



Family Handbook

2024-2025

"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 there are inaccuracies, please notify the [Administrative Coordinator](#).



Family Guide

I. 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

1. We believe that students thrive when exposed to a hands-on, integrated curriculum that is developmentally appropriate and grounded in artistic and practical work.
2. We believe that all students must develop intellectual curiosity, social sensitivity, and physical stamina in order to meet their full potential.
3. 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.
4. We believe in the importance of a safe, inclusive learning environment where the interests and strengths of all students are honored and encouraged.
5. We believe that schools should awaken social responsibility, service to community and stewardship of the earth.
6. We believe that open, clear and direct communication is critical for maintaining a supportive and productive educational community.
7. We believe that effective teachers are committed to building long-term relationships with students, while demonstrating enthusiasm and honest striving in the world.
8. We believe that cooperation and collaboration between parents and teachers play a vital role in helping students meet their full potential.
9. We believe that strong schools rely on initiative and commitment from all members of the community.
10. We believe in the power of the human spirit to invoke positive change in the world.



Richmond Waldorf School Shared Community Agreements

I agree to support the Waldorf curriculum through our family life in a way that is thoughtful, meaningful, and grounded in the information provided to me by the school. I will inquire when there is need for clarity or a disagreement. (correlates with Value Statement #1)

I agree to support the development of my child(ren) through a variety of experiences in partnership with the school. (correlates with Value Statements #2 and #3)

I agree to support a safe and inclusive learning environment through my involvement with the school. (correlates with Value Statement #4)

I agree to support the efforts of our school-community through volunteerism and/or other means that encourages a collective responsibility for the work of this school - both for the school and the wider community. (correlates with Value Statements #5 and #9)

I agree to communicate directly and clearly with those involved in my concern or situation. Open and compassionate communication will enrich our community as the collective focus remains with our students. Elevating a concern too soon to a higher authority will likely slow down the resolution process. (correlates with Value Statement #6)

I agree to support the work of our teachers and foster a strong, working relationship with them as they invest in my child(ren). (correlates with Value Statements #7 and #8)

I agree to support needed change for the school - both within myself and others - as a means to strengthen the living organism of our school-community which can have an influence on the wider community. (correlates with Value Statement #10)



Diversity, Equity, Inclusion, and Justice

Richmond Waldorf School welcomes students, families, faculty, staff, and guests of all races, ethnicities, cultural and religious heritages, socio-economic backgrounds, geographic origins, gender identities, sexual orientations, and family structures. We educate our students to respect the dignity of all people, and we reject discrimination in all its forms. We seek to create, embrace, support, and nurture a diverse and inclusive community where everyone feels respected, connected, honored, and valued.

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: 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

We 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. We recognize the individuality of each child and strive to allow them to develop their unique gifts at their own pace.

Living Learning

Rudolf Steiner, the founder of Waldorf education, encouraged teachers to transform education into an art. This means that we work to create opportunities for learning that are alive, immediate, and meaningful. 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 through hands-on 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 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 human world.

The Importance of Community

Waldorf education prepares children to enter adulthood with social awareness and self-discipline and a wonder and reverence for the world. Our goal is 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. 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.

The Background of Waldorf Education

In the early twentieth century, Rudolf Steiner, an Austrian philosopher, 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, the evolution of consciousness, religion, agriculture, medicine, art, and education. Steiner's work in these fields resulted in a new form of agriculture, new techniques in curative education, new approaches to the arts, and a new form of education.

In 1919, Rudolf Steiner was asked to find a school in Stuttgart, Germany. Steiner trained the teachers, developed the curriculum and methodology, and 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 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 worldview developed by Rudolf Steiner.

Anthroposophy is difficult to define, as it encompasses a vast body of research and teaching. Rudolf Steiner defined it as "a path of knowledge, to guide the spiritual in the human being to the spiritual in the universe." Anthroposophy is a worldview and a path of inner development. Anthroposophy aids teachers in their preparation and their work.



Waldorf teachers are careful not to teach anthroposophy, so they do not interfere with their students' religious or philosophical orientation, which is the province of the family.

Waldorf education seeks to bring meaning and purpose to all areas of human endeavor. 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. 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, 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 reverential character, and celebrate various religious and cultural festivals. Such celebrations are not intended to promulgate any particular denomination or belief; but to enrich the curriculum through direct experience.

Celebrating festivals mark the cycle of the year and deepen 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.

School Constituencies

Richmond Waldorf School comprises 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 College. They hold the vision of the school, develop long-range plans to realize that vision, oversee the management of the school, and ensure that the school achieves its mission through its program, staffing, and facilities.



Governance and Leadership

Richmond Waldorf School comprises four main realms: faculty, board, parents, and administration. The School is jointly governed by the Board and the College. The Administration exists to support and execute tasks delegated by the Board and the College. The Parent Association has no governance power but supports the work of the school's faculty and administration.

In the spirit of collaboration and clarity, these four realms will be jointly working on an updated governance structure chart that will better reflect the school, its governance model, and leadership. This work will be taken up during the 2024-2025 school year.

School Leadership

<p><u>Board of Trustees (BOT)</u> Marianne Kelliher, Chair Ron Volpicella, Vice Chair Kyle Engelken, Treasurer Kadie Parsley, Secretary Leah Meekins-Ballance Heather Simon Chad Darcy Justin Brumley</p> <p><u>BOT Ex Officio Members</u> Andrew Ross, Director of Administration Bethany Craig, Director of Education Letitia Amey, College Chair Brionna Nomi, Parents Association Chair</p> <p><u>College</u> Letitia Amey, Chair Sara Andrassy Cathryn Bump Megan Chase Bethany Craig Dawn Pollard Sarah Hayward (to be confirmed fall 2024) Elizabeth Atwell Brumley (to be confirmed fall 2024)</p>	<p><u>Leadership Team</u> Andrew Ross, Director of Administration Bethany Craig, Director of Education</p> <p><u>Section Leads:</u> Megan Chase, Early Childhood Section Lead Dawn Pollard, Grades Section Lead Cathryn Bump, Specialty Section Lead</p> <p><u>Parents Association</u> Brionna Nomi, Parents Association Chair Betsy Miller, Treasurer Rocio Espericueta, Secretary Brandon Smith, Social Chair</p> <p><u>Administrative Staff</u> Andrew Ross, Director of Administration Bethany Craig, Director of Education LaToya Good, Administrative Coordinator Alexandra Porr Mazères, Director of Enrollment & Development Mary Williard, Business Office Manager Balla Koroma, Staff Accountant Reid Beverly, Facilities Coordinator Kelly Pfeifer, Faculty Administration Assistant Ada Zech, Community Relations and Resource Coordinator</p>
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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 meets monthly, and reports of its work are published in The Messenger. More information about school governance can be found at www.RichmondWaldorf.com/governance/.

College

The College is responsible for the spiritual work of the school as expressed in its mission, program, staffing, and facilities. The College 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 and its pedagogy are the College's focus. The College has ultimate responsibility for the pedagogy of Richmond Waldorf School.

The College Chair

Leading and supporting the College's work, which includes overseeing the educational program and policies, how the pedagogy is applied, supporting student development, ensuring teacher evaluation and development, and creating community. The College Chair represents and serves as a spokesperson for the College, serves on the Board of Trustees, and serves as an alternate on the Leadership Team when the Director of Education position is not filled. The College Chair assists Section Leads with parent or faculty issues and communication.

Executive Leadership Team

The Board has delegated the day-to-day management of the school to the executive Leadership Team, which functions as the Chief Executive of the school. This team is composed of two members, the Director of Administration and the Director of Education. This team is expected to work collaboratively to meet the goals of the strategic plan.

Director of Administration

The Director of Administration serves as the leader of the school's operations and oversees its administrative functions. The Director of Administration is hired by and accountable to the Board of Trustees. The Director of Administration is the point of contact with the Board of Trustees for operational and financial management and serves as a non-voting, 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. Ensuring the school's licensing, permitting, and compliance



6. Overseeing the school's facilities management
7. Maintaining the school's relationship with our neighbors
8. Representing the school to AWSNA and accrediting institutions

The Board of Trustees is responsible for overseeing and evaluating the Director of Administration.

Director of Education

The Director of Education serves as the leader of the school's educational operations. The Director of Education is hired by the Director of Administration in conjunction with the College. While the position is accountable to the Director of Administration, both the Director of Education and the Director of Administration are expected to work collaboratively together. The Director of Education serves as a non-voting, ex-officio member of the Board of Trustees. In the absence of a Director of Education, the Director of Administration will temporarily assume the responsibilities of this position and work in collaboration with the College Chair.

The Director of Education is responsible for:

1. Assuring quality of teaching and appropriate delivery of the curriculum
2. Coordinating and overseeing faculty development, evaluation and mentoring
3. Regularly observing classroom lessons and activities
4. Assessing teacher development and participating in the faculty annual evaluation process
5. Addressing parental concerns and attending crucial teacher-parent meetings
6. Working closely with the College to define and implement the pedagogical vision and goals of the school to ensure alignment with the school's long-range plan and mission
7. Ensuring that the pedagogical goals meet AWSNA and SAIS accreditation standards
8. Ensuring that pedagogical and administrative policies and procedures are appropriately aligned
9. Overseeing the faculty-hiring process and recruitment efforts in collaboration with the College, which are supported by the Administration's Human Resources processes
10. Supporting enrollment, marketing, and outreach efforts, which would include analyzing community feedback

Section Leads

The role of the Early Childhood, Grades, and Specialty Section Leads are as follows:

- point of contact for support with parent or colleague issues,
- point of contact for other realms when section feedback is needed,
- organize annual evaluation process,
- identify and help to resolve section needs,
- create weekly agendas and facilitate weekly meetings

Administrative Team

The function of the Administrative Team is to perform day-to-day functions that run the school operations and to support the school's faculty, program, students, strategic goals, advancement, and compliance with regulatory agencies. This work directly connects to all stakeholders of the school community and



seeks to efficiently support the mission of the school through administrative functions.

The Parents Association

The Parents Association (PA) is the collective parent body of the Richmond Waldorf School. Their mission is to infuse our school community with vitality through social gatherings, education, special events, and fundraising that promotes the school's mission. The PA works in partnership with the Faculty, Administrative team, and Board of Trustees. Information about the PA (policies, meeting agendas and notes, class representatives and important school links) can be found on the [Parents Corner](#) page of the RWS website.

II. Community Engagement, Service, and Volunteerism

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

Richmond Waldorf School depends on our community's engagement, service, and volunteerism to help us achieve our mission. Working together as parents and staff strengthens our school, and models important values for our children.

We do not require parents to perform community service, but if each family contributes at least eight hours of community service per year, we will be able to staff our community projects and events.

Parents are also welcome to join in the work of our school by becoming Class Parents, taking leadership roles in the Parents Association, or joining a committee of the Board of Trustees.

24-25 Class Responsibilities

3-Day Early Childhood: Community Weather Gear Swap

5-Day Early Childhood: Community Weather Gear Swap

1st Grade: Martinmas Coat Drive (November) and Reverse Rose Ceremony (June)

2nd Grade: Michaelmas Festival support (September)

3rd Grade: Lantern Walk support (November 10)

4th Grade: Games Night (February)

5th Grade: Book Fair (December)

6th Grade: Community service project



7th Grade: Commencement Support

8th Grade: Rose Ceremony support (August)

All families are asked to register for a 1-hour shift at our two largest events, Holiday Faire on Sat, Dec 7, 2024 and May Faire on Sat, May 3, 2025.

III. 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. Parents don't have to be experts on Waldorf Education to convey their heart-felt appreciation for the school and how it serves their children. Word of mouth is by far our most effective marketing tool, and we urge all parents to help us get the word out. We hope that parents will invite friends and acquaintances to school events, observation days, and open houses. For brochures or invitations, please ask our Enrollment/Marketing Coordinator.

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 shows our community's support for the school and helps to pursue grant funding. In the past three years we achieved 100% participation from the Board and College and over 90% participation from parents and faculty.

The Founders' Scholarship

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

Each year, RWS grants scholarships to several qualified children whose families are new to our school. Our Founders' Scholars have gone on to attend Appomattox Regional Governor's School, Collegiate School, Maggie L. Walker Regional Governor's School, and Trinity Episcopal School to name a few.

Please contact the Director of Enrollment and Development to suggest any individual, foundation, or corporate support for this important program.

IV. 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

Our Early Childhood program offers a nurturing, loving and secure environment for children ages two and a half to six years old. The 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 E.C., 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 children's day flows naturally between group and individual activities that reflect their need for both outer and inner activity. The teacher carefully determines the rhythm that carries a child throughout the day, week and each season.



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 to 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 throughout 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 Education, which periodically inspects the premises, student and faculty records, playground safety, and program guidelines.

For more information, please refer to the [Early Childhood: Welcome to Waldorf Education Guide](#).

[The Grades Program](#)

The Waldorf grades curriculum is based on a developmental approach to education. 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 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 may be 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 two-hour 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. Main lessons are designed so that students become deeply immersed in a subject through presentation, review, discussion, individual and group work.

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 class teachers who have expertise in the subject.

Handwork and Woodwork: The use of our hands strengthens the will — the capacity to keep moving forward and complete a task — and works on the brain, integrating left- and right-brained thinking. In their elementary years, Waldorf students learn to knit, crochet, cross stitch, felt, create patterns, and sew by hand and on a machine.

Woodwork begins in fifth grade and continues through the Middle School Years. The students learn to use a variety of hand tools to create objects that are not only beautiful and useful, but also may complement their academic studies.

World and Classical Languages: The RWS grades curriculum includes Russian and Spanish, engaging the natural linguistic capacities of young children and their ability to delight in cultural differences. 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. In sixth, seventh, and eighth grades, they study Latin.

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. Instrumental music instruction begins in the first grade when students learn how to play the pentatonic flute. In fifth grades, their instrumental instruction includes music theory, reading music, and playing in ensembles.

Movement: The Movement Arts program consists of imaginative play, games, exercises, and performance training. We approach movement in a holistic manner through dance, theater, and sport.

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

- The year-end report is sent out in June after the school year. It contains a Curriculum Overview and a Narrative. Additionally, letter grades are provided, along with



comments from specialty teachers, for 7th and 8th grades and for the second semester of 6th grade. End-of-year rubrics are provided for 1st - 5th grades and for the first semester of 6th grade.

- Curriculum Overviews, written by the class teacher 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.
- Rubrics for Grades 1 - 8 are provided at the beginning of the year and show how we assess the child's work in language arts and mathematics. Specialty subjects will have a rubric or syllabus that outlines this information.
- Rubrics have an area for comments by class and specialty teachers.

Please see the Appendix for more information on how we assess our Grades students.

Program Adjustments

A program adjustment will be made when the Class Teacher and/or Specialty teacher/s determine a student's needs are not being met due to either intellectual, mental, emotional or physical ability.

Please see the Appendix for more information.

Homework

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 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 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 third grade, some assignments or projects may be given.
- In grades four and five, homework 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 (including instrument practice) should not exceed approximately ten minutes per grade level per school night (e.g. up to 40 minutes in 4th grade)
- Except for reading and extended projects, homework will not be assigned over weekends, holidays or vacations.

V. 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 parents and their child’s class teacher, it is helpful to have the Department Chair facilitate a meeting. Parents may request a short written report of the meeting.

We encourage parents to avoid speaking about important topics with class teachers when they are dropping off or picking up their children. At these times, teachers are still responsible for their students and 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 and/or email.

Parent-Teacher Conferences

Twice yearly 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.
- 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 suggest specialty teacher conferences to the parents.



- Because these conferences promote the parent-teacher partnership, both parents should attend whenever possible.

Class Meetings

Teachers plan several class meetings for each year. A schedule will be posted on the RWS online calendar and distributed in advance. These meetings are an integral part of our school life. They are an important bridge between home and school and offer parents an opportunity to hear about the 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 parents are unable to attend these meetings, they should notify their child's teacher and choose another parent as their designated listener.

VI. Richmond Waldorf School Family Life

Festivals and Celebrations

Richmond Waldorf School celebrates many festivals during the school year. Some festivals are held during school while others are during the evenings and on weekends. Check the school calendar for specific dates. Brief descriptions of our festivals are included in the Appendix. For more information, parents should speak with their child's teacher or visit RichmondWaldorf.com/festivals-and-celebrations/

Home Life

Children's education is not restricted to what they experience at school. While home is very different from school, these two environments weave 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 parents' consideration.

Sleep

Sometimes the hardest job parents do all day is getting their child to bed at night. We recommend an early bedtime at the same time each night. Getting enough sleep helps children get the most out of their school day. It is helpful to remember that Sunday night is also a school night. Children younger than seven years old need 10-12 hours of sleep each night in addition to the nap they may take.

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, numb the imagination, and interfere with creativity and clear thinking. These media also often give children 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
- are better able to react to people and situations with genuine feeling
- demonstrate greater empathy
- are calmer and less reactive

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 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.

The faculty therefore strongly urges parents to minimize or eliminate television and video viewing by their children. If children are permitted to watch television or movies, we ask that parents limit this to weekends and vacations (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, and other electronic games fascinating, they are poor substitutes for active, creative play. The Faculty therefore strongly urge parents to minimize or eliminate gaming by their 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. The Faculty therefore strongly urges parents to minimize or eliminate children’s online activities and cell phones or to actively monitor their children’s use of these media portals.

Toys

A child at play is projecting fantasy and imagination onto a toy. The ideal toy encourages a child to play imaginatively. Present children of any age with potential, and they will fill it from an unlimited fountain of creativity. Giving them finished products unwittingly limits their 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 creative activity in the soul of the child and leads to imaginative thinking in the adolescent.

We recommend simple toys made of natural materials. Limiting the number of toys can give a child a sense of order and clarity , which is healthy for children—and adults as well!

Waldorf classrooms, both in Early Childhood and Grade School, are typically known for their warmth and beauty and the teachers in those classrooms put much thought and intentionality into making them so. We surround the students with materials and art work that support our mission in nurturing the students’ educational path. To this end, we ask families not to send in toys or lovies with their children for play during the school day or aftercare. In addition, this ensures that all precious belongings stay safe at home. Teachers may provide special events such as Show and Tell to give students an opportunity to share personal belongings and experiences.

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.

Rhythm is a natural and healthy part of life. Most of us are not fully aware of the continuing rhythms of nature. Parents can teach the beneficial effects of rhythm, reverence and ritual to children within the home through nurturing these qualities within themselves.

Observance of festivals, saying grace and lighting a candle before meals, having a bedtime story, song or prayer, or creating a special family tradition can become special rituals within the home. A healthy rhythm is established when meals are served at the same time each day and when bedtime is at a regular hour. A child who lives in rhythm grows physically strong and gains a secure foundation for life as an adult.



Predictability does not leave out the possibility for new and different adventures – or spontaneity! It is the overall outline of the day, waking and sleeping, meals and restful moments that give each day an essential structure. Sensationalism, sensory overstimulation, advertising, and competitiveness are a few of the trends of modern life that undermine these profound qualities.



Policies and Procedures

I. Communication

At RWS we strive for warm, 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, parents 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 a member of the Leadership Team in whose department the matter lies.

RWS Channels of Communication – Who to Contact

Education Matters	Student Status	Policies	Community Development
1. Class or Specialty Teacher 2. Early Childhood or Grade School Lead 3. Director of Education 4. College Chair	1. Administrative Coordinator 2. Director of Enrollment & Development 3. Director of Administration	1. Child’s class teacher 2. Early Childhood or Grade School Lead 3, Director of Administration 4. Director of Education	1. Director of Enrollment & Development 2. Director of Education 3. Director of Administration
Information & Communication	Staff	Finances	School Status & Legal Matters
1. Administrative Coordinator 3. Director of Enrollment & Development 4. Director of Administration	1. Director of Administration 2. Director of Education 3. College Chair	1. Business Office Manager 2. Accounting Coordinator 3. Director of Administration	1. Director of Administration



Information Sharing

Blackbaud (RWS Parent Portal)

- RWS uses Blackbaud as our online Student Information System
- Student reports, attendance, student health records, and emergency information will be managed and accessed electronically via the RWS Parent Portal powered by Blackbaud.
- All families will be sent a sign up link to create an account in Blackbaud where they will access their student(s) school records and information.
- The school directory is available within the RWS portal and contains contact information for families and staff.
- 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.
- For help or support with accessing the RWS portal please contact the Administrative Coordinator.

TADS

- For the 24-25 school year, RWS uses TADS to manage admission applications, financial aid applications, and enrollment contracts/tuition agreements. All families create an account in TADS to access their child's tuition agreement and make payments towards tuition and fees. A new program that integrates with Blackbaud will be utilized for the 25-26 school year.
- Families will use the Blackbaud software portal for contracted Aftercare, extracurricular activities, and other fees charged during the school year. These fees will be paid at the time of registration.
- For help or support with a TADS account, contact TADS customer support line at 800-477-8237. Hours are Mon-Fri 8:00 am - 7:00 pm EST.

Constant Contact for All School 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.

Remind (SMS Messaging)

- Text Alerts for emergencies and when immediate communication is needed. You must OPT IN to receive text messages via Remind.



RWS Website and Online Calendar

Website

- The school's website www.RichmondWaldorf.com distributes to 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 link to access the RWS Parents Corner is <https://richmondwaldorf.com/parents/>.

Calendar

- The RWS Calendar is found at RichmondWaldorf.com/calendar/ and in the RWS portal powered by Blackbaud.
- Families can subscribe to the RWS calendar by clicking the "subscribe" button at the bottom of the webpage. This will allow you to view RWS events on your mobile calendar without going to the RWS website.
- The calendar lists school events and when school is in session. 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

Finances

Richmond Waldorf School is an educational institution with a spiritual mission. It also has a responsibility to manage its revenue and expenses efficiently and effectively. Parents are expected to 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 TADS for managing tuition payments. The TADS tuition agreement is a legally binding document. Please read it carefully.



- Parents may enroll in annual, biannual and monthly payment plans, using either ACH or credit cards. All tuition for the current year is due upon enrollment and can be financed through April.
- 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 Director of Administration or the Business Office Manager.
- RWS will follow our policy for Past Due Accounts (below) if a family does not remit payment in a timely manner.

Tuition Adjustment and Financial Aid

- 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.
- RWS utilizes SSS and TADS to make an initial estimate of the family contribution. The Tuition Adjustment Committee uses TADS analysis and policy guidelines to ensure equity in our decisions.
- Parents must provide tax returns and other documents as requested. This could include a copy of filed previous year federal income tax return, including copies of W-2s, 1099s, paystubs, and verification of expenses.
- Financial aid applications are confidential and viewed only by Financial Aid Committee members.
- For information about Financial Aid, contact the Enrollment & Marketing Administrator

Past Due Accounts Policy

Purpose: To maintain a responsible fiscal process and to establish a procedure concerning any accounts which carry a past due balance.

Application of Payments Received on Past Due Accounts

RWS reserves the right to apply payments received on a past due account first to overdue amounts and late fees and then to the other amounts due, including tuition.

Immediate payment in full

RWS may require immediate payment of all past due amounts as a condition of the student's continued attendance.

Payment Plan

For any account more than 60 days past due, RWS may require Parents to enter into a binding written payment plan for bringing the account current.

Suspension and Dismissal



RWS reserves the right to suspend or dismiss the Student if the account is 60 days or more past due, if Parents refuse to enter into a binding written payment plan, or if the past due amount exceeds two months' tuition.

Collection Costs

Past due accounts may be sent to collections. Any and all costs of collection, including attorneys' fees, associated with contract withdrawal or dismissal for payment delinquency or other reasons are, without limitation, the sole responsibility of the Parents.

Student Records

No grades, transcripts, or other school records will be released if any payment on the account is past due.

Re-enrollment

RWS will refuse re-enrollment to any student whose account is not current during the re-enrollment period. RWS also may refuse admission when the academic year covered by this agreement commences to any student whose tuition for the preceding academic year has not been not paid in full. If RWS refuses admission to a student on this ground, no tuition will be owed for that student from that point forward, but tuition and fees already paid for the academic year covered by this agreement will not be refunded.

Procedure:

- All payments are due by the due date on the TADS invoice, as scheduled by the account holder.
- All tuition payment agreements and schedules are managed through TADS. The parent/guardian has responsibility for monitoring and managing the respective TADS account.

Appeal Process:

In rare circumstances when the parent/guardian is unable to reestablish a payment schedule via TADS, an appeal may be made, in writing, to the Business Office.

- The Business Office will provide account history to the Director of Administration.
- If an appeal is approved there will be no other appeal considered during the Academic/Fiscal Year.
- Should the account become delinquent again, the parent/guardian will be contacted and the student/s may be removed from active enrollment.

Account Review Critical Dates:

- March - All accounts should be up to date by the start of the annual re-enrollment period. Accounts not up to date will not be considered for Tuition Assistance or Scholarships for the next Fiscal/Academic Year.
- April - Accounts of parent/guardian of anticipated graduating students must be up to date by April 30th of that year to ensure graduation.



- June - All accounts must be paid in full by the end of the Academic Year, June 30th. The student will not be re-enrolled if the balance is left unpaid as of July 15th. A letter and electronic mail will be sent notifying the Account Holder that the student will not be re-enrolled.
- August - All accounts are reviewed to ensure balance and payments are up to date for the new Fiscal Year beginning July 1 of each year. Accounts for the new Academic/Fiscal year that are not current will be contacted by phone and in writing informing the parent/guardian that the student/s will not be allowed to begin classes until the balance is paid in full seven days prior to the first day of school.

Richmond Waldorf School reserves the right to change any Policy and Procedure at any time without notice, except applicable Federal or State laws and regulations.



II. Logistics

Hours of Operation

Front Office	7:45 am to 3:15 pm
Early Childhood Classes	8:15 am to 1:00 pm
Grades Classes	8:15 am to 3:00 pm
Aftercare	1:00 pm to 6:00 pm





Arrival and Dismissal

Arrival

Parents may drop students off between 7:55 and 8:15 am. When dropping off, all vehicles must enter the school's parking lot from the main entrance where Brookland Parkway and Robin Hood Road intersect.

Staff members will be at the designated drop off locations until 8:15 to receive children and bring them into the building.

- Early Childhood families can either park or pull their vehicle into the Drop-off Lane outside the EC Patio entrance where a teacher or assistant will receive their child.
- Grades students should be dropped off at the Grades drop off/pick up area in the back of the school and enter through the black gate before 8:15 am.
- If parents are dropping off both an Early Childhood and a Grades student, EC students may be dropped off at the EC entrance and the Grades student may exit the vehicle and walk along the gravel pathway to the Grades drop off/pick up area.
- Classes begin at 8:15. After 8:15, all doors and gates will be locked and all students must enter through the front entrance and be signed in by a parent in the front office. Parents may be asked to also walk their child to the classroom.
- For safety, students and parents who are walking across the parking lot at arrival should do so at the marked crosswalk located at the end of the main driveway.

Dismissal

- On all school days except those indicated in the RWS calendar, Early Childhood children are ready for dismissal at 1:00 p.m. and Grade School students at 3:00p.m.
- Early Childhood families can either park and walk up or pull their vehicle into the Drop-off Lane outside the EC Patio entrance where a staff member will bring their child to the car.
- Grades 3rd-8th will be picked up from the Grades drop off/pick up area. Grades 1 and 2 will be picked up at the EC Patio entrance.
- Signs displaying family names will be distributed to assist with dismissal. Please display this on your dashboard.
- If walking across the parking lot, again, please remember to use the crosswalk.

Early Release Days

- Early Childhood pick-up will begin at 11:45 am
- Grades pick-up will begin at 12:00pm. Grades 1 and 2 will dismiss on the EC patio as usual. Grades 3 - 8 will be dismissed in the pick up area at the back of the school.



Authorized Pick-Up

- Parents are required to fill out the authorized pick-up list form accessible in the Blackbaud Parent Portal.
- If your child will be picked up by someone designated on this list, please inform the Class Teacher by 2pm, or 12pm for EC, on that day.
- If your child will be picked up by someone OTHER than those on the designated list, you must inform both the Front office and the Class Teacher by 2pm, 12pm for EC, that day.
- Teachers are not authorized to release students for pick up if these protocols have not been followed.
- Photo IDs should be available for staff to verify the identity of the person picking up the student in both of these situations.

Late Arrivals

The school day begins at 8:15 a.m. We encourage students to arrive 10-15 minutes early to have time to settle in and prepare for the day. To support the rhythmic life of each student, on-time arrival is imperative. This aids a student in establishing good habits and helps each classroom to function smoothly.

- Any student arriving after 8:15 a.m. must be signed in by an authorized caregiver at the Main Entrance.
- School notification: If a student will be absent or tardy beyond 8:30 a.m. the parent or guardian should call the school office by 8:15 a.m. The Attendance Line can be reached by dialing 804-377-8024.

Early and Late Pickup

If a child is scheduled to leave school before afternoon pick-up time, parents should phone the Front Office to inform the school. Children will wait in the Front Office to be picked up where they will be signed out by the parent at the front entrance. Children who are not picked up within 15 minutes of end of day dismissal will be taken to Aftercare and parents will be billed accordingly.

Attendance Policy

Regular attendance is critical for students and for the school. Regular and consistent attendance is an indicator of success in school and is necessary for maximum student learning and success. Because of the school's teaching approach, many educational activities cannot be duplicated when a child is absent from school. Therefore, attendance is deemed of the utmost importance to ensure the success of your child. Parents are expected to take a proactive role in ensuring their children attend school. Please make an effort to plan vacations around the existing school calendar. When possible, medical and dental appointments should take place outside of school hours, and parents should notify the school in advance of any absence. The school intends for this policy to be consistent with the provisions of Virginia's compulsory attendance laws. It is the responsibility of the parent(s)/guardian(s) to assist



school officials in enforcing the attendance policies. Our school program is created to promote a rhythm that allows learning to unfold in a balanced way. Regular, timely attendance allows students to fully experience the curriculum.

If a student is absent or tardy more than five days in a six-week period the family will be contacted and may be required to meet with the Director of Administration. Special consideration will be given to circumstances such as student illness, medical appointments, family bereavement, religious holidays, and high school visits. The College will consider if the student is progressing appropriately.

Definitions

- Absence: Failure of a school-age student assigned to a class or class period to attend the entire class or class period.
- Verified absence: An absence which has been confirmed by a parent/guardian through verbal or written notification to the school.
- Unverified absence: An absence which has not been confirmed by a parent/guardian. The school will attempt to reach the parent/guardian of the absent student in case of an unverified absence.
- Truant: Absent without permission of parent/guardian or school officials.
- Unverified absences will be counted as trancies unless verbal or written communication is received from a parent/guardian within one week.
- Excused (supportable) absences: Class time missed by students for reasons which are supportable, and which will not be counted against the five days per six-week period standard. These include field trips or other class activities, bereavement (up to five days excused for a member of the immediate family), court dates, illness with a doctor's note, and unforeseen emergencies. All excused absences must have appropriate documentation in order to be valid.
- Unexcused (non-supportable) absences: Class time missed by students for reasons which are not supportable, and which will be counted against the five days per six-week period standard. These include illness without a doctor's note, trancies, family vacations and other verified or unverified absences.
- Excused tardies: late to school (arriving after 8:15) due to doctor's visit or other supportable reasons
- Unexcused tardies: late to school (arriving after 8:15) due to waking up late, traffic, or other unsupportable reasons

Aftercare

- Aftercare is provided for children in Early Childhood (1:00 to 6:00 pm) and students in the Grades (3:00 to 6:00 pm) Mondays through Fridays days when school is in session.
- Aftercare can be contracted by the semester or scheduled as a drop in. To request Aftercare you must register two weeks prior to the first day care is needed for your student.



- Drop-ins must be requested 48 hours in advance. Drop-in is available only if space is available. To request drop-in Aftercare for a child, parents login to Popsicle through Blackbaud and sign up for drop-in care. Your space is not confirmed until a staff member notifies you.
- Modified aftercare hours are announced for days when school is dismissed early and listed on the Academic Calendar
- Aftercare may be canceled or closed early due to inclement weather or other emergency.
- To reserve a space for their child, parents should login to Popsicle through Blackbaud and go to the Aftercare session to register for the sessions and times you need care. The Aftercare Program is licensed by the Virginia Department of Education, which periodically inspects the premises, student and faculty records, playground safety, and program guidelines. See the Appendix for more information.

Inclement Weather Closings and Delays

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

- Text message alerts and emails will be sent to families informing them of a delay or closing.
- The school calendar and weather scrolls for Channels 6, 8, and 12 will be updated.
- 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 canceled.
- Inclement weather make-up days are built into the school calendar.
- Except under unusual circumstances, school closings do not impact the number of instructional school hours.

Driveway Closure for Biking Classes

- To ensure the safety of our students during their on campus biking classes, the back of the parking lot will be closed to through traffic on biking days when the parking lot is used, weather permitting.
- All vehicles will need to both enter and exit through the entrance driveway during these times. Cones and signage will be in place as a reminder on these days.



Personal Belongings

Lost and Found

- Please label all clothing and school materials so that they can be returned to their owner if misplaced.
- Lost and Found items will be placed outside the EC entrance and Grades drop off/pick up area at least once a month. We ask that students and parents check Lost and Found regularly.
- All items in Lost and Found at the end of the semester will be donated to charity.

Forgotten items

- If parents need any items brought to their child during the school day please call the Front Office and speak with the Administrative Coordinator for item drop off instructions.

Dress Code

The dress code is designed to create an atmosphere conducive to learning by focusing attention on the children rather than on their clothing. The faculty reserves the right to decide if dress and appearance create a distraction. If a child is not dressed appropriately, teachers may require a child to wear something that covers the inappropriate clothing, or parents may be called to bring a change of clothing.

General Principles

- 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.

School Dress

- 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***.
- Hairstyles 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. Students should avoid extremes and not be distracting.

* 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.

***Shoes that are platform, battery lit, wheeled, or backless, flip-flops, clogs, or shoes with heels over 1" are not permitted.

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 are preferred. (Skirts must be below the knees or have leggings underneath as the stage is at eye level.)



III. Health and Safety

Being a school that emphasizes outdoor play, bumps and scrapes do occur. Teachers will attempt to take care of minor injuries and health complaints themselves. Front office visits concerning health are for more serious issues or students waiting to be picked up by parents.

A child exhibiting any of the following symptoms should be kept at home to recover and prevent the spread of any illness:

- Vomiting or diarrhea
- Fever of 100.6 degrees or higher
- Infectious rash
- Severe cough
- Pink eye
- Infectious runny nose

If a child is diagnosed with a serious communicable illness, COVID-19, please let the school know as soon as possible. A doctor's note granting permission may be required for the child to return to school. Failure to comply with this policy may result in the student being asked to remain at home until such a note is produced if staff suspects that the child is still contagious.

Immunization Policy

At Richmond Waldorf School, our students' health and safety are always a priority and concern. The school follows the immunization requirements of the Virginia Department of Health. The Commonwealth of Virginia requires all children to be immunized but allows for a religious exemption. Richmond Waldorf School advises our parents to consider their social and civic responsibility as members of the greater Richmond community when making decisions regarding immunization. We also recognize that a parent's decision to immunize their children happens before they enter school and that it is a decision made in consultation with their family doctor. RWS honors each family's decision, but we will also meet our social and civic responsibility to the community.

Please note that per the Commonwealth of Virginia Certificate of Religious Exemption form, in the occurrence of an outbreak, potential epidemic or epidemic of a vaccine-preventable disease within the school the State Health Commissioner may order the exclusion of unvaccinated children until the danger has passed.

Parents must submit a [School Entrance Health Form](#) completed by their child's physician along with immunization records in order for their child to attend school. If a child has had a physical examination recently, it must be within 12 months prior to attendance. In addition, the School must receive an updated immunization record yearly for all students who are immunized.



If your child is either not vaccinated at all or not vaccinated in accordance with either the current harmonized schedule or the harmonized catch-up schedules (including meeting all minimum age and interval requirements) considered to be appropriately immunized for school attendance, parents must submit to the school a Notarized Religious Exemption Form. Please follow this link for more detailed immunization information: <https://www.vdh.virginia.gov/immunization/requirements/>

Illness

- Richmond Waldorf School does not have facilities to care for children who are ill.
- If a child is not well enough to participate fully in the program, that child should be kept at home.
- If a child becomes ill while at school, a parent will be called to take the child 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 no longer contagious.
- School administration should be informed of any student's contagious illness.
- If children are found to have any contagious illness they will be sent home.
- If there is a health issue that could affect the school community, parents will be informed by Constant Contact email

Head Lice

- If a child is found to have head lice during the school day we will call and inform the child's parents and request the child be picked up immediately.
- 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.

Medication

Medication Administration Policy:

The Commonwealth of Virginia mandates that Richmond Waldorf School ('RWS') obtain a Medication Consent Form before we administer medication to your child during school hours. This form is available in the Front Office. This applies to over-the-counter medication as well as prescription medication. Parents must bring all medication and completed Medication Consent Form for each medication directly to the Front Office in order to be accepted – do not send medication in with your child. If your child needs over-the-counter medication during school hours, please follow these guidelines:



- Over-the-counter medication must be in its original container and labeled with the child's first and last names.
- Provide the Front Office with the Medication Consent Form and the labeled over-the-counter medication. This form authorizes RWS to administer medicine for up to ten days without a doctor's signature.
- Over-the-counter medication will be administered in a manner consistent with the directions for use noted on the original medication packaging. If your instructions are not consistent with those on the original packaging, written instructions from the child's health care provider are required.
- If over-the-counter medicine is needed for over ten days, a doctor's signature is required on the Medication Consent Form
- Per Commonwealth of Virginia guidelines, all permissions for long-term medication administration must be updated at least every twelve months.

If your child needs prescription medication during school hours, follow these guidelines:

- Prescription medication must be in a child resistant container. It must have the original pharmacy label that includes the child's first and last names, authorized prescriber's name; pharmacy name and phone number, date prescription was filled, name of medication, route of administration, dosage of the medication, how often to give the medication, date the medication is to be discontinued or length of time in days the medication is to be given.
- Provide the Front Office with the Medication Consent Form and the properly labeled prescription medication as noted above. This form authorizes RWS to administer medicine for up to ten days without a doctor's signature.
- Prescription medication will be administered in a manner consistent with the directions for use noted on the original medication packaging. If your instructions are not consistent with those on the original packaging, written instructions from the child's health care provider are required.
- If prescription medication is needed for over ten days, a doctor's signature is required on the Medication Consent Form.
- Administer the first dose of any new medication at home, unless the medication is an "in school" medication only.
- Per Commonwealth of Virginia guidelines, all permissions for long-term medication administration must be updated at least every twelve months.

If your child needs emergency prescription medication during school hours, follow these guidelines:

- All emergency prescription medication (ie. Epipen, Albuterol inhalers, etc) must be accompanied by a "Medical Management Plan" written and signed by the child's health care provider.

Self Administration of Medication

- A medication order must be received from the student's medical provider stating that self-administration is necessary and that the child is qualified for self-administration.



- PLEASE NOTE: Medications not retrieved from the Front Office within 2 weeks of the earlier expiration of permission or the last day of school will be discarded.

Field Trips

- Grades classes take field trips to enrich the children's experience of the curriculum.
- Parents chaperones must sign the Parent Chaperone Agreement in the parent portal.
- 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 each driver's 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 worn at school. Exceptions are made for those who need these devices for medically-necessary purposes. 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 in their locker 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 held by staff and returned to the student's parents or guardian.

Behavior on School Property

RWS prohibits and does not tolerate violent acts or threats against students, employees, visitors, guests, or other individuals within its facility, on its property, or while conducting organization business. This includes, but is not limited to, intimidation, harassment, assault, battery, stalking, or conduct that causes a person to believe that he or she is under a threat of death or serious bodily injury. All threats of violence will be treated as serious threats to the school community.

Weapons or any other item designed to inflict harm are strictly prohibited from being brought onto school property. RWS property includes parking lots, buildings, yards, and vehicles as well as property used for school functions such as picnics, etc. Even though an individual may have lawfully issued permits or licenses to carry such weapons, our policy prohibits these items on our property except by a law enforcement officer authorized to carry a firearm.

Violations of this policy may also result in arrest and/or prosecution.



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.
- The 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).
- Teachers should contact the Director of Administration with concerns and allegations. The Director of Administration will be the point of contact for CPS.

Evacuation Drills and Emergency Operations Plan

- Evacuation drills are conducted regularly so that the children learn to exit from the building in an expedient and safe manner.
- Other 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 Operations Plan is kept in the Front Office.
- In the event of a natural disaster all children will be moved to safe locations designated in the RWS Emergency Operations Plan.
- Teachers will stay with their class until the situation has been resolved.
- An evacuation map outlining the exits is posted in each classroom.

Insurance

- Bitner Henry Insurance brokers Richmond Waldorf School's insurance policies. 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.



Volunteers, Chaperones, Faculty and Administrative positions

Purpose: To ensure the safety and security of students when in the presence of someone not an Employee and who is participating in a school activity, defined below.

Policy: School policies applicable to employees, may also apply to volunteers, chaperones, faculty and administrative positions. Specifically, RWS Human Resources and/or the Department of Social Services require:

1. Volunteer:
 - a. For daily school operations, must always be in the presence of an employee when assisting with student/s.
 - b. If for any reason a volunteer is asked to work individually with one student, the volunteer will be required to complete a criminal background check.
2. Chaperone:
 - a. A parent/guardian/adult, including extended family is considered a 'chaperone' for classroom or school activities, such as field trips, sports activities, performances, or community service
 - b. If driving to off-campus activity, a check of the sex offender registry is required, if children other than the parent's/guardian's /adult's own are riding in the chaperone's vehicle. (See also field trip driver valid license and car insurance requirements)
 - c. For off-campus overnights, a background check is required, when sleeping arrangements include students, other than their own, staying in the presence of a chaperone.
3. Faculty and Administrative positions:
 - a. For daily school operations, volunteers must always be in the presence of an employee when assisting with students.
 - b. In circumstances where the faculty or administrative person is to be alone with any student, a criminal background check is required.
4. Background Checks: All faculty and administrators will have background/sex offender checks before beginning to work at the school.



IV. 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 self-discipline, awakening an awareness of others, and strengthening the capacity 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 ensure 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

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 their individual classroom management plans. 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; 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, webcams, and video.

It is important to note that some negative 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 members to the child's primary teacher or the Early Childhood or Grade School Lead 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 (impact, frequency, intensity, clear intent) misconduct than Level One that indicates the individual behavior plan has not been successful.

Level Three: More serious misconduct than Level Two indicates the individual behavior plan has not been successful. Level three infractions are considered egregious and a detriment to maintaining a safe learning environment.

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 Lead to review the incident. If there are issues regarding student safety, the Director of Administration and the Director of Education 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 individual behavior plans. The teacher and parents will continue to monitor the situation and to meet as necessary. The teacher will keep the Section Lead informed about the situation. Depending on the circumstances and type of misconduct, the Section Lead 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 Lead and the student is suspended from school while the Director of Education, and the teacher will make a determination regarding the seriousness of the misconduct. The Director of Education 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 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.
- Suspension: The student's enrollment may be suspended for a period of time.
- Dismissal: The Director of Education and the Director of Administration will work with the College and classroom teacher when needing to make this determination.



APPENDICES

Appendix 1 – Program Adjustment Policy

Student Program Adjustment Policy

Policy:

A program adjustment will be made when the Class Teacher and/or Specialty teacher/s determine a student's needs are not being met due to either intellectual, mental, emotional or physical ability. A student's attendance may also be considered as a reason for a program adjustment.

Once the need for a program adjustment is determined, a meeting with the parent/guardian will be scheduled to discuss what, if any, accommodations can be made outside the normal and regular curriculum of study for the grade and age of the student.

When a student is unsuccessful in any subject due to:

- Extended illness
- Learning challenged as documented by appropriate assessment and accommodation/recommendation by physician/therapist
- Medical necessity with Physician/Therapist accommodation recommendation
- Frequent non-medical absences, tardiness

Procedure:

1. Initiated by Classroom or Specialty Teacher or Director Administration
 - a. The Classroom or Specialty Teacher confers with colleagues, who may include Grades Chair and/or Specialty Chair. Documents and information to be considered: grades, attendance, participation, make up assignments, learning challenge assessment administered by a certified professional, and any recommendation made by a physician/therapist/parent request (if requested by RWS).
 - b. A meeting may be scheduled to include all Specialty Teachers.
 - c. A summary document of current status is written by the initiator, to be reviewed by all in #1 and #2 above and the Director of Administration.
 - d. A final document is written with recommendation by #1-#3 above, to present to the College for final agreement, if Pedagogical only. If a combination of Pedagogy and Administration, the Director of Administration will be included in the final Program Adjustment agreement.
 - e. A formal Student Program Adjustment document is prepared to present to the parents/guardian. This document will include timely Follow Up with parents/guardian, College and Director Administration. This document will also include a Signature line, agreeing/approving of the Program Adjustment, by the parents/guardian, the teacher and Administration.



- f. A meeting with the parents/guardian is set within one week of the College meeting. Attendees will be the Classroom or Specialty Teacher initiating the Program Adjustment, the College Chair and the Director Administration, or a representation of these realms.
 - g. A Follow Up meeting schedule will be presented with the next meeting/phone call to be at the end of 2 weeks, to gauge effectiveness. And thereafter, every 4 academic weeks.
 - h. Should the Program Adjustment be successful, the teacher will meet with the student and parents in May to make recommendations for summer assignments/processes to prepare for the next academic year.
 - i. Should the Program Adjustment be unsuccessful, the teacher may recommend further adjustments, including a lower grade enrollment or the removal of the student from active enrollment.
2. Initiated by Parent/Guardian:
- a. Upon receipt of a request (in writing or in person) for Program Adjustment (parent may use another terminology), the procedure above will commence, with a meeting with the parent and those the parent wishes to include from the RWS Faculty and Administration. A meeting will be scheduled within one week of the request to con-firm the Program Adjustment process and requirements of the parent for documentation if necessary.
 - b. The Procedure above will begin within one week of the parent meeting, with timely follow up to the parent as the procedure progresses.

Summary

1. A written Student Plan for expectations by the student, parent/guardian, teacher and RWS will be offered and signed by all, with a schedule of follow up 'check ins' to determine progress and improvement of the student's academic and social experience at RWS. The Program Adjustment Form and the Student Plan will be filed in the student's file.
2. The Grades Chair and the College are responsible for the process and ensuring that expectations are met.

Educational Support Expectation:

1. The parent/guardian may be asked to provide a medical or educational assessment, at their expense, as to the student's abilities and recommended accommodations.
2. The parent/guardian may be asked to provide, at their expense, tutoring to support and enhance the learning experience.



Appendix 2 – Student Assessment

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*
- if 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:

<p>Cognitive: curiosity attentiveness perceptiveness engagement ability to focus memory judgment problem solving creativity</p>	<p>Social/Emotional: confidence articulateness expressiveness awareness empathy discernment self-regulation respectfulness kindness cooperation collaboration leadership integrity</p>	<p>Organizational: motivation initiative self-discipline organization responsibility attention to detail persistence follow-through</p>
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C. 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 attention to detail persistence follow-through
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Appendix 3 - Richmond Waldorf School Curriculum Outline Grades 1-8

The Curriculum outline provides a guide to the content and skills taught at the various grade levels. The school strives to remain current with curricular innovations and societal needs. As part of our accreditation priorities, the school will complete a curriculum review in order to update this document and meet the needs of our students. As this is an in-depth process, there may be some slight differences with what is outlined here and brought to a particular grade level. Please see your classroom teacher or the Director of Education with any questions regarding curriculum content.

1. First Grade

LANGUAGE ARTS

Writing

- introduction to the letters and their sounds
- writing uppercase 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

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

2. Second Grade

LANGUAGE ARTS

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

Writing

- introduction to lowercase 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

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

3. 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

- 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

SOCIAL STUDIES

- 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



4. 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.

5. 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 reports 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
- 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

6. 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

7. Seventh Grade

LANGUAGE 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
- gasses
- 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

8. 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



Appendix 4 - School Festivals and Assemblies

Assemblies

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 the different subjects across the grades.

Festival Descriptions

The Rose Ceremony: 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.

Michaelmas: Richmond Waldorf School celebrates the autumn 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.

Martinmas & the Lantern Walk: 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.

The Spiral Walk: Throughout Europe, northern Asia, and ancient Egypt, there have been festivals in the darkest time of year that celebrate the coming return of warmth and light. This holiday has had festival connotations of light and the sun – of the time when winter draws to its close and spring begins.

At Richmond Waldorf School, children are asked to participate in a very special celebration. Each child walks through a spiral of evergreen 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 grows, so does the beauty and magic of the experience.

May Faire: This public event draws 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 treats are available for the whole family.

Birthday Celebrations

The birthday ceremony is an important event at school and for each child. With respect and reverence, the class honors each child's birthday. Celebrations may vary by class and age; children celebrate birthdays in the Grade School with only their classmates and teachers present.



Appendix 5 - Aftercare

Scheduled Days

Aftercare is available to students on days when school is in session. We do not provide Aftercare on early release days and days when RWS is closed. Aftercare may be canceled or closed early due to inclement weather or other unforeseen circumstances.

Drop-Ins

Drop-ins are different from contracted care. Families need to register for Drop In Care 48 hours in advance of the session they wish to attend. There is no guarantee of a spot, and confirmation will be provided as soon as possible.

Rhythms

Richmond Waldorf School is happy to provide after-school services and programs for our families who need additional accommodations and support during the weekdays. Our team of assistants warmly creates a supported space for rest, activities, and supervision in the interim between school and going home.

From 1 to 3 pm, we have a Rest Period for our early childhood children. During rest, we lead our students into calm, quiet classrooms where they have an assigned cot. Sheets, blankets, and pillows are all brought from home. If desired, a child may bring one stuffie, one soundless fidget or one book. Please label all items with your child's name.

An aftercare staff member then reads a story. Children who are still awake after the story are allowed a quiet activity or fidget. However, we expect our children at rest to be able to sit or lie quietly on their cot for an uninterrupted 45 minutes. These fidgets, sheets, pillows, blankets, and stuffies are all sent home each Friday or the last day of aftercare to be washed.

From 3 to 6 pm, grade school students join our aftercare program. Early childhood and grade students are separated into different areas when staffing allows.

At 3:15, grade school students previously signed up for aftercare are released to the aftercare assistants responsible for the grade school students that day.

Both groups, first thing when entering the 3 pm portion of the program, sit down and eat their snack, separately packed and labeled for aftercare. When most are finished eating, they may be dismissed from eating at the playground. It is strongly encouraged that children signed up for aftercare bring an extra snack.



Guided Activities

- Early Childhood: Games, Art Projects, Handwork
- Grades: Journaling, Handwork, Writing Activities

Behavioral Contract

All behavioral rules and expectations apply to Aftercare just as they do on the school day. Children may be dismissed from the Aftercare program at any time if there are behaviors contrary to our expectations or licensing requirements to keep our environment a safe and inclusive place. Teachers may use their discretion for pick-ups or removal from the program at any time.

Contacts

Lillian Cook, Lead Aftercare Teacher: lcook@richmondwaldorf.com

Mary Williard, Business Office Manager: mwilliard@richmondwaldorf.com

RWS Front Office: 804-377-8024

RWS Aftercare Staff Phone: 804-528-7777 (available by phone during program hours only)