the circle games of the Early Childhood through the rigorous academic assignments of the upper elementary grades, learning is never static, abstract, or without human values. Rudolf Steiner, the founder of Waldorf education, encouraged teachers to transform education into an art. This means that they must strive to create opportunities for learning that are as alive, as immediate, and as meaningful as possible. Teachers use the arts to engage their students; and students are taught how to express themselves through drawing, painting, and sculpture; speech, writing, and drama; music and movement. Students learn by listening, discussing, observing, and, most importantly, through hands-on learning and working. In the grades, every child creates an impressive body of work that expresses his or her experience in each subject.

Education for Social Responsibility

Teachers work to lay a foundation for social responsibility by fostering a sense of wonder, reverence, gratitude, and a deep respect for nature and for our fellow human beings. Children develop their social skills by learning and working as a class community, resolving social issues, sharing responsibility for the care and upkeep of the classroom and the school, and developing a meaningful relationship to the natural and the human world.



The Importance of Community

Waldorf education prepares children to enter adulthood with social awareness and self-discipline along with a wonder and reverence for the world. Our school strives to help students develop self-confidence born out of the ability to perceive clearly, think creatively, judge fairly, and act effectively.

The faculty and staff at Richmond Waldorf School work in partnership with parents to sustain a healthy, vibrant school. Ultimately, the results of our collaborative work can be witnessed in the children and in our entire school community. Our school is at its best when we take a genuine interest in one another and work to bring out the best in each other. Because each one of us is an integral part of the whole school, sharing our talents and recognizing one another's contributions helps our school grow and thrive.

The Background of Waldorf Education

Rudolf Steiner, Founder of Waldorf Education

Born in 1861, Rudolf Steiner studied science in Vienna and edited Goethe's scientific writings before earning a doctorate in philosophy. His first major work, *Intuitive Thinking as a Spiritual Path: A Philosophy of Freedom* appeared in 1894.

In the early twentieth century, Rudolf Steiner became increasingly well known as an author and lecturer. He wrote more than 50 books and gave over 6,000 lectures on a wide variety of topics including philosophy, science, evolution of consciousness, religion, agriculture, medicine, art, and education. Rudolf Steiner's work in these fields resulted in a new form of organic agriculture, new approaches and techniques in curative education, new approaches to the arts, and a new form of education.

In 1919, Emil Molt, the director of the Waldorf Astoria Cigarette Factory in Stuttgart, Germany, asked Rudolf Steiner to found a school for the factory workers' children. Steiner trained the teachers, developed the curriculum and methodology, and he worked closely with faculty until his death in 1925. Because of its philosophy and innovative methods, the original Waldorf school gained international recognition and inspired the establishment of new Waldorf schools throughout the world.

Anthroposophy and Religion in the Waldorf School

Parents new to a Waldorf school quickly sense that there is something that underlies their child's education, the teacher's work, and the school's operation. This "something" is anthroposophy, the world-view developed by Rudolf Steiner.

Anthroposophy is difficult to define, for it encompasses a vast body of research and teaching. Rudolf Steiner characterized it as "a path of knowledge, to guide the spiritual in the human being to the spiritual in the universe." Anthroposophy is both a world-view and a path of inner development.

Waldorf teachers are students of anthroposophy, and they strive to bring this philosophy to fruition through their life and work. Anthroposophy aids teachers in their preparation and in their work with



the students; it also illuminates and gives meaning to the subjects of the curriculum. Waldorf teachers are careful, however, not to teach anthroposophy, for they have no wish to interfere with their students' religious or philosophical orientation, which is province of the family.

Waldorf education seeks to bring meaning and purpose to all areas of human endeavor. In everything teachers do, they strive to help their students strengthen their links to the world of spirit, the world of humanity, the world of nature, and to the world that human beings have wrought. Through every subject in the curriculum—painting or poetry, science or sports, mathematics or world languages—teachers hope to stimulate in their students a deep sense of self, awaken compassion and understanding for others, and instill a feeling of responsibility for society and for the earth.

Although religion is not taught within our school, themes from world religions are included in the study of literature, history, and geography. In the first grade students hear fairy tales; in the second grade, legends of holy women and men, and in the third, stories from the Hebrew Scripture. Fourth graders study the Norse myths, and fifth graders learn myths from India, Persia, Chaldea, Egypt, and Greece. In the history and geography lessons in the upper grades, students learn about Judaism, Christianity, Islam, Buddhism, Hinduism and the religions of various other cultures. The images and ideas in these myths and religions are nourishing to children's souls. They help students to appreciate the rich cultural heritage of the different peoples of the world. This builds a foundation for their sense of identity and meaning in life, and, in adulthood, a free relationship to a religious or spiritual striving.

Religious rituals are not practiced within Waldorf schools, but throughout the grades, children sing songs, recite verses that have a religious or reverential character and celebrate various religious and cultural festivals. Such celebrations are not intended to promulgate any particular denomination or belief; rather, they fulfill pedagogical and social aims and thus may vary from class to class. Celebrating festivals that mark the cycle of the year deepens students' connection to the natural world; celebrating festivals from other cultures and faiths enhances students' appreciation for other people; and the act of celebration fosters a sense of community within the class and within the school as a whole.

Rudolf Steiner articulated the goal of Waldorf education as follows: "Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives." In this endeavor, the greatest respect is accorded to the individuality, the heritage, and the spiritual freedom of all children and their families.



Richmond Waldorf School Community

“We believe that cooperation and collaboration between parents and teachers play a vital role in helping students meet their full potential.”

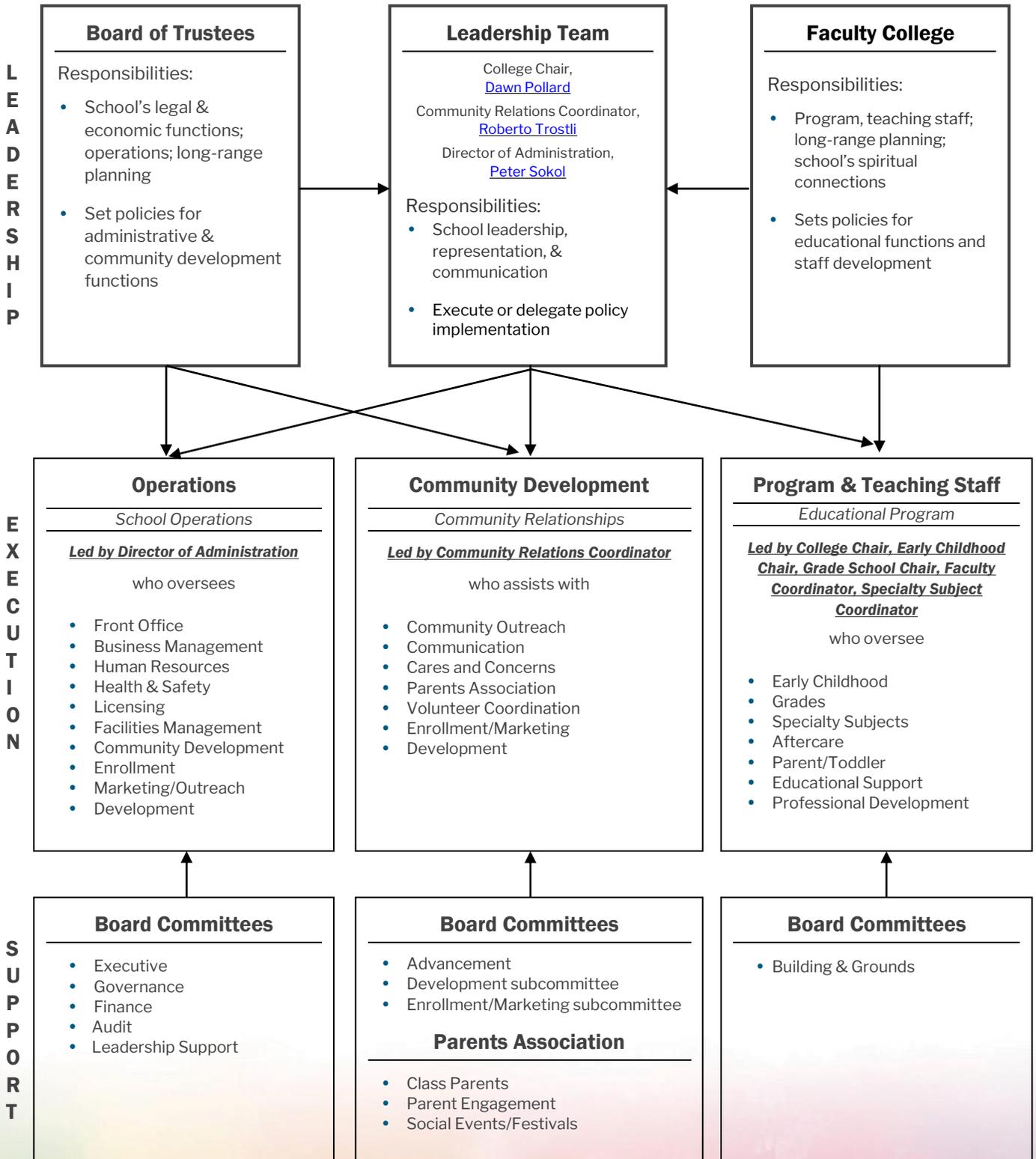
School Constituencies

Richmond Waldorf School is comprised of four main groups: students, parents, staff, and school governance bodies.

- The students are the reason our school exists; everything that happens at the school is done on their behalf.
- Parents at RWS make it possible for our school to operate. They support their children’s education by being involved in their children’s classes and supporting the school through tuition, philanthropic gifts, and community service.
- The staff provides the educational program and the administrative support that keeps the school operating properly.
- The governance bodies include the Board of Trustees and the Faculty College. They hold the vision of the school, develop long-range plans to realize that vision, oversee the management of the school, and insure that the school achieves its mission through its program, staffing, and facilities.



Governance Structure





Membership

Board of Trustees

Katie Adams Parrish, President
Vice-President - OPEN
Mark Werner, Treasurer
Kim Washburn, Secretary
Seth Horton
John Moses
Craig Schwartz
Allison Thurber
Cary White
Terry Wyllie
Peter Sokol, ex officio
Dawn Pollard, ex officio
Roberto Trostli, ex officio
Lisa Moss, ex officio
Ophelia Von Ludwig, ex officio

Board Committees

Advancement, K. Washburn, chair
Audit, chair - OPEN
Executive, K. Adams Parrish, chair
Building and Grounds, T. Wyllie, chair
Finance, M. Werner, chair
Governance, C. White, chair
Long Range Planning - OPEN
School Leadership Support - A. Thurber

Leadership Team

Dawn Pollard, College Chair
Roberto Trostli, Community Relations Coordinator
Peter Sokol, Director of Administration

The Board of Trustees

The Board of Trustees has legal and fiduciary responsibility for the school. It sets policies for and oversees the following areas: tuition, the operating budget, fundraising, financial aid and scholarships, school contracts, insurance, and the school facilities. The Board has ultimate responsibility for the financial state of Richmond Waldorf School.

The Board may have up to thirteen members plus the Director of Administration, Community Relations Coordinator, Faculty College Chair, and Parent Association Co-Moderators who serve as ex officio members. Board members are listed above and in the Parent Directory.

Faculty College

Dawn Pollard, Chair
Letitia Amey
Irina Baranova
Cathryn Bump
Amelia Hall
Noelle Rose
Roberto Trostli

Faculty Chairs

Deborah Boes, EC Section Chair
Katie Bullington, Grades Section Chair
Irina Baranova, Specialty Subject Coordinator
Letitia Amey, Faculty Coordinator

Parents Association

PA Co-Moderators, L. Moss, O. Von Ludwig
PA Treasurer, A. Black
PA Secretary, S. Hayward

Administrative Staff

Peter Sokol, Director of Administration
Nadia Anderson, Finance Manager
LaToya Good, Administrative Specialist
Valerie Hogan, Enrollment/Marketing Coordinator



The Board meets monthly, and reports of its work are published in The Messenger. Board Committees are responsible for the work of the Board in the various realms of the school. They include the Executive, Advancement, Audit, Building and Grounds, Finance, Governance, Leadership Support committees, as well as various subcommittees and task forces. Board committee chairs are listed on the previous page and in the Parent Directory. Parents who would like to learn more about a committee's work and how they could support it should contact the committee chair."

The Faculty College

The Faculty College is responsible for the destiny of the school as expressed through its mission, program, staffing, and facilities. The Faculty College is ultimately responsible for the school's relationships with students, parents, colleagues, the Board and the wider community. The Faculty College works as an esoteric group that strives to cultivate a spiritual relationship with the school through meditation, study, and self-development. Just as the child is the teacher's focus, the school as an organism is the Faculty College's focus.

The Faculty College keeps a long-range view of the school and also works with issues that arise in the school's daily operations. It strives to address these issues from a pedagogical perspective, keeping the children and the educational process as its highest priority.

The Leadership Team

The Leadership Team serves as the executive arm of the Board and the Faculty College, and it is overseen and accountable to those bodies. The Leadership Team includes the Faculty College Chair, the Community Relations Coordinator, and the Director of Administration, who work together to ensure coordination and execution of tasks and communication among all realms of the school. Each member of the Leadership Team is responsible for a department of the school: The *Director of Administration* for operations and administration; the *Community Relations Coordinator* for community relations and communication; and the *Faculty College Chair* for the pedagogical program and staff. The members of the Leadership Team have oversight over and support and assist the staff in their departments.

For the 2017-18 school year, the Leadership Team consists of:

Faculty College Chair – Dawn Pollard

Community Relations Coordinator – Roberto Trostli

Director of Administration – Peter Sokol

The Faculty College Chair and Section Chairs: The Faculty College Chair serves as the leader of the Faculty College while the Early Childhood Chair, Grade School Chair, and Specialty Subject Coordinator oversee the program and teaching staff. The Faculty Coordinator facilitates faculty/staff meetings and assists with other functions.

The Faculty College Chair is hired by and accountable to the Faculty College. The Faculty College Chair is the point of contact with the Board of Trustees for the program and the educational staff and is an ex-officio member of the Board. The Early Childhood Chair, Grade School Chair, Specialty Subject Coordinator, and Faculty Coordinator are appointed by the Faculty College.



The Faculty College Chair (Dawn Pollard) is responsible for

1. Leading and supporting the Faculty College's work
2. Facilitating issue resolution among the faculty

The Early Childhood Section Chair (Deborah Boes) and Grade School Chair (Katie Bullington) are responsible for

1. Overseeing the educational program in their sections
2. Overseeing and supporting the teaching staff in their sections
3. Implementing educational and staff policy in their sections
4. Facilitating issue resolution between parents and faculty

The Specialty Subject Coordinator (Irina Baranova) is responsible for

1. Overseeing the specialty program
2. Supporting the specialty teaching staff

The Faculty Coordinator (Letitia Amey) is responsible for

1. Coordinating and facilitating faculty/staff meetings

Faculty or College members are responsible for other duties including

1. Coordinating professional development activities
2. Representing the school to AWSNA and accrediting institutions

The Community Relations Coordinator (Roberto Trostli): The Community Relations Coordinator serves as a spokesperson for the school and assists with the school's community relations functions. The Community Relations Coordinator is hired by and accountable to the Faculty College and serves as an ex-officio member of the Board. The Community Relations Coordinator works in the following areas:

1. Community Outreach
2. Communication
3. Cares and Concerns
4. Parent Association
5. Volunteer Coordination
6. Enrollment/Marketing
7. Development
8. Re-recruitment

Director of Administration (Peter Sokol): The Director of Administration serves as the leader of the school's operations and oversees its operational functions. The Director of Administration is hired by and accountable to the Board of Trustees. He is the point of contact with the Board of Trustees for operational and financial management and serves as an ex-officio member of the Board of Trustees. The Director of Administration is responsible for:

1. Overseeing and supporting the school's daily operations
2. Maintaining financial oversight
3. Overseeing and executing the school's human resources functions
4. Coordinating and executing the school's health and safety policies
5. Insuring the school's licensing, permitting, and compliance
6. Overseeing the school's facilities management
7. Overseeing the representation of the school to AWSNA and accrediting institutions



Policy and Decision Making

The Board of Trustees and the Faculty College are responsible for setting policy and for making major decisions. Although the Board and the College each have their areas of responsibility, the two groups work collaboratively. Decisions about most issues are made after input from the representative constituents, by committees, or by a designated decision-making body. Faculty College decisions are reached by consensus. Board decisions are reached by consensus and, where required, by majority vote of a quorum. Parent input on important school issues has a formal channel through the Parents Association representatives on the Board and through parents who serve on Board committees.

The Parents Association

The Parents Association (PA) supports RWS' educational goals through parent involvement, helping to build and sustain the school community through its input and work. Every RWS parent is a member of the Parents Association. Each class has a representative who attends PA meetings, but all parents are encouraged to attend and become active in this group that supports and "parents" the school. The Parents Association meets monthly; meeting dates are posted on the RWS Calendar.

The Parents Association, is not a decision-making body but it works in partnership with the Faculty and Board to further the goals of the school and to facilitate communication within the adult community.

The Parents Association's activities are carried out in its meetings and by its committees. The work of these committees includes organizing community events, assisting with building and grounds upkeep and beautification, fundraising through Scrip, engaging in community outreach, and welcoming new families.

Community Service and Volunteering

"We believe that strong schools rely on initiative and commitment from all members of the community."

Richmond Waldorf School depends on the initiative and commitment of our parent community to help us achieve our mission. We aspire to be a community that embraces a culture of service. This service goes beyond our own children's classes, extending to the school as a whole and to the greater Richmond community.

Working together for the betterment of our school strengthens our community, and when we volunteer and serve, we model important values for our children. While we do not require parents to perform community service, we recognize that "many hands make light work," and if every family does its part, then the school will grow and thrive. We hope that each family will contribute approximately **eight hours** of community service each year.



Some service opportunities are one-time commitments that involve helping out with a single event or task. Our Fall Fest and May Faire count on every family to help. Others—like chairing an event or serving on a committee—are more involved and span a longer period of time, and many of our festival and special event jobs are the responsibility of an entire class.

Short term Service

There are many short-term service opportunities where a concerted burst of effort yields much-needed results. These include

- preparing the building and grounds for the beginning of school
- cleaning and beautifying the building before open houses and events
- helping with seasonal playground or building tasks
- setting up or removing furniture for festivals and events
- working a shift at the Fall Fest and at May Faire

Announcements and sign-up sheets for these needs will be made through the Messenger or Constant Contact.

Class Assistance

Parents can help support their children's classes in many ways. These include sharing aspects of their work, interests, life, or travel experiences, as well as

- assisting in the classroom
- providing snacks or meals
- lending a hand with field trips
- contributing to classroom beautification
- helping with classroom laundry
- coordinating class volunteer opportunities

We encourage parents to work with their children's classes because their involvement benefits both the students and their teachers.

Class Responsibilities

Throughout the course of the school year, as the seasons and the various festivals come and go, each class at RWS is responsible for various monthly duties that help make these events and festivals possible. Every parent and family in each class is expected to help with their class responsibilities in some way. The responsibilities for the 2017-18 school year are

Early Childhood – Lantern Walk refreshments

1st grade – Lantern Walk refreshments

2nd grade – Contra Dance refreshments & tasks

4th grade – Michaelmas clean-up, Games Night set-up

5th grade – Games Night clean-up, Final Assembly clean-up

6th grade – Festival of Light clean-up, Commencement set-up

7th grade – Commencement food & clean-up

8th grade – Commencement food



Class Parents

Class parents serve in this role for the entire school year and help coordinate communication among parents in that class as well as class-wide efforts to support the school. Class parents attend monthly PA meetings and are a conduit for information from their classes to the PA and vice versa. Some classes divide the class parent role among several people.

Committees

Parents Association Committee Members

Parents are encouraged to work on one of the PA's committees. A list of PA committees and descriptions is included in the Appendix.

Parents Association Leadership

The PA Leadership includes the PA Co-Moderators, PA Secretary, and PA Treasurer. These roles require a substantial time commitment and have a commensurate impact on the work of the PA and the school.

Board Committees

Parents are encouraged to join a Board committee or to participate in and support the committees' work. A description of the Board committees is included in the Appendix.

Institutional Advancement

“Our vision is of a thriving, well-supported, inclusive school that nurtures the mind, the heart and the will of each child towards becoming a thinking, caring, self-directed individual with balance and purpose.”

In order to fulfill its mission and achieve its vision, Richmond Waldorf School needs to grow. This growth will allow us to serve a greater number of families and to achieve our long-range goals. The key to growth is enrollment, and we encourage every family to work actively to spread the word about our school and the unique education that we provide.

Parent Ambassadors

Parents are our best ambassadors and can help us become better known in the broader Richmond community. We hope that all parents will share with others who are not yet connected to our school what drew you to RWS and how your children are doing. You don't have to be an expert on Waldorf education to convey your heart-felt appreciation for the school and your recognition of how it serves your child. Word of mouth is by far the most effective marketing tool, and we urge all parents to help



us get the word out. We hope that you will invite your friends and acquaintances to school events, observation days, and open houses. If you need brochures or invitations, please ask the Admissions or Office staff.

Financial Support

Every school depends on its community for financial support. This support is expressed through

- Tuition and fees
- Annual giving
- Participation in fundraising events
- Capital or designated gifts

The Annual Fund is our school's most important fundraising opportunity. The fund allows us to continue to offer our rich program, properly compensate our faculty, maintain our facilities, and offer tuition support and scholarships.

A high level of participation in the Annual Fund signals our community's support for the school and positions us favorably to pursue grant funding. In the past three years we achieved 100% participation from the Board and College and over 90% participation from the parents and faculty.

FAQs about the Annual Fund

What is the Annual Fund? The Annual Fund is comprised of the yearly gifts that help defray current-year operating expenses. It allows us to cover some of the costs of the school's academic and extracurricular programs, faculty salaries, financial aid, teaching supplies, mortgage, and building related expenses.

I already pay tuition and fees; why does RWS need me to give to the Annual Fund? Tuition and fees cover only about 94% of the cost of a child's education at RWS. Like all other private schools, we rely on gifts to make up the difference. Supporting the school through gifts keeps tuition lower, allowing for greater diversity in our community.

Is there an advantage to giving rather than paying higher tuition? Tuition is not tax deductible, but your gift to the Annual Fund is. Your Annual Fund gift may also qualify for a matching gift from your employer, which could allow you to double or even triple your support, while tuition is not eligible for such matching gifts.

Why does the level of participation matter? A high level of participation positions us favorably to apply for grants and funding from foundations and corporations. Traditionally, all of our Board and Faculty contribute to the annual fund. When a high percentage of parents participates, it sends a strong message of support and confidence in our school.

How much should I give? It is our hope that Richmond Waldorf School will be a top philanthropic priority for your family. Individual gifts to the school range from \$25 to \$20,000 or more. Only you can decide how much you wish to commit, but no matter what the amount, we need and appreciate every gift.



The Founders' Scholarships: The original Waldorf school was created to serve the children of the Waldorf Astoria Cigarette Factory whose parents were not in the position to provide their children with a private education. In Europe, Waldorf Schools receive public assistance, making them accessible to all. In North America, however, we are dependent on tuition for our main source of income.

RWS wishes to become a truly diverse community that can serve all families who wish to provide this education to their children. In order to do this, we will have to garner a much higher level of economic support for our school beyond tuition. In the meantime, however, we have established the Founders' Scholarships in order to make our education available to some students who would otherwise not be able to attend.

Each year, RWS grants a scholarship to several qualified sixth graders whose families are new to our school. This scholarship will support them for their Middle School years. Our Founders' Scholars have gone on to attend Appomattox Regional Governor's School, Collegiate School, and Trinity Episcopal School.

If you can suggest any individual, foundation, or corporate support for this important program, please contact Roberto Trostli or Valerie Hogan.

Richmond Waldorf School Program and Curriculum

"We believe that students thrive when exposed to a hands-on, integrated curriculum that is developmentally appropriate and grounded in artistic and practical work."

The Early Childhood Program

The Early Childhood program offers a nurturing, loving and secure environment for children ages 2 ½ to 6 years old. Our program provides a transition between the worlds of home and school. Our goals are to help each child gain confidence, develop good educational habits, and experience a world outside of the home filled with friends, songs, stories, play, art and movement.

Depending on age at the time of enrollment, a child may be enrolled from one to four years in our Early Childhood program before moving on to the first grade. During their years in the Early Childhood program, children may return to the same teacher and group of friends, or they may change classes. These decisions are made by the Early Childhood faculty.

In a physically beautiful, emotionally supportive and carefully structured environment, the child's day flows naturally between group and individual activities that reflect the child's need for both outer and inner activity. The teacher carefully determines this flow or rhythm that carries a child throughout the



day, week and seasons. Emphasis is placed on the development of the whole child—physical, social, emotional, and imaginative realms.

Early Childhood teachers provide a curriculum enriched by meaningful, real-life activities such as baking bread, setting the table, cleaning and gardening. Imaginative play is an important part of the day, allowing children to use what is around them to imitate both what they have learned about the world and to express their active imaginations. Special attention is placed on surrounding the children with beautiful, natural and interesting toys and materials that for use in their play.

Children also learn about the world and themselves through many types of activities. These include watercolor painting, drawing with crayons, beeswax modeling, singing, circle verses and movement, seasonal festivals, stories, special arts and crafts projects and puppetry. Storytelling provides the children with an introduction to the flowing stream of literacy that will continue through their school years.

The Early Childhood program has achieved and holds Full Membership status with WECAN (Waldorf Early Childhood Association of North America). In addition, the program is licensed by the Virginia Department of Social Services, which periodically inspects the premises, student and faculty records, playground safety, and program guidelines.

The Grades Program

The Waldorf grades curriculum is based on a developmental approach. The skills, knowledge and modes of expression introduced each year are carefully designed to meet the needs and interests of the growing child. Particularly in the early grades, all subjects are presented through activities that stir the child's imagination, feelings, and senses so that the ideas and facts are more powerfully and deeply experienced.

The Class Teacher

Each grade has a class teacher who continues with the same class for a number of years, ideally through the entire eight-year cycle. The class teacher works in close collaboration with the specialty teachers and with the children's families to serve each child's needs. Class teachers teach the main lesson curriculum and academic skills classes, as well as drawing, painting, modeling, speech, drama, and singing.

Waldorf teachers share what they have learned through their own research, study, and experience rather than relying on textbooks or technological tools to impart knowledge. As active learners, students create their own illustrated books that chronicle their experience in the subjects. As they grow older, workbooks or textbooks are used in various subjects to help students practice the material on their own.



The Waldorf Curriculum

The Waldorf curriculum embraces all of the major subjects in the humanities, sciences, and mathematics. A detailed Curriculum Outline of the academic subjects is included in the Appendix.

The Waldorf Main Lesson: One of the hallmarks of Waldorf schools is that students have intensive courses called “main lesson blocks” where they study one subject for three to six weeks during a double academic period in the morning. Subjects needing continual practice—such as language arts, mathematics, world languages, and music—are taught in weekly specialty periods throughout the year. The main lesson is designed so that students become thoroughly involved in a subject. Through the presentation, review and discussion, and the individual and group work, students experience a topic through their thinking, feeling, and will.

Warm-up Exercises: Preparation for learning and working

Each main lesson begins with activities that wake up the students and tune up the class. A medley that includes singing and recitation, concentration exercises, mental arithmetic, and rhythmic and movement activities focuses the children and prepares them for the day’s learning and working.

The Review: Awakening the students’ thinking

During the review, students recall and discuss the previous day’s presentation. This strengthens students’ memories and develops their ability to listen to one another and to express themselves clearly. The review helps students lift what was experienced on a feeling level into new levels of understanding.

The Presentation: Engaging the students’ feelings

Every day the teacher presents new material, striving to appeal to the students’ feelings and imaginations. Through stories, biographies, descriptions, and demonstrations, the teacher brings the curriculum to life, awakening interest in and appreciation for the subject. This part of the lesson stirs the students’ feelings, engaging them more fully in the material by speaking to their hearts.

Individual Work: Strengthening the students’ wills

The main lesson provides plenty of time for students to do individualized academic and artistic work. This work is often done in a main lesson book: a portfolio created for each subject.

The main lesson book contains summaries, dictations, and compositions about the subjects that are being studied. Through their writing, students reinforce their understanding of the subjects and learn to express themselves effectively.

The main lesson book also contains a variety of artistic work, for the arts engage the students more deeply in a subject and allow them to express themselves more fully. Artistic experiences leave lasting impressions. Information can be gathered or retrieved, but the experience of subjects through the arts builds a foundation in the soul which will enrich all further learning and the whole of a student’s life.



Specialty Subjects

Specialty classes supplement the main lesson curriculum and include handwork, two world languages, movement, chorus, games, woodworking, strings, and recorder. These classes are taught by specialty teachers or by class teachers who have expertise in the subject. Unlike main lesson blocks which last for a period of weeks, the subjects taught in specialty classes are taught throughout the year.

Handwork and Woodwork: The use of our hands strengthens the will — that capacity to keep moving forward and complete a task — and works on the brain, integrating left- and right-brained thinking.

In first and second grade, children learn how to knit and sew. In third grade, they crochet and in fourth grade they cross stitch. In fifth grade students knit with four-needles and in sixth they make stuffed animals. In seventh grade they create hand-sewn dolls and doll clothing and in eighth grade they produce machine-sewn clothing and other items. All projects are presented with thought to the source of the materials, the processes that have created them and our responsibility to care for the materials.

Woodwork begins in fifth grade, where students learn how to use saws, gouges, rasps, and finishing tools to create utensils. In sixth grade, they apply their skills to the creation of platters, bowls, and other useful objects. In seventh grade, woodwork complements the study of mechanics by focusing on moving toys and mobiles. In eighth grade, a variety of projects are possible, from simple musical instruments to simple furniture. In all of their projects, students learn how to balance form and function to create something that is beautiful and useful.

World and Classical Languages: The RWS grades curriculum includes Russian and Spanish, engaging the natural linguistic capacities of young children and their ability to understand and delight in cultural differences. In grades one and two the children experience the culture and spoken language through songs, verses, stories, games and play. Beginning in third grade, the students gradually learn written language and its grammar, culminating in reading, writing, conversation and drama in the middle grades.

In fifth grade students are introduced to Ancient Greek to complement their study of ancient cultures. In sixth grade they take up the study of Latin, achieving the equivalent of Latin I by the end of eighth grade.

Music: Music is an integral part of the Waldorf curriculum. All students participate in musical activities throughout the week. Beginning in Early Childhood, students learn songs and rhythmic games. The vocal music curriculum continues through the grades becoming ever more diverse and complex, and by the upper grades, the students have learned many different types of music.

Instrumental music instruction begins in first grade when students learn how to play the pentatonic flute. In third grade students are introduced to the diatonic flue and they also begin violin or cello classes. In fourth and fifth grades, their instrumental instruction includes music theory and reading music, and students play in ensembles.



In sixth grade, students commit to taking private lessons, and all students have a required instrument practice regimen. Students in the upper grades achieve a high level of skill which is on display when they perform at assemblies and in Music Night.

Eurythmy: Eurythmy is a subject unique to Waldorf schools. It was developed by Rudolf Steiner as a new form of movement that would make music or the spoken word visible. In eurythmy, music and speech are expressed in bodily movement; specific movements correspond to particular notes or sounds.

Eurythmy enhances coordination and helps to develop concentration, self-discipline and a sense of beauty. This training of moving artistically with a group stimulates sensitivity to others as well as individual mastery. Eurythmy lessons take up themes from the mythology and history curriculum. They allow students to experience rhyme, meter, and story through movement, and bring students into a dynamic relationship with geometry.

Since the passing of Gerda Kott, our beloved Eurythmy teacher, in 2016, we have not been able to offer this subject, but we will continue to explore possibilities of offering it in the future.

Movement, Games, and Physical Education: In the early grades, games classes are taught by the class teacher or a specialty teacher. These classes focus on cooperative games that foster class community. In fifth grade, students are taught how to run, wrestle, throw the discus and javelin, and perform the running long jump. They then participate in the Greek Pentathlon with students from regional Waldorf schools. Physical education classes in the Middle School have included instruction in sports, archery, dance, and yoga. All students in the upper grades are eligible to participate in after-school sports. Soccer is offered in the fall and spring and basketball in the winter.

This year we are starting a new Movement Arts program, directed by Matthew Thornton. A description of this program will be included in later editions of this handbook.

Richmond Waldorf School Parent-Teacher Partnership

Communication

“We believe that open, clear and direct communication is critical for maintaining a supportive and productive educational community.”

Communication is vital to the parent-teacher relationship, and it is important that parents and teachers be respectful and direct in their dealings with one another.



Where there are persistent tensions or misunderstandings between you and your child's class teacher, it is helpful to have the Section Chair or College Chair facilitate a meeting. You may request that a short written report of the meeting be sent to you. If you do not agree with the report's content, please inform the teacher in writing.

We encourage to avoid speaking about important topics with class teachers when they are delivering or picking up their children. At such times, teachers are still responsible for and attuned to their students, and they are not able to engage in substantive conversation. The best meetings between parents and teachers are those that are scheduled and prepared in advance.

Each teacher at RWS will provide parents with means of communication by phone, email, and/or text.

Parent-Teacher Conferences

Parent-Teacher conferences are designed to strengthen the parent-teacher relationship and their ability to work together for the benefit of the child, to share teacher evaluation of the child, and to set goals for the child's further progress.

- At the conference, parents are asked to share how the year is going from their perspective and if there are any pressing issues.
- During these conferences, teachers speak about their expectations for the class and how the specific child meets or does not meet those expectations, and will hand out rubrics of how the student is doing.
- Conferences are an ideal time to review students' challenges and to discuss any needed remedial plans.
- Specialty teachers may request conferences with parents, especially if there are concerns.
- Class teachers may also suggest specialty teacher conferences to the parents.
- Because these conferences promote the parent-teacher partnership, both parents should attend whenever possible.
- The final conference of 8th grade includes a review of the entire school experience by both the parents and the teacher.

Class Meetings

Your child's teacher plans several class meetings for the year. A schedule will be posted on the RWS online calendar and distributed in advance to give you plenty of notice. These meetings are an integral part of the school life. They are an important bridge between home and school, and offer parents an opportunity to view and talk about their children's work and to participate in the type of activities done in the class. These meetings include discussion on various aspects of Waldorf education. They also serve as social gatherings for parents. Attendance at these meetings is essential. If you are unable to attend these meetings, please notify your child's teacher and choose another parent as your designated listener.



Assessment

Note: In the following document, grade specific aspects are denoted by the following key:

no asterisk – grades 1 – 8

* grades 4 – 8

** grades 6 – 8

I. How we Assess:

We use as many modalities as possible to have students demonstrate their knowledge.

We assess students through

- Group Activities
- Degree of participation and collaboration
- Participation in exercises, drills, and games

Individual Activities

- Main Lesson Review – questions, responses, and written tasks that demonstrate understanding of the content
- Main Lesson Book – academic and artistic assignments
- Summaries, compositions, reports & projects
- Homework assignments
- Quizzes and tests
- Physical and practical activities

In order to assess students, teachers

- Practice careful observation and continually review & reflect on how students are growing, developing, and learning and how the class is progressing
- Observe how students engage and participate in individual and group work and compare individual students with their peers
- Remember and record their observations of the students' skills, capacities, and their growth and development
- Collaborate with colleagues to develop a thorough picture of each child and the whole class.
- Focus more on individual assessment*
- Assess students more through their individual work, tests & quizzes and written exercises*
- Assess homework completion and correctness.*

II. What we assess:

A. Academic skills and achievement

1. Memory & comprehension, i.e. students' ability to

- remember narration chronologically
- provide a clear synopsis/summary of the topic
- apply what has been learned through assignments and projects
- the degree to which students fulfill the curriculum goals
- whether students have begun to question what has been presented*
- whether students come up with their own ideas*



2. Verbal skills – students’ ability to

- retell or summarize stories
- summarize or discuss topics
- articulate thoughts
- ask questions

3. Written work – students’ ability to

- write legibly
- copy or take dictation accurately
- write clearly, logically, and expressively
- apply correct spelling and grammar
- write independent summaries, compositions, reports*
- write creative compositions**
- research & write reports**

4. Artistic work – students’ ability to

- follow directions and apply techniques
- individualize work

5. Speech and music – students’ ability to

- memorize songs and verses
- speak clearly in speech exercises, verses, poems, etc.
- participate with or perform in front of other students

B. Personal Skills and Capacities

In addition to assessing students’ academic skills and achievement, we also assess their cognitive, social/emotional and organizational skills and capacities. These include:

Cognitive:

- curiosity
- attentiveness
- perceptiveness
- engagement
- ability to focus
- memory
- judgment
- problem solving
- creativity

Social/Emotional:

- confidence
- articulateness
- expressiveness
- awareness
- empathy
- discernment
- self-regulation
- respectfulness
- kindness
- cooperation
- collaboration
- leadership
- integrity

Organizational:

- motivation
- initiative
- self-discipline
- organization
- responsibility
- care with tasks
- persistence
- follow-through



Reporting

End-of-Year Report (for students in the Grades)

- The year-end report contains three parts: a) a *Curriculum Overview*; b) a *Narrative*; and c) *Rubrics*.
- *Curriculum Overviews*, written by class teachers and specialty teachers, outline the content of the subjects.
- The *Narrative Report*, written by the class teacher, strives to give a complete and accurate description of the child personally, academically, and socially.
- The *student description* includes work habits, ability to listen and to contribute, oral and written work, rhythmic work, etc. It may also describe highlights of the student's year, areas of challenge, and artistic work.
- The *social description* includes the student in relationship to adults and to peers, both during structured and unstructured times.
- The rubrics give a succinct picture of the child's work in language arts, mathematics, and—for the upper grades—all specialty subjects.
- Rubrics have an area for comments by class and specialty teachers.

Richmond Waldorf School Family Life

Festivals and Celebrations

Children love the same thing to be repeated in the same way and at the same time. Regular meal times, regular bed times, regular tasks – this is the backbone of a healthy and happy childhood. Educators are sometimes afraid that too much repetition will stifle originality, but this is to neglect the changing character of each age. The love of repetition at a young age will not mean the child will continue repeating forever. On the contrary, repetition at this age is an exercise of the will and strengthens those very qualities on which initiative will later depend.

The intellectual age abolished the old rituals of living but something of the former ages still lives in children. They look forward to the seasons and their customary festival celebrations.

~ Rahima Baldwin, Author, "You Are Your Child's First Teacher"

Richmond Waldorf School celebrates many festivals during the school year. Some festivals will be held in school for children and teachers, while others will be for the whole community. Check the school calendar for specific dates. Below are some basic rules and descriptions of our festivals. For more information, please speak with your child's teacher.



Festival Descriptions

The Rose Ceremony (1st day of school in September): The Rose Ceremony marks the beginning of the school year for all grades students. This special ceremony welcomes the rising first grade into the elementary school. Older students offer new students a rose and walk them through a flower arch to symbolize this new beginning.

Michaelmas (September/October): Richmond Waldorf School celebrates the Michaelmas season with service projects, field games, and with a pageant performed by the students in the grades. Although Michaelmas is not commonly celebrated in North America, it is an important festival in Waldorf schools throughout the world.

Michaelmas honors the archangel Michael, who is the embodiment of courage. It is he who cast proud Lucifer from the heights, he who vanquishes the dragon in the depths. Michael gives human beings the courage to meet the trials of the present and the confidence to look to the challenges of the future without fear. Michael lends his strength to those who struggle against the forces of darkness. His arm guides those who fight the dragons of the lower self. He is the embodiment of divine justice, separating the moral kernel from our earthly chaff.

At Richmond Waldorf School we try to put ideals into action—to look beyond our narrow selves to what others need and to what the world needs. The world is full of dragons. These dragons spread hatred and fear, doubt and destruction, but they also present opportunities. In the pageant that our students perform, the dragon that terrorizes the kingdom is tamed, not slain. He is led into service, and his strength is used for the good. We hope that this picture strengthens our students as they move forward into the future and that it inspires them to work to make the world a better place.

Fall Fest: This year we will be inaugurating a Fall Fest on Friday and Saturday, October. It will feature vendors, activities, and entertainment. The evening event will include food, drink, and a silent auction.

Martinmas & the Lantern Walk (November): From France comes the story of St. Martin of Tours, a Roman soldier who exhibited great generosity.

Each year, RWS gathers to celebrate Martinmas. Each student creates a beautiful candle-lit lantern, which symbolizes the light in all of us as we enter the darkening months of winter. We light lanterns and share gingerbread and warm cider. To emulate St. Martin's generosity, our community sometimes collects winter clothing for Richmond's families in need.

Santa Lucia Day (December): A traditional Swedish celebration, this festival is celebrated during the school day. Down the hall comes the second grade led by a child in a long, white dress with a crown of green leaves and glowing candles. In her hands she carries a tray of little cakes. Behind her the rest of the class, also in white, carry more trays of the traditional twisted sweet cake to each of the other classes in the school.

The Spiral of Light (early December): Advent, from the Latin "to come," is the period including the four Sundays before Christmas. In Christian churches, one candle is lit each Sunday until the lights of



four candles herald the birth of Christ. Yet Advent, and even the feast day we now celebrate as Christmas, has a far wider traditional context. Throughout Europe, northern Asia and in ancient Egypt, this holiday has had festival connotations of light and the sun – of the time when winter draws to its close and spring begins. The Jewish festival of light, Hanukkah, falls very near to Christmas.

At Richmond Waldorf School, children are invited to participate in a very special Advent celebration. Each child walks through a spiral of fresh pine boughs to light their candle from the large center candle. This represents light in the darkest days of winter. As he or she returns through the spiral, the child chooses a place along the path to set the candle. As the number of candles grow, so does the beauty and magic of the experience.

May Faire (May): Early May brings RWS' Annual May Faire Celebration. Open to the public, this event brings members of the larger Richmond community to RWS to celebrate. Children decorate wreaths with fresh spring flowers, dance around the Maypole and sing songs of Spring. Children's activities, stories and delicious treats are available for the whole family.

May Day was in ancient tradition the celebration of the beginning of summer in Celtic lands, and by Roman tradition sacred to Flora, the goddess of Spring. The Maypole is thought to represent the tree of life and fertility. In the modern context it provides an opportunity for festivity and a reminder that warmer days are ahead. Children and adults have traditionally worn flowers when dancing around the Maypole. A single blossom in the buttonhole or hair, or an actual May Crown, or wreath of flowers for the head, symbolizes the full arrival of spring.

Friday Gatherings and Assemblies

Every Friday, the students of the Elementary School gather in the Music Room for a gathering. The gathering begins with one of the lower grade classes reciting its morning verse, then birthdays are celebrated. Classes share what they have been working on, and the group sings seasonal songs together. The gathering ends with one of the upper grade classes reciting its morning verse. We encourage parents to attend Friday gatherings.

Before Thanksgiving, before Spring break, and on the last day of school, we have major assemblies that are designed to showcase each class's academic and artistic work. Families are encouraged to attend assemblies because it allows them to experience what has been learned in different subjects.

Birthday Celebrations

The birthday ceremony is an important event at school and for your child. With respect and reverence, the class honors your child's birthday. In the Early Childhood classes, parents are invited to the ceremony. In the grades classes, children typically celebrate birthdays at school with only their classmates and teachers present.



Family Life

“No matter what our family situation or lifestyle, we as parents are our children’s first teachers. By understanding how children develop and some things we can do to help their balanced and healthy growth – physically, mentally, emotionally and spiritually – we will not only help our children, but also increase our own enjoyment and growth as parents.”

~ Rahima Baldwin, Author, “You Are Your Child’s First Teacher”

Children’s education includes the entirety of their lives and does not end when they leave the classroom. The world at home is different from the world at school, and it is the interweaving of these environments, activities and influences that creates the fabric of the child’s life. Children benefit from a strong connection between home and school, we share the following ideas and suggestions for your consideration.

Sleep

Sometimes the hardest job parents do all day is getting their child to bed at night. We recommend to do it early and at the same time each night. Getting enough sleep at night helps children get the most out of their school day. Sunday night is a school night, too. Children younger than 7 years old need 10-12 hours of sleep each night in addition to the nap they may take. If your child has trouble going to bed by 7:30 or 8:00 pm, put her to bed 10 minutes earlier each night until she is going to bed at the desired time. Children who have had enough sleep should rise with the sun and do not have to be roused. In our modern times these are difficult requests to make of families, but gradually we see the great benefits of proper sleep habits.

Media

Richmond Waldorf School is dedicated to nurturing children’s capacities for clear, creative thought, compassion, and purposeful action. It is our experience that these capacities develop best through warm human interactions, artistic endeavors, and meaningful tasks. They are strengthened by contemplation, exploration, and enthusiastic experiences in the natural world that engage all the senses.

Electronic media present children with strong, ready-made images that do not require active participation on the part of the viewer, and therefore, tend to numb the imagination and interfere with creativity and thought processes. These media also often present children with a pessimistic view of human nature and a distorted view of human relationships.

Teachers at Richmond Waldorf School have observed the following about children who have fewer media experiences:

Physically, they

- are more comfortable in their bodies
- are more active, better coordinated and are able to play more freely
- have keener senses and better sensory integration
- have better physical/intuitive sense for cause and effect



Emotionally and Socially, they

- are more relational, more interested in and responsive to other people and better able to read social and emotional cues
- have more patience with process
- are better able to react to people and situations with genuine feeling
- have a better sense of reality in social situations
- demonstrate greater empathy

Intellectually, they

- have keener attentiveness and ability to focus
- have a deeper sense of curiosity, wonder and interest
- are more creative and open to new ideas
- are better able to sustain intellectual engagement
- are better able to differentiate what is real from what is fantasy
- are better able to observe connections among things
- are more positive and optimistic in their thinking
- are more receptive and engaged in school activities

Media Guidelines

Television/Videos/Movies: As adults, we have developed filters for the barrage of electronic stimulation that we encounter each day, but this is not true for children. Many educators, both inside and outside of the Waldorf movement, have observed that television and video viewing can have detrimental effects on students' ability to learn and to relate. Children who engage in these activities are frequently unable to interact with their classmates and to adults in a creative and harmonious manner.

The faculty therefore strongly urges you to minimize or eliminate television and video viewing by your children. ***If you do permit your children view television or movies, we ask that limit this to weekends and vacations (but not the night before returning to school), and to exercise parental oversight.***

Computer/Electronic Games: Children benefit from activities that include meaningful social encounters and an experience of nature. Although children may find computer, video, Wii, and other electronic games fascinating and fun, they are poor substitutes for active and creative play and other healthful activities. While these types of games may seem to develop the ability to think and respond quickly, they tend to narrow a child's capacity to think clearly, to consider emotional and social implications and to follow through on tasks. The Faculty therefore strongly urge you to minimize or eliminate gaming by your children.

Cell Phones/Social Media: Developments in online cell phone technology have changed the way many of us relate to one another and to the world. While adults have the maturity and experience to be able to view the online world with perspective, children do not. Children find it difficult to resist the addictive quality of the online experience, and they can easily encounter harmful content. Cell phones, which serve as portals to the Internet, can also engage children in inappropriate



experiences. Despite their benefits of helping people connect with one another, social media are subject to many types of abuses.

The Faculty therefore strongly urges parents to minimize or eliminate children's online activities and cell phones to actively monitor their children's use of these media portals.

Toys

The child at play is "projecting his fantasy and imagination into the toy. The toy is nothing more than an extension of the child him/herself." It follows, then, that the ideal toy is one that imposes the least possible limitation on the child's freedom to play imaginatively. Present children of any age with potential, and they will fill it out with their own unlimited fountain of creativity. Present them with finished products, regardless of how magnificent, and we will have unwittingly limited their own resourcefulness.

This is one of the maxims of Waldorf education: while teaching, give children only enough to stir their own creative processes, and then provide them guidance in expressing what the lessons have awakened. This fosters true creative activity in the soul-life of the child and leads to imaginative thinking in the adolescent. So it is true with their "toys."

We recommend simple toys made of natural materials that awaken the child's imagination. Limiting the number of toys can also help to create a sense of order and appreciation, which is healthy for children—and adults as well!

Rhythm, Reverence, and Ritual

Rhythm, Reverence and Ritual are the three R's of Waldorf education. When experienced in childhood they can lead to an experience of responsible freedom in adulthood. Sensationalism, sensory stimulation, advertising and competitiveness are but a few of the trends that undermine these noble qualities.

Rhythm is really a natural and healthy part of life. Most of us are not fully aware of the continuing rhythms of nature, but we experience their effect. Throughout history, in all civilizations, these natural rhythms have been observed through festivals characterized by certain rituals. Parents can teach the beneficial effects of rhythm, reverence and ritual to children within the home. Reverence is best taught by example. As adults, we can nurture reverence within ourselves, for that which is greater than ourselves, that which is equal to ourselves and that which is less than ourselves and manifest this respect in our words and deeds.

Observance of festivals, grace before meals, and bedtime prayers can become traditional rituals within the home. Less spiritual events can also assume ritual form and mark the rhythms of life in meaningful ways: the lighting of a candle at the evening meal, a special story or song at bedtime, or creation of a special family birthday tradition. A healthy rhythm is established in the home when meals are served at the same time each day and when bedtime is set at a regular hour. A child who lives in rhythm grows strong physically. The child whose life is ordered by rhythm gains a secure foundation for life as an adult.



Rhythm in the Home Life

Parents are the stewards of their children's childhood. One important part of this role is attending to the child's need for a regular rhythmic life. Just as in the passing of night and day, the rise and fall of the ocean tides, the body has a rhythm.

Before birth, a child changes rapidly and is given the protective outer structure of the womb and the rhythmic working of the mother's body. For a young child, this requirement for an outer structure continues to be vital to growth and emotional well-being. Learning that there is "a time for all things" is life's lesson. Now is a time for you to play and do as you will, now for a meal, now for homework, now to prepare for bed.

The rhythm then becomes habit, is accepted as self-evident and will eliminate many difficulties, struggles and arguments about eating and going to bed. Regularity should prevail in as many of your child's daily activities as possible. It is the key to establishing good habits for life and literally contributes to a strong physical body.

Predictability does not leave out the possibility for new and different adventures – or a surprise! It is the overall outline of the day, waking and sleeping, meals and restful moments that give the essential form.

Freedom is not without form, and one is truly free when one is not hampered by a disorganized life.



Policies and Procedures (2017-2018)

Communication

At RWS we strive for warm, and cordial relationships and communication. We encourage people to speak to each other directly regarding questions and concerns. Whenever possible, these conversations should be face-to-face.

The chart below outlines the channels of communication at RWS. In each category, you should start by contacting the first person listed. If the matter remains unresolved or would benefit from the involvement of another person, please contact the other people listed or member of the Leadership Team in whose department the matter lies.

RWS Channels of Communication

Education	Student Status	Policies	Family Life	Community Development
<ul style="list-style-type: none"> Educational Matters Social/Emotional Matters Discipline Matters Program/Curriculum Schedule Assessment/Reports 	<ul style="list-style-type: none"> Arrival/Dismissal Attendance Forms Report Dissemination Student Records High School Transition 	<ul style="list-style-type: none"> RWS Policies & Procedures 	<ul style="list-style-type: none"> Parents Association Social Events Volunteering New Families 	<ul style="list-style-type: none"> Enrollment Retention Marketing School Image School Outreach Fundraising & Dev.
<ol style="list-style-type: none"> Your child's class or specialty teacher EC Chair (Deborah Boes) or Grade School Chair (Katie Bullington) College Chair (Dawn Pollard) 	<ol style="list-style-type: none"> LaToya Good Valerie Hogan Peter Sokol 	<ol style="list-style-type: none"> Your child's class teacher Early Childhood. or Grade School Chair Leadership Team 	<ol style="list-style-type: none"> PA Moderator Roberto Trostli 	<ol style="list-style-type: none"> Valerie Hogan Peter Sokol

Information/Communication	Staff	Finances	Health/Safety & Logistics	School Status & Legal Matters
<ul style="list-style-type: none"> RWS Calendar The Messenger Constant Contact Event Notification Parent Messages Parent Directory 	<ul style="list-style-type: none"> Professional Conduct Mentoring Evaluation Professional Dev. Conflict Resolution 	<ul style="list-style-type: none"> Tuition payment Bills & Fees Delinquent Accounts Tuition Adjustment 	<ul style="list-style-type: none"> Illness/Medications Lost & Found Safety School Closing Emergency Procedures 	<ul style="list-style-type: none"> Facilities Management Licensing & Certification Legal Matters AWSNA
<ol style="list-style-type: none"> LaToya Good Roberto Trostli 	<ol style="list-style-type: none"> Leadership Team - Dawn Pollard, Roberto Trostli, Peter Sokol 	<ol style="list-style-type: none"> Nadia Anderson Peter Sokol 	<ol style="list-style-type: none"> LaToya Good Peter Sokol 	<ol style="list-style-type: none"> Peter Sokol Leadership Team



Information Sharing

RWS Directory

- The RWS Directory contains contact information for families and staff. Every family can download a PDF copy from the school website.
- The directory is only to be used for RWS community communication.
- We ask parents to respect the privacy of our school families by not sharing the directory or any personal information therein with any other person or organization.

All School Email and Constant Contact Email

- RWS uses Constant Contact email to distribute timely information and updates.
- All parents whose email addresses are in the RWS Directory will be enrolled for Constant Contact email messaging.

The Messenger

- The weekly Messenger contains articles, stories and anecdotes, reminders of upcoming events, announcements, and expressions of gratitude.
- RWS community members are welcome to submit articles, photos and announcements to The Messenger at messenger@richmondwaldorf.com
- Submissions for the next week's Messenger should be emailed by 5:00 p.m. the previous Friday

RWS Website and Online Calendar

Website

- The school's website www.RichmondWaldorf.com families and the wider community information about RWS and Waldorf education.
- Under *Our Community* there is a *Parents' Corner* tab with information exclusively for parents.
- The password for the Parents' Corner is: **rwsparent** (all lowercase, no space)
- This password may not be shared with anyone who is not part of the RWS community

Calendar

- The RWS Calendar is found at RichmondWaldorf.com/calendar/
- The Calendar lists when school is in session and school events. These include assemblies, festivals, class meetings, PA meetings, community education events, class plays, sports events, social activities, etc.
- The calendar is updated often, so parents should check it regularly to stay informed.

Class Specific Communications

- Each class teacher establishes a communication framework suited to the needs of her or his class.
- The communication framework establishes the methods through which the teacher is most efficiently reached, the hours the teacher is available for parent queries and meetings, and the frequency with which class meetings occur.
- Class teachers publish their communication framework to parents in the initial weeks of the school year.



Finances

Although Richmond Waldorf School is an educational institution with a spiritual mission, it is also a business. Like any business, it needs to manage its revenue and expenses efficiently and effectively. Parents assist the school's economic operations by

- fulfilling their contractual obligations
- communicating and returning paperwork in a timely manner
- supporting the school through fundraising and community service

Tuition Payments

- RWS uses FACTS Management Company for managing tuition payments.
- Parents may enroll in annual, biannual and 11-monthly payment plans, using either ACH or credit cards.
- For Information about FACTS, contact Nadia Anderson or Peter Sokol.
- RWS expects that parents will meet their contractual obligations in a timely manner.
- The school is willing to work with a family who is experiencing financial difficulties to accommodate a justified exception to the usual payment plans.
- If a family is experiencing or expecting financial difficulties, they should contact the Peter Sokol.

Tuition Adjustment

Richmond Waldorf School is committed to socioeconomic diversity, and Tuition Adjustment is available for families with financial need.

- Applications for tuition adjustment are evaluated separately from the admissions process after a contract for enrollment has been accepted.
- RWS utilizes SSS (School and Student Service for Financial Aid) to make an initial estimate on the family contribution. The Tuition Adjustment Committee uses estimate information as a guide to make award decisions.
- The Committee also uses the Waldorf School Tuition Adjustment Form and a copy of your filed previous year federal income tax return, including copies of W-2s, 1099s, and any attached schedules.
- Tuition adjustment applications are confidential, viewed only by Tuition Adjustment Committee members, and are managed by firm deadlines.
- For information about tuition adjustment, contact the Peter Sokol.



Logistics

Hours of Operation

Office	8:00 am to 3:15 pm
Early Childhood	8:00 am to 1:00 pm
Grades	8:00 am to 3:00 pm
Aftercare	1:00 pm to 5:30 pm

Arrival and Dismissal

Arrival

- Classes begin at 8:15, so students should plan to arrive at around 8:05 in order to have plenty of time to get ready for the day.
- An adult should accompany children in the Early Childhood program and in grades 1 – 3 to their classrooms.
- Students should be dropped off at the back of the school and enter through the black gate before 8:15. After 8:15, the gate will be locked and all students must enter through the front main entrance.

Dismissal

- On all school days (except the first and last days of school and Special Friends and Relatives Day), Early Childhood children are ready to be dismissed at 1:00 p.m. and Grade School students at 3:00 p.m.
- Students wait to be picked up at designated areas.
- The Social Service Form on file for each student lists all parties allowed (or not allowed) to pick up the student.
- Parents should inform the teacher or LaToya Good in writing if their child is being picked up by anyone other than the usual pick-up person.
- The school cannot release a student to anyone other than the usual pick-up person without a note, even if that individual is on the authorized pick up list.

Early and Late Pickup

- If your child is scheduled to leave school before afternoon pick-up time, please inform the teacher during morning drop-off or phone the Front Office.
- Your child will wait in the Front Office to be picked up.
- Children who are not picked up within 15 minutes of her dismissal will be taken to Aftercare and parents will be billed.

Aftercare

- Aftercare is provided for children in Early Childhood (1:00-5:30) and students in the Grades (3:00-5:30) Mondays through Fridays on whole school days.
- Aftercare can be contracted by semester or scheduled as a drop in.
- Drop ins must be requested by 5 p.m. the day before care is needed. Drop in is available only if space is available. To request drop in Aftercare for your child please email dropin@richmondwaldorf.com
- Aftercare modified hours are announced for those days when school is dismissed early.



- Aftercare may be cancelled or closed early due to inclement weather.
- To reserve a space for your child, fill out the Aftercare application and submit it in the Front Office.
- The Aftercare Program is licensed by the Virginia Department of Social Services, which periodically inspects the premises, student and faculty records, playground safety, and program guidelines.

Inclement Weather Closings and Delays

Peter Sokol, Director of Administration, decides whether school should be closed or have a delayed start due to inclement weather.

- When school is delayed or closed, we will update the main telephone message with information about the closing.
- We will use Constant Contact to email school closing information, update the school calendar, and update the weather scrolls for Channels 6, 8, and 12
- On any day that the school has a delayed opening due to inclement weather, it is possible that Aftercare will close early and that after school or evening activities and events may be cancelled.
- Inclement weather make-up days are built into the school calendar.
- Except under unusual circumstances school closings do not impact number of instructional school hours.

Attendance

Absence

- If parents know that their child will be absent, they should notify the Class Teacher in advance.
- If a student is absent, parents should notify the Front Office by 8:15 a.m. by calling 804-377-8024.
- When the student returns to school, parents should provide their child's teacher with an explanation for the child's absence.
- When an extended absence is anticipated due to illness, family emergencies, travel plans, etc., parents should speak with their child's teacher in advance.

Tardiness

Every effort should be made to get students to school on time so that they can participate fully in the life of the class community and benefit from the educational program.

- If you know that your child will be arriving late, please notify your child's teacher.
- If you are running late, please call the Front Office at 804-377-8024.
- If a student arrives at school after 8:15, he should stop by the Front Office for a late slip.
- Students who are late wait quietly in the hall until 8:30, when their teacher will open the door.

Repeated Absences and/or Tardiness

- If a student is repeatedly absent or tardy, the Class Teacher will request a conference.
- More than 15 absences in one year may result in extra work being assigned or summer school being required.
- More than 25 absences will result in a formal review of the student's status.



Personal Belongings

Lost and Found

- Please label all clothing and school materials so that we can return them to their owner if they are misplaced.
- Lost or unclaimed items will be placed in the Lost and Found basket.
- We ask that families check the Lost and Found basket regularly.
- All items left longer than one month will be donated to charity.

Forgotten items

- If you need to bring any items for your child during the day, please identify whom they are for and leave them in the Front Office.
- Administrative Specialist, LaToya Good, will ensure that your child receives his/her belongings in a timely manner.

Dress Code

Clothing is part of the classroom environment. The dress code is designed to create an atmosphere conducive to learning by focusing attention on the children and not on their clothing. The faculty reserves the right to decide if dress and appearance constitute a distraction. If a child is not dressed appropriately, teachers may require a child to wear something that covers the inappropriate clothing, and parents will be called to bring a change of clothing for the day. Parents and students are expected to abide by the decision of the teacher.

General Principles

- Proper school attire promotes self-respect and a positive attitude.
- Students should wear clothing that is clean, neat, modest and suitable for the activity and the season.
- Clothing should be well fitted – not so large or long that it extends over hands or feet or overly short or tight.
- Clothing may not have tears, holes or unfinished edges (such as cut-off jeans).
- Natural fibers that breathe such as cotton, wool and linen are encouraged.

Clothing for Playing and Working Outdoors

Children play and work outside every day so they should bring or wear appropriate gear.

- For wet weather: a raincoat – with a hood or a hat – and boots
- For cold days: a warm coat, hat, mittens or gloves, leg coverings
- For snowy days: same as above plus boots
- For transitional days: layers that can be adjusted
- For hot sunny days: sunscreen or a sunhat.

Change of Clothes

- Early Childhood through 3rd Grade children should keep a bag with a complete change of clothes in school, including extra pants, shirts, underwear and socks
- All articles left at school should be labeled with the child's name.



Specific Guidelines

School Dress

Please come to school ready to work and play with the following clothing guidelines:

- Clothing that is clean, neat, and in good condition.
- Clothing that is suitable for school activities, for the weather and the season.
- Clothing that is free of images, words, and logos, except for RWS insignia. Brands and trademarks should be unobtrusive.
- Clothing that avoids extremes—not too long or short; too tight or loose; too bulky or skimpy*.
- Clothing that is modest and does not call undue attention to the child's body**.
- Shoes that are functional for all activities, indoor and out***.
- Hair styles and jewelry that do not interfere with the student's ability to participate fully in the program.
- Students in grades 6 – 8 may wear make-up and nail polish. These should avoid extremes and not be distracting.

Specifics:

* Waistbands should be above the hips; pant legs should not touch the floor, and shirt sleeves should not extend beyond the wrists.

**Shirts should have at least 2" of fabric at the shoulder, should cover the upper body, and should cover the abdomen when arms are extended up.

** Hemlines on shorts or skirts should not reveal underwear or body parts typically covered by underwear. Keep in mind climbing, cycling, running and jumping activities are parts of the school day.

** Pants or leggings that reveal underwear or skin must be worn with an additional layer such as shorts, skirt, dress or tunic.

***No platform, battery lit, roller-skate or backless shoes; no flip-flops, clogs, or shoes with heels over 1".

Assembly Attire

For school assemblies and celebrations students should wear the following:

- Any grade: knee-length dress or knee-length or longer skirt with a dress blouse; dress shoes (no heels more than 1"; no backless shoes). OR
- Grades 1 – 3: dress pants (no jeans) or dress shorts with a collared shirt; dress shoes; a tie is encouraged.
- Grades 4 – 5: dress pants (no jeans or shorts) with a collared shirt; dress shoes; a tie is encouraged.
- Grades 6 – 8: dress pants (no jeans or shorts) with a button down shirt; dress shoes; a tie is required



Concert Dress

Orchestras, Ensembles, and Choirs are designed to create music for the audience to listen to, thus the Object of the concert is the Music. The performers wear dress black to honor the occasion, and avoid making themselves the Object of the performance.

For musical performances students should wear the following:

- Concert Black and White: White Dress Top, tie is optional.
- Black Dress Bottoms (no jeans). Black shoes preferred. (Skirts must be below knees or have leggings underneath as the stage is at eye level.)

Health and Safety

Immunizations

- Immunization Records or Religious Exemption Form must be submitted before a new student begins school.
- New students must have a Healthy Child visit and submit a form within 30 days of enrollment.
- If your child is receiving immunizations, the school must receive an updated record yearly, through age six.

Illness

- Richmond Waldorf School does not have facilities to care for children who are ill.
- If your child is not well enough to participate fully in the program, please keep him/her at home.
- If your child becomes ill while at school you will be called to take him/her home.
- Children must remain at home for at least 24 hours after a fever breaks or after vomiting and diarrhea related to a stomach virus.
- When deciding whether a child is ready to return to school, please keep in mind that even when a child seems better at home, the effort of participating in a school day may be too much for someone recuperating from an illness.
- Any child who contracts a contagious illness must be kept at home until he is no longer contagious.
- Please inform Administrative Specialist and your child's teacher of any contagious illness.
- If your child is found to have head lice during the school day we will call and inform you. We do not require that the child be sent home during the day if lice is found but parents may *certainly pick up their child if they wish.*
- We ask that parents begin treatment at home using a prescription or over the counter medication and remove nits from the head. *This step is required before the child may return to school. Children may return to school after the first at home lice treatment.* Re-treatment is recommended after 9-10 days.
- If children are found to have conjunctivitis (Pink Eye) with drainage they will be sent home.
- If there is a health issue that could affect the school community, you will be informed by Constant Contact email



Medications

- If your child is taking medication, please inform your child's teacher and alert him or her to any potential side effects.
- RWS staff is not permitted to administer any internal medication without written parental permission.
- If your child requires medication or supplements while at school, please bring the medication in its original container to the Front Office and complete a medication authorization form. Please see LaToya Good in the Front Office for a form granting permission to administer medication.
- If your child requires medication during the school day, it must be administered by school personnel.
- In order to keep all of our students safe, we ask that medications and supplements **never** be sent to school in a child's lunchbox or backpack.

Field Trips

- All classes take field trips to enrich the children's experience of the curriculum.
- Other than local outings, parents receive permission slips to be signed.
- Volunteer parent drivers provide transportation for field trips.
- Copies of the vehicle operators' licenses and insurance cards must be provided to the school 5 days prior to leaving the school grounds with the students.
- All children must be properly restrained in the car.

Student Electronics and Cell Phone Use

Students are not permitted to carry or use cell phones or any electronic device that has internet connectivity on campus or during school sponsored events. Devices that have internet connectivity, such as Apple watches, may not be connected to the internet while on campus or during school sponsored events.

If parents find it necessary for their child to bring a cell phone or electronic device that has internet connectivity to school, it must be turned off and stored out of sight or secured by school personnel. Unless the device is secured by school personnel, RWS assumes no responsibility for the device.

Students who need to make a phone call while at school or during school events can request permission to use a school phone or the supervising adult's phone.

If a student is found using a cell phone or electronic device that has internet connectivity on school property or during school events, it will be confiscated and returned to the student's parents or guardian.



Missing Child Policy

- As soon as a child is reported missing the entire RWS staff will be alerted.
- All available staff will immediately initiate a search.
- If the child cannot be found, the parents and the police department will be contacted immediately.
- Virginia Department of Social Services is contacted within 24 hours if the child is not found. When the child is found, the same parties are notified.

Allegations of Child Abuse

- Any RWS employee who receives a report of alleged child abuse or has reason to suspect abuse as defined in the Code of Virginia (63.2-100) is required to report the allegation to the Child Protective Services (CPS) office where the alleged abuse took place.
- RWS employees are defined as mandated reporters (63.2-1509).

Fire Drills and Emergency Response Plan

- Fire drills are conducted regularly so that the children learn to exit from the building in an expedient and safe manner.
- Emergency drills are also conducted regularly so that children learn where to go and how to respond to unforeseen emergencies.
- A copy of the *RWS Emergency Response Plan* is kept in the Front Office.
- You can also find the plan online via the school website www.RichmondWaldorf.com.
- In the event of a natural disaster all children will be moved to safe locations designated in the RWS Emergency Plan.
- Teachers will stay with their class until the danger is over.
- A schematic drawing outlining the exits is posted in each classroom.

Insurance

- Church Mutual Insurance insures Richmond Waldorf School. Student Accident Insurance Company offers optional additional individual insurance.
- The school's insurance covers children, parents and visitors while at school as well as while away on school trips.



Parent-Teacher Communication

As stated in our Values, we believe that open, clear and direct communication is critical for maintaining a supportive and productive educational community. This is most important in the communication between parents and their children's teachers.

End-of-Year Report (for students in the Grades)

The year-end report contains three parts: a *Curriculum Overview*, a *Narrative*, and a *Rubric*.

- *Curriculum Overviews*, written by class teachers and specialty teachers, outline the content of the subjects.
- The *Narrative Report*, written by the class teacher, strives to give a complete and accurate description of the child – personally, academically, and socially.
 - The *student description* includes work habits, ability to listen and to contribute, oral and written work, rhythmic work, etc. It may also describe highlights of the student's year, areas of challenge, and artistic work.
 - The *social description* includes the student in relationship to adults and to peers, both during structured and unstructured times.
- The *Rubrics* give a succinct picture of the child's work in language arts, mathematics, and – for the upper grades – all specialty subjects. Rubrics have an area for comments by class and specialty teachers.

Parent-Teacher Conferences

Parent-Teacher conferences are scheduled over the course of two days in the Fall and again in Spring. Parents are sent a link to sign up for conferences and for childcare during conferences. All-day childcare is available for children who need it. The first 3 hours are free; after that, regular rates apply.

- Parent-Teacher conferences are designed to strengthen the parent-teacher relationship and their ability to work together for the benefit of the child, to share teacher evaluation of the child, and to set goals for the child's further progress.
- At the conference, parents are asked to share how the year is going from their perspective and if there are any pressing issues.
- At the Fall conference, teachers solicit information from the parents about the student's adjustment to the new grade and school year; in the spring, they give a progress report of the current year's work.
- During these conferences, teachers speak about their expectations for the class and how the specific child meets or does not meet those expectations, and will hand out rubrics of how the student is doing in Language Arts and Math.
- The final conference of 8th grade includes a brief review of the entire school experience in discussion form by both the parents and the teacher.
- Conferences are an ideal time to review students' challenges and to discuss remedial plans.
- Specialty teachers may request conferences with parents, especially if there are concerns.
- Class teachers may also suggest specialty teacher conferences to the parents.
- Because these conferences promote the parent-teacher partnership, both parents should attend whenever possible.



Homework Policy

At Richmond Waldorf School, we try to keep the homework load manageable so that students and their families have time for other interests and activities. In our view, homework provides students with opportunities to:

- Practice their academic, reading, musical, and practical skills
- Complete assignments begun at school
- Strengthen their work habits
- Develop individual initiative
- Develop a sense of responsibility

Homework is not intended to be burdensome or to interfere with family life, and parents who are concerned about their child's homework load or experience are encouraged to discuss it with their child's teachers.

Types of Assignments

Homework requirements and assignments change throughout the elementary school years.

- In grades one and two, there is no formal homework.
- In these grades, "home work" consists of participating in family activities such as meal preparation, chores, etc.
- In third grade, some projects may be assigned and children are encouraged to practice their instruments.
- In grades four and five, homework also consists of nightly reading and practicing academic skills as necessary
- In grades six through eight, homework may also include independent projects and preparation for dramatic and musical performances.

Time Spent on Homework

- The total time a student spends on homework should not exceed approximately 10 minutes per grade level per school night (e.g. up to forty minutes in 4th grade)
- Except for reading and extended projects, homework will not be assigned over weekends, holidays or vacations.
- Teachers will communicate homework expectations and directions to students and their families.



Student Conduct

A Caring Community

Richmond Waldorf School values a safe, inclusive environment where students can work and learn together. We seek to help children develop moral and social consciousness by teaching them self-discipline, awakening their awareness of others, and strengthening their capacities to act and interact effectively. Our *Code of Conduct* is designed to support these goals.

At RWS, adults share the responsibility of socially responsible conduct – interacting with respect, goodwill and constructive communication. By cultivating a healthy community, we can serve as a model for our children and enrich their growth and learning.

Code of Conduct

Students at Richmond Waldorf School have the following rights:

- To be treated with respect
- To have personal property treated with respect
- To have a safe, supportive learning environment

To insure those rights, students are expected to abide by the following code of conduct:

- To treat others with respect in word and deed
- To treat personal and school property with respect
- To support responsible conduct by others

Our code of conduct is in effect at school, at school events, and during school-sponsored trips. While RWS is not directly responsible for students when they are not at school, the school will determine whether and how to address out-of-school behaviors that affect the class or school community.

Discipline

Because children need to learn to conduct themselves appropriately, discipline is part of everyday school life. Children learn to behave properly under their teachers' guidance and through reinforcement, reminders, and redirection.

Teachers in a Waldorf school have full authority over discipline in their classrooms, and each has his or her individual style. Teachers will keep parents informed about their approach to discipline, and parents are encouraged to ask their child's teachers if they would like to know more and to inform them if there are circumstances in the child's life that may result in misbehavior at school.



Serious Misconduct: Inappropriate and Aggressive Behavior

Serious misconduct is behavior that goes beyond expected improper behavior in degree, persistence, intent, and the effect it has on other students. Examples of serious misconduct include

- Physical injury: Pushing, hitting, biting, scratching, pinching, spitting, etc.
- Verbal injury: Demeaning, insulting, taunting, shouting; etc.
- Written, drawn or gestural expressions which are bothersome, distressing, provocative, threatening, vulgar, obscene, or violent
- Damage or destruction to school or personal property
- Theft or the threat of theft
- Disruptive behavior: Interrupting or arguing with a teacher; sarcastic or rude behavior or speech; refusal to follow instructions; excessive conversation, noise or activity; idleness or unresponsiveness, etc.
- Possession and/or use of forbidden items: Materials that are obscene, vulgar, violent or pornographic; weaponry or otherwise dangerous items; tobacco, alcoholic beverages or other controlled substances

Bullying

Bullying is defined as hostile behavior that is targeted at an individual, is intentionally harmful, is persistent, and demonstrates a relational imbalance of power. Any form of inappropriate or aggressive behavior – physical, verbal, gestural; in writing or images – that meets these criteria will be determined to be bullying. Additional forms of bullying include but are not limited to:

- Sexual bullying: Unwelcome physical contact; sexually abusive comments; stalking; homophobic victimization
- Emotional bullying: Exclusion; ignoring; intimidation; inciting others to bully; demeaning; taunting
- Racist bullying: Racial insults, jokes and gestures; graffiti and racist insignia/badges; circulating racist literature
- Cyberbullying: via electronic media; internet, including but not limited to, email, posts, chat rooms; cell phone calls and text or image messages; camera, web cams, and video.

It is important to note that some bullying behaviors can be within the scope of normal child development yet may not be construed as bullying. Some examples of behaviors that do not meet the criteria in the definition are:

- Teasing or joking that isn't intended to hurt
- Impulsivity
- Behavior or statements meant to be complimentary
- Automatic reactions to various forms of injury.

Reporting and Classification

Reports of serious misconduct may be made by students, parents, or staff member to the child's primary teacher or the Early Childhood or Grade School Chair who will investigate the incident, make a determination, and communicate with the family.



Serious misconduct can be classified in three levels according to seriousness or recurrence. These behaviors are described and dealt with as follows:

Level One: Serious or repeated infractions of the code of conduct.

Level Two: More serious misconduct than Level One or repeated misconduct that indicates that remediation has not been successful.

Level Three: More serious misconduct than Level Two or repeated misconduct that indicates that remediation has not been successful.

Process

Level One: Within 24 hours of the incident being observed or reported, the teacher will inform the parents of the students involved, fill out the necessary forms, and meet with the appropriate Section Chair—Deborah Boes or Katie Bullington—to review the incident. If there are issues regarding student safety, Peter Sokol, Director of Administration, will be informed.

Within a week of the incident being observed or reported, the teacher will meet with the student's family to discuss the situation and to review plans for remediation. The teacher and parents will continue to monitor the situation and to meet as necessary. The teacher will keep the Section Chair informed about the situation. Depending on the circumstances and type of misconduct, the Section Chair may require another teacher to observe in the classroom and to provide a written report.

The forms and reports generated by this process are kept with the student's school file but the school will decide whether and how these are shared with anyone other than the family and the RWS faculty.

Level Two: The parents are informed by the primary teacher or the Section Chair and the student is suspended from school while Dawn Pollard, the College Chair, and the teacher will make a determination regarding the seriousness of the misconduct. The College Chair will share relevant information with the parents of other students involved where state and federal privacy laws and regulations allow.

Before the student is readmitted to school, the student's parents need to meet with the primary teacher and the College Chair to discuss the situation and to agree on a course of action.

Level Three: Same as Level Two except that the student is suspended from school until the matter is discussed by the Faculty College, which will determine whether and on what terms the student may return to school. Before the student is readmitted to school, the student's parents need to meet with the primary teacher and the College Chair to discuss the situation and to agree on a course of action.

Possible Courses of Action for Levels Two and Three include:

- Probation: Terms will be established under which the student may remain at school.
- Leave of Absence: The student's enrollment may be suspended for a period of time.
- Dismissal



APPENDIXES

Appendix 1 – Board of Trustees Committees

Executive Committee consists of the Board Chair, Vice Chair, Treasurer, and Secretary. This committee's responsibility is to serve as an emergency-authorization committee, so that, in an emergency it is possible for the Board to take official action without having a meeting. Typically this will mean authorizing expenditure beyond the spending limits of the school leadership staff.

Members: Katie Adams Parrish, Board Chair; Mark Werner, Treasurer; Kim Washburn, Secretary

Finance Committee is responsible for details of the Financial Plan and recommending to the full Board an annual operating budget that will conform to, and efficiently advance, the Long Range Plan and its financial components. Additionally, the chair of the Finance Committee will act as Board Treasurer. *Mark Werner, Chair*

Audit Committee is responsible for putting in place and overseeing a process for an annual audit. The annual audit is the only time the organization's financial systems are reviewed by an independent outsider, and as a result the auditor's report is an important mechanism for the Board to obtain independent information about the organization's activities.

Advancement Committee is responsible for ensuring RWS has effective enrollment, retention, development, alumni relations, and marketing & communications programs in place so as to further the Long Range Plan. The Committee is responsible for overseeing RWS's overall fundraising and, in particular, the fundraising done by the Board. *Kim Washburn, Chair*

Governance Committee is responsible for ensuring the Board of Trustees has the training and processes to fulfill its oversight obligations to RWS. The Governance Committee is also responsible for the nomination of new trustees for board service. *Cary White, Chair*

Long Range Planning Committee is responsible for the development and review of and updates to the school's long range plan which serves as a guiding document for achieving the school's strategic goals and objectives.

School Leadership Support Committee is responsible for policies related to personnel and school leadership. The committee will work in concert with the RWS Leadership Team to delineate annual major objectives, each of which should clearly advance the Long Range Plan or correct operations-level weaknesses or problems. *Allison Thurber, Chair*

Building and Grounds Committee is responsible for planning and prioritizing building and grounds repairs and improvements. *Terry Wyllie, Chair*

If you would like to learn more about a committee's work and how you could support it, please contact the committee chair.



Appendix 2 - Richmond Waldorf School Curriculum Outline

First Grade

LANGUAGE ARTS

Writing

- introduction to the letters and their sounds
- writing upper case letters
- writing words and sentences

Spelling

- the alphabet & elementary phonics
- simple spelling patterns
- introduction to word families

Reading & Literature

- listening to, retelling, discussing, and dramatizing fairy tales, folk tales and legends, nature stories children's literature and poetry
- reading in groups
- sharing news and personal experiences
- speech exercises and tongue twisters
- poetry recitation
- class play

MATHEMATICS

Arithmetic

- qualities and properties of numbers
- number quantities & numerical expression
- counting with movement and rhythmic drills
- number patterns and times tables
- introduction to the four arithmetic operations
- problem solving mentally and using manipulatives
- writing arithmetic sentences using numbers and pictures

Geometry (Form drawing)

- straight & curved lines, geometric forms, patterns and sequences
- vertical symmetry



SCIENCE & SOCIAL STUDIES: Nature Study & Home Surroundings

Stories and discussions about

- the natural environment
 - the heavens and heavenly bodies
 - the earth and its landscapes
 - the seasons
 - weather
 - nature cycles
 - the nature and behavior of plants and animals
 - experiencing nature outside through walks and activities
-

Second Grade

LANGUAGE ARTS

Review, extension, and application of previous year's work

Writing

- introduction to lower case letters
- copying verses and stories
- individual composition writing
- dictation

Spelling

- alphabetization
- word families & spelling patterns

Grammar

- introduction to punctuation
- introduction to basic parts of speech
- synonyms & antonyms

Reading & Literature

- listening to, retelling, discussing, & dramatizing of fables, legends, nature stories, and other children's literature
- individual and group reading of printed sentences and stories

Speech & Drama

- sharing news and personal experiences
- speech exercises
- poetry recitation
- class play



MATHEMATICS

Arithmetic

- review and extension of all 1st grade content
- properties of numbers, cont.
- place value
- four operations in vertical form with regrouping
- problem solving, cont. (transition from mental/manipulatives to written)

Geometry (Form Drawing)

- review and extension of 1st grade content
- progressions, moving forms
- symmetry, cont.; horizontal & radial symmetry

SCIENCE & SOCIAL STUDIES: Nature Study & Home Surroundings

- continuation and extension of first grade content
- fables and legends
- characteristics and qualities of plants and animals
- activities with plants
- experiencing nature outside

Third Grade

LANGUAGE ARTS

Review, extension, and application of previous year's work

Writing

- cursive writing
- copying and taking dictation of narrative and descriptive compositions
- writing of individual compositions, journal entries, and simple book reports

Spelling & Grammar

- spelling patterns and rules
- capitalization and punctuation
- parts of speech, cont.
- homonyms, synonyms, antonyms, cont.



Reading and Literature

- listening to, reviewing, discussing, and dramatizing stories from Hebrew bible, legends, nature stories, and other children's literature
- group and individual reading of class readers

Speech and Drama

- sharing news and personal experiences
- tongue twisters, speech exercises
- poetry & prose recitation
- class play

MATHEMATICS

Arithmetic

- review and extension of all previous work
- memorization of basic facts
- problem solving, cont.
- long multiplication
- forms of measurement: time, money, linear, liquid, volume, weight
- problem solving with measurement

Geometry (Form Drawing)

- review and extension of previous work
- metamorphoses & transformations of forms
- symmetry, cont.; four part symmetry

SCIENCE

Nature Study & Home Surroundings

- continuation and extension of previous grades
- environments
- stewardship of the earth
- conservation
- farming/gardening methods and rhythms
- connection of shelter to environment
- soil
- seasons and the cycles of life
- gardening
- preparing, sowing, tending, harvesting
- food preparation
- food preservation



SOCIAL STUDIES

Home Surroundings

- Native American myths, stories, and culture
 - Hebrew Bible stories
 - practical & domestic arts; traditional crafts and trades
 - farming and gardening
 - shelters & home construction
 - clothing & fibers
 - cooking & preserving
-

Fourth Grade

LANGUAGE ARTS

Review, extension, and application of previous year's work

Writing

- narrative, descriptive, expository, first person compositions and personal letters
- self and peer editing
- syntax & usage
- introduction to research & reporting on topics

Spelling and Grammar

- spelling rules, cont.
- parts of speech, cont.
- introduction to parts of the sentence
- simple verb tenses
- types of sentences
- punctuation, cont.

Vocabulary

- subject-related word groups
- roots
- synonyms, antonyms, homonyms, cont.

Reading & Literature

- listening to, reviewing, discussing, and dramatizing Norse myths, Viking tales, children's literature
- individual reading of class readers
- working on greater reading fluency and comprehension



Speech & Drama

- sharing news, personal experiences, and giving oral reports
- tongue twisters, speech exercises
- poetry & prose recitation
- reading & acting out a script
- class play

MATHEMATICS

Arithmetic

- review and extension of previous work
- mathematical terminology
- problem solving, cont.; checking answers with inverse operations
- long division
- factors, multiples
- introduction to fractions and mixed numerals
- fractions and mixed numerals–four operations and applications
- measurement, cont.; Introduction to rhythmic and musical notation

Geometry (Form Drawing)

- review and extension of previous work
- woven forms, knot patterns, inscribed forms

SCIENCE

Natural Science

- study of animals in conjunction with the human being
- habitat
- life cycle
- habits
- structure
- function

SOCIAL STUDIES

Local History

- local Native American Legends
- stories of people and events in Virginia history
- local physical and economic geography
- introduction to mapmaking and geographic terminology
- physical features of Virginia and the Chesapeake Bay
- natural resources
- representative flora and fauna
- representative trades, industries, etc.



Fifth Grade

LANGUAGE ARTS

Writing

- narrative, descriptive, expository, first person compositions, personal letters, and responses to prompts
- paragraph form & types
- introduction to dialogue; direct & indirect speech
- self and peer editing, cont.

Research Skills

- research & giving oral and written report on topics, cont.
- use of basic reference books

Spelling and Grammar

- review of
 - eight parts of speech
 - singular and plural nouns
 - punctuation & capitalization
- extension of
 - parts of sentence
 - syntax, cont.
 - verb tenses
- introduction to
 - auxiliary and linking verbs
 - compound sentences, compound subjects, predicates
 - comparative adjectives

Literature

- listening to, reviewing, discussing, and dramatizing Eastern, Near Eastern, and Greek myths, children's literature
- literature circles: comprehension and analysis of basic literary elements

Speech & Drama

- sharing news, personal experiences, and giving oral reports
- tongue twisters, speech exercises
- poetry & prose recitation
- reading & acting out a script
- class play



MATHEMATICS

Arithmetic

- review and extension of all previous work
- problem solving, cont.
- decimal fractions: four operations and practical applications
- metric system (linear, liquid, volume, weight)
- introduction to ratio & proportion

Geometry

- form drawing: review and extension of previous years' work
- freehand geometric drawing
- introduction to geometric terminology

SCIENCE

Natural Science

- further animal study focusing on less familiar animals
- study of families of plants
- algae
- lichen
- mosses
- ferns
- fungi
- coniferous and deciduous trees
- flowering plants
- parts of a flowering plant, form and function
- rhythms of plant growth
- environments, ecosystems, ecological progression
- vegetation zones
- hands-on planting
- outdoor observation

SOCIAL STUDIES

History

- lands and peoples of Ancient India, Persia, Mesopotamia, Egypt, and Greece
- physical geography: land formations, rivers, climate, etc.
- mythology and religion
- culture and customs
- stories of people and events, especially in conjunction with Greek history



Geography

- physical and economic geography of North America
 - mapmaking and geographic terminology, cont.
 - physical features
 - natural resources
 - representative trades, industries, etc.
 - flora and fauna
 - climate
 - culture and customs
-

Sixth Grade

LANGUAGE ARTS

Grammar

- review and extension of all previous topics
- independent and dependent clauses
- subjunctive mood
- conditional sentences

Spelling & Vocabulary

- review of spelling rules, cont.
- vocabulary derived from main lesson subjects, class reading
- synonyms & homonyms, cont.
- etymology and word histories
- prefixes, suffixes, roots

Writing

- writing process—generating ideas, outlining, composing, editing/revising, proofing
- development of paragraphs
- narrative, description, point of view, letter writing, cont.
- writing poetry & drama, cont.
- response to prompts

Research Skills

- note taking
- research & reporting on topics, cont.
- use of reference books, cont.



Literature

- independent reading of assigned books
- literature circles, cont.
- review and discussion of characters, setting, plot, conflict, cont.

Verbal Skills

- review and discussion of main lesson content, personal experiences, etc.
- brief oral presentations on research topics
- preparation of speeches & introduction to debate

Speech & Drama

- tongue twisters, speech exercises
- poetry & prose recitation
- reading & acting out a script
- class play

MATHEMATICS

Arithmetic & Pre-Algebra

- review and extension of all previous work
- problem solving, cont. fractions and decimals, situation problems
- practical mathematics: business, banking, etc.
- introduction to percents, formulas, graphing & statistics

Geometry

- descriptive geometry: properties of geometric forms
- basic constructions using geometric tools
- introduction to area

SCIENCE

Natural Science

- geology and mineralogy
- landscapes and the rocks underlying them
- geological processes
- earthquakes, volcanoes, tsunamis, etc.
- types of rocks — igneous, sedimentary, metamorphic—their formation and characteristics
- the rock cycle



Astronomy

- apparent movement of heavenly bodies
- sun, moon, planets, stars
- observation and journaling of astronomical phenomena
- biographies of early astronomers.

Physics

- introduction to the study of forces through demonstration and lab activities
- sound
- light
- heat
- magnetism
- electricity

SOCIAL STUDIES

History

- representative events and biographies from
 - ancient Rome
 - origins and development of Christianity
 - the dark and middle ages in Europe
 - the rise of Islam

Geography

- physical and economic geography of south/central America or Europe/Middle East
- mapmaking, including political boundaries, cont.
- physical features, natural resources, flora and fauna, climate
- representative trades, industries, etc.
- cultures and customs

Seventh Grade

LANGAUGE ARTS

Writing

- writing based on personal experiences
- narrative, descriptive, and expository writing on themes from curriculum
- writing poetry
- writing short dramas



Grammar

- review and expand grammar from previous years
- subjunctive mood of verb
- conditional sentences

Literature

- reading and discussing books; reading short stories
- spelling & vocabulary
- synonyms, antonyms, and homonyms
- analogies,
- etymology of words with Greek and Latin roots

Research Skills

- identifying suitable sources
- note-taking
- report writing & report presentation

Verbal Skills

- informal sharing of experiences
- class discussion
- argumentation & informal debate
- reporting on topics from the curriculum

Speech & Drama

- exercises for clarity, articulation, and expression
- poetry
- prose passages
- class play

MATHEMATICS

Arithmetic & Algebra

- review and extension of previous work
- algebraic operations & expressions
- introduction to integers; four operations
- exponents & roots; scientific notation
- introduction to equations
- application of algebraic principles to all types of problems



Geometry

- review and extension of all previous work
- geometric forms in nature
- Pythagorean theorem
- geometric formulas and elementary proofs
- introduction to perspective drawing

SCIENCE

Natural Science

- human anatomy & physiology
 - digestive, circulatory, and respiratory systems
 - health and nutrition
 - smoking, alcohol, drugs

Physics (through demonstrations and lab activities)

- continuation of the study of
 - sound
 - light
 - heat
 - magnetism
 - electricity
- introduction to
 - electromagnetism
 - mechanics

Chemistry (through demonstrations and lab activities)

- introduction to inorganic chemistry
- combustion
- gases
- salts
- metals

Astronomy

- characteristics of our solar system
- daily & seasonal astronomical rhythms
- development of the understanding of our solar system through the biographies of important astronomers/scientists
 - Aristotle
 - Ptolemy
 - Copernicus
 - Brahe
 - Kepler
 - Galileo
 - Newton



SOCIAL STUDIES

History

- representative biographies and events from
 - the Renaissance and Reformation in Europe
 - the age of European exploration and discovery
 - the age of scientific discovery in Europe

Geography

- cultural geography of South/Central America or Europe/Middle East
- mapmaking, cont.
- physical features, natural resources, flora and fauna, climate

Economics

- industries, commerce, transportation
 - cultures, customs, lifestyle, etc.
 - biographies of significant individuals
-

Eighth Grade

LANGUAGE ARTS

Writing

- narrative, descriptive, persuasive, functional writing
- essay writing based on prompts
- writing poetry

Grammar

- review of all previous work
- usage – metaphor, simile,
- vocabulary & etymology:
- word histories
- further work with analogies, synonyms, etc.

Literature

- reading and discussing books

Research Skills

- working with a variety of sources
- note-taking
- summarizing, paraphrasing



- attribution — citing sources, footnotes, bibliography
- report writing & presentation

Verbal Skills

- informal sharing of experiences
- class discussion
- formal debate
- reporting on topics from the curriculum

Speech & Drama

- speech exercises
- recitation of poetry & prose passages
- class play

MATHEMATICS

Arithmetic

- review and extension of previous work

Algebra I

- algebraic expression
- operations and properties of real numbers
- solving equations
- working with algebraic situation problems
- polynomials
- algebraic fractions
- introduction to functions and graphing
- systems of linear equations
- geometry
- review of previous work
- geometry in nature, art & architecture
- solid geometry

SCIENCE

Natural Science

Human Anatomy & Physiology

- skeletal/muscular system
- integumentary system
- nervous system
- human growth and development



Physics (through demonstrations and lab activities)

- continuation of the study of
 - sound
 - light
 - heat
 - electromagnetism
 - mechanics
- introduction to mechanics of
 - liquids
 - gasses
 - domestic, commercial, and industrial applications

Chemistry (through demonstrations and lab activities)

- introduction to organic chemistry
- carbohydrates
- fats
- proteins
- domestic, commercial, and industrial applications

Meteorology

- introduction to meteorological phenomena
- global weather patterns
- air and ocean currents
- cloud formation
- storms, hurricanes, tornadoes, etc.

SOCIAL STUDIES

History

- representative biographies and events from
- American and European History: 17th–20th centuries
- current events

Geography

- cultural & political geography of other parts of the world, e.g. Africa, Asia, Russia, Middle East
- physical features, natural resources, flora and fauna, climate
- economics: industries, commerce, transportation
- cultures, customs, lifestyle, etc.
- biographies of significant individuals