



Family Handbook

2022-2023

“The healing social life is found
When in the mirror of each human soul,
The whole community finds its reflection,
And when, in the community,
The virtue and strength of each one is living.”

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Welcome to Santa Cruz Waldorf School!

We are happy to have you as members of our community. We hope this handbook will help answer your questions about the operation and organization of our school.

This handbook reflects the School's policies and practices as they currently exist. It is intended to provide guidance for families and is not intended to form a contract between SCWS and its families. These policies and practices may be changed or modified at any time without advance notice at the sole discretion of the School. Any oral understandings not reduced to writing are not binding on SCWS.

Our Mission

Santa Cruz Waldorf School honors students' individual development and capacities, and nurtures a love of learning through our rich curriculum inspired by Rudolf Steiner. At our rural, forested campus, our community, led by creative Waldorf-trained teachers, encourages the protection of childhood and respect for all life.

Our Vision

Santa Cruz Waldorf School cultivates self-directed, empathetic and free-thinking individuals with the courage and capacities to serve an ever-evolving humanity.

Why Waldorf?

The first Waldorf School was founded in Stuttgart, Germany in 1919. It was based on the work of Rudolf Steiner (1861-1925), an Austrian-born scientist, educator, artist, and philosopher. Emil Molt, owner of the Waldorf Astoria cigarette factory, asked Steiner to start a school for the children of all the company's employees. The original impulse that guided Emil Molt and Rudolf Steiner is stated by Rudolf Steiner in [Soul Economy and Waldorf Education](#): "But in our case there was no question of founding yet another country boarding school, nor of implementing a particular brand of educational principles. Our aim was to attempt to heal social ills and to serve the needs of mankind in general."

When, in July 1917, Steiner presented his proposal addressing the problems of society at that time to the German and Austrian governments, internal turmoil made any consideration of his ideas impossible. Steiner realized that the needed social change could not result from political coercion or upheaval. A truly human society could only be the outcome of fully developed capacities of thinking, feeling, and willing. Human social change would not be possible until a sufficient number of people had received an education that undertook to develop complete human beings. Thus, the idea of a Waldorf school was born. Steiner regarded the social and moral learning of the child as one of the core questions of education. He felt that education was not a question of what knowledge children needed to acquire to enter society, but of what capacities human beings could develop to bring new forces into society. "The task of education is no longer integrating the child into society in such a way that it receives its further formation from society, today it is the contrary which is

important: the child seeks an education which makes it possible to allow its own forces, the source of new development possibilities, to flow into our existing society.”

When starting the first Waldorf School, based on the threefold social organism, Rudolf Steiner regarded these basic principles as necessary:

- Independence from the state in developing the curriculum
- Education of all children together
- Academic freedom of the teacher in the classroom
- School self-administration
- Development of capacities for the future
- Understanding of the child’s development of spirit, soul, and body.

Waldorf education has become one of the most rapidly growing independent school movements in the world today. There are now over 1000 schools worldwide, with representation on every continent.

Further resources on the history of the Waldorf movement are available in our parent library, on our school website, and in our school shop.

Santa Cruz Waldorf School Then and Now

We acknowledge that the land on which our school resides is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, composed of the descendants of Indigenous people taken to Missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma. We recognize that every member of the Santa Cruz community has benefited and continues to benefit from the use and occupation of this land. Through this land acknowledgement, we affirm Indigenous sovereignty and will work to hold our community more accountable to the needs of Indigenous peoples.

The Santa Cruz Waldorf School has its roots in the early 1970’s when a group began to gather to study Rudolf Steiner’s thoughts on education. Several of the participants had attended Emerson College and were also especially interested in bio-dynamic agriculture. The study group began at the behest of those Bio-Dynamic students who returned to Santa Cruz, now with children. The enlisted Gudrun Monasch, a German native and eurythmist who later taught Eurythmy, German, and Handwork in the early years of the school’s history. Her counsel to the parents interested in starting a Waldorf school was to take up a study of Steiner education and principles, which they did. In 1976, the school began as a kindergarten in downtown Santa Cruz called the “Golden Goose”. Several years later, the school had grown to include early grades, and the first parcel at Empire Grade was purchased (formerly a Montessori School).

Since then, the school has expanded into its present campus with the purchase of land and the construction of classrooms, many of which were built by volunteer labor of mostly parents at the school. In 1995, one of the kindergartens was moved to a downtown location on Poplar Avenue to serve the East-side neighborhood. In 2004, Poplar became a

mixed-age kindergarten to include three and four-year-olds, who attended three days a week. In 2015, a Pre K program was instituted on campus to support the families wishing to begin the education of their children not yet of age to start in kindergarten program. Today, all Pre K and Kindergarten programs are on the main campus.

The Association of Waldorf Schools of North America

The Santa Cruz Waldorf School is a fully accredited member of the Association of Waldorf Schools of North America (AWSNA). We were admitted as a full member in June 1983, and fully accredited in 2020. Formed in 1965 as a loose association of schools, AWSNA is now an incorporated legal body with a board of trustees. As a nonprofit organization, it brings awareness of Waldorf education to educational institutions and forums in Washington, D.C, and across the country; it provides encouragement and support to member schools, and offers some guidance to sponsored and federated schools (those in the process of becoming AWSNA members).

The working of AWSNA has grown very strong in recent years. Committees do many of the tasks that each individual school did in the past, such as economic and legal research, information dissemination, and even publishing.

Communication between schools has been greatly enhanced by the efforts of AWSNA in recent years. As a member school, we pay dues to the Association based on our number of enrolled students and families. Our school sends delegates to meetings twice yearly. Membership makes our school eligible to apply for grants and loans from limited international sources within the movement. Individual memberships in AWSNA are available to those who would like to support the Association's work. AWSNA has developed an accreditation process for member schools based on our shared principles. AWSNA has been granted accrediting status by the National Association of Private School Accreditation.

There are over 1100 Waldorf schools worldwide in such diverse countries as Australia, Austria, China, Germany, Israel, Italy, Kenya, Nepal, Norway, Sweden, South Africa, the United Kingdom and Canada. In the United States, there are currently over 150 Waldorf schools and twelve teacher training programs. Please check with the office for a current listing of schools or if you are interested in Waldorf Teacher Training programs in the Bay Area.

Supporting Waldorf Worldwide

We are blessed to be part of a well-established and well-nurtured school in Santa Cruz and support schools and initiatives in other parts of the world that are working with Waldorf education. Each year we raise money for these schools at various events such as the May Fair.

Non Discrimination Policy

Santa Cruz Waldorf School admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, gender identity, sexual preference or sex in the administration of

its educational and employment policies, financial aid programs, or other school-administered programs.

Our Daily Rhythm and Schedule (This schedule is subject to change due to COVID protocols)

All classes for grades 1-8 begin at 8:15am. Preschool and kindergarten classes begin at 8:30am. For safety reasons, parents must not leave children unsupervised on campus before 8:00am. Dismissal times are as follows:

- Pre K children are dismissed at 12:45 or 3PM. Kindergarten children are dismissed at 1:00pm. Children can be collected from either their respective playgrounds or from their classroom. Those going home will be released to a parent or to another authorized adult, if written permission is on file ahead of time. Please be sure to check with the Aftercare Coordinator before taking your child from the playground.
- Kindergarten and First grade students are dismissed at 1:00pm every day.
- Second grade students are dismissed at 1:00pm Tuesdays and Thursdays and at 2:45pm on Mondays, Wednesdays, and Fridays.
- Third through fifth grade students are dismissed at 2:45pm all days but Thursday, when dismissal is at 1:00pm.
- Sixth through eighth grades are dismissed at 3:15pm all days but Thursday, when dismissal is at 1:00pm.

Arriving and Departing (This section is subject to change due to COVID protocols. Please refer to the return to school letter for updates.)

We have very limited parking space on our campus. Because we want to be sensitive to our neighbors and reduce the number of cars driving to and from school, we strongly encourage carpooling whenever possible. Vehicles arriving to drop off children should park either in the asphalt lot to the left of the driveway or continue down the one-way loop alongside the red field toward the office, proceeding as far up by the ball courts as possible before stopping to drop off students. Please do not block traffic to let your child out.

Please drive slowly and be mindful not to block the drop-off loop during drop off and pick up.

Here are a few things to remember when dropping up or picking up your student:

- **Please call or email the office as soon as possible if your child will be absent.** Ideally this would happen before 8:15 a.m. so that they can put a note in the teacher's box that can be collected with morning messages.
- **If you pick up your child during the school day, please sign them out at the office first.** The front desk will give you a slip to hand to the teacher when you arrive at the classroom, letting them know that the student is now logged out of the attendance records for that day.

- **If you arrive after 8:15 a.m. and see that the class is already inside, please go to the office.** Your child will receive a tardy slip before going to class. This ensures that your child will not be marked absent for the day if attendance has already been turned in.
- **Please let the office know if anyone other than the student's own parent is picking up.** While it is great to give the teacher a heads up as well, the office needs to be aware of every student at all times. When you inform the front desk, they will put a note in the teacher's box which is a helpful reminder to them at the end of the day.
- **Please do not take another child home unless the parent and office have been notified.** If play dates are made during school or any last minute plans are made to take a child from school that is not yours, the office must be notified by the parent of the child. Either the child's parent should call in or they can be called from the office. There must be contact with the parent; voicemail, email or texting will not suffice.

Prohibited on Campus

Please note that smoking, including e-cigarettes or vaping, is not permitted on campus at any time, including during festivals and other school-sponsored activities. With the exception of service dogs and the occasional deer or turkey, animals are also not permitted on campus at any time, including festivals, evening events or after-hours.

Policy for Absent or Tardy Students

Good attendance at school supports learning, and we appreciate all the efforts our parents make to bring their children to school on time every day. Late entries can be disruptive to both the tardy student and the rest of the class and therefore are not encouraged. Similarly, we require all students to attend for the entire school day. While we realize that it is occasionally necessary for a student to leave early due to extracurricular activities or the schedules of other children in a carpool, we usually consider these absences to be unexcused and equivalent to tardy arrivals. In certain cases, the administrator may grant exceptions to this policy when there is a compelling educational reason for regular early dismissal. All such agreements will be documented by the office so that all affected teachers can be notified. Parents picking up early will need to come to the office to sign their child out before picking up the student at the classroom. In general, we also do not encourage absences for any reason other than illness or excused family emergencies. When school is missed due to family vacations, visiting relatives, or other unexcused reasons, it can be difficult not only for the student missing class who must catch up, but also for the rest of the class and the teacher. In our small class communities, every member of the group is an integral part of every activity. We believe that timely school arrival and attendance for the entire day should be the top priority in every student's schedule.

If your child will be absent or tardy for any reason, please call or email the office before 8:15 am. In certain cases, such as days when field trips or other special activities are scheduled, it may be helpful to call or email the child's teacher directly as well. Otherwise, contact the office, and the staff will put a note in the teacher's box notifying them of your child's absence. If the absence/tardy is excused due to illness, a medical appointment, or a family emergency, please include this information in your message. To prevent loss of learning due to absence, the parents of any student who accumulates more than five

unexcused or ten excused absences during the school year will be required to have a conference with the child's teacher and the pedagogical director so that plans can be made for make-up work.

All classes begin at 8:15 am, except for Preschool and kindergarten, which start at 8:30 am. When the first bell rings at 8:10 am, we expect all students to line up at their classrooms. Any child not inside the classroom when the second bell rings at 8:15 am will be marked tardy. We recommend that our students plan to arrive at 8:00 am so that they have time to use the bathroom and have a few minutes to greet their peers before the bell rings. If you arrive late with your child, please stop by the office for a late slip before sending your student to class, as they may have been marked absent for the day. Some teachers may ask your student to wait outside the classroom until an appropriate time to interrupt the lesson before inviting in your child. We recognize that sometimes parents are not always aware when their child arrives late to school due to carpools.

While we recognize that getting out the door in the mornings can be challenging, we have found that valuable learning time is lost by all our students when they arrive late. We truly appreciate all the efforts made by our parents to help all our classes and events begin on time!

Planned Absences

Absences are considered excused when there is a medical need (such as a doctor's appointment or an illness) or an unavoidable circumstance (such as a funeral). Vacations taken while school is in session are considered unexcused absences. Please make every effort to take family vacations during scheduled school breaks, and to return with enough time to allow your child a restful night's sleep before returning to school.

If a student must miss school for several days due to travel, please notify the office and your child's teacher in advance. Missed work may need to be made up, though this is at the discretion of the teacher. Teachers generally prefer to schedule a twenty minute conference to agree upon a plan with the parent. For long term assignments, upper grades students are expected to respect deadlines by submitting work prior to vacation leave of absence.

If a student misses more than five days of school per year due to vacation, a conference is required with the teacher, and a representative of the administration or a mentor teacher. At this conference, the parents and teachers will determine appropriate work for the absence. If a student is already in need of extra support in any subjects missed, it is the responsibility of the parent to provide the extra help necessary for the child to catch up to the class. We can recommend tutors, homeschooling curriculum resources, workbooks, or other resources available supportive of the Waldorf curriculum. However, we cannot provide detailed daily lesson plans for individual students.

SUMMARY: We value the presence of every student in every class. All students are expected to be in class on time at 8:15am (8:30 for pre k and kindergarten) every day, and to attend for the entire school day. If a student is excessively absent (more than 5 unexcused or 10 excused absences) or tardy (twice in one week or three times in a month), a communication will be sent home asking that the situation be addressed. If the situation continues, a meeting with the child's parent, teacher and a member of the administration will be required. Please contact the office before 8:15am if your child will not be at school for any reason.

Leaving During the School Day

Students are required to remain on campus during school hours, school events and when participating in our aftercare program. Leaving campus without authorization or playing beyond school boundaries is grounds for suspension. If your child must leave campus before the standard dismissal time, please notify the office in advance. Staff will go to the classroom, and the parent will pick up the child at the office. The student is to remain in their class until that time. No child is dismissed from class without an early dismissal slip.

Lunches and Snacks

Children should bring a mid-morning snack and lunch to school every day. We encourage nutritious, wholesome foods. Please do not send gum, soda, or candy to school. We request this not only because of the questionable nutritional value of such foods, but also because of the social atmosphere that arises when children bring these foods to school.

When school COVID protocols allow, a wholesome snack is provided for Preschool and Kindergarten children each day. Let your child's teacher know if there is any food to which your child is allergic or should avoid. Check with your child's teacher about bringing lunch for your kinder student.

Ohlsen Foods

Ohlsen Foods is pleased to offer a hot lunch delivery service for purchase three days a week for grades 1-8, including an entrée, vegetable, and fruit, delivered directly to the Santa Cruz Waldorf School. Each meal is packaged individually for participating students in an insulated bag and delivered shortly before lunchtime. Ohlsen Foods offers a choice of a meat dish or a vegetarian dish each day. In addition to the main dish, they offer a choice between one of two vegetable side dishes and one of two fruit choices. When it is feasible, fruit and vegetable side dishes will use organic produce. Lunches are delivered in two-compartment insulated lunch boxes with each student's name attached. Food is served in reusable containers with cloth napkins and stainless flatware. The contents of the lunchbox should be returned each day to help keep the school campus waste free. Reusable containers, napkins and flatware are sanitized for reuse the following day. The hot lunch program is optional and is managed directly between parents and Ohlsen Foods, freeing school staff from any lunch responsibilities. If you have any questions, suggestions, or concerns, please feel free to contact Ohlsen Foods directly throughout the year. Chris & Molly Ohlsen can be reached at ohlsenfoods@calcentral.com or (831) 471-0468.

Ohlsen Foods provides lunch only, so children signed up for hot lunch should bring a mid-morning snack.

Visitors on Campus

All visitors (adults, former students, potential students, and so on) must check in at the office when arriving on-site for a campus visit. Former students wishing to visit must request and be granted permission by the class teacher in advance before appearing on campus. Check with the office for information regarding classroom visits. This practice may be adjusted based on COVID protocols.

Supervision of Children During Non-School Hours

Issues of safety and school liability require that all children (including siblings) must be supervised and in view of a parent or specified adult at all times and in all areas of the school. Whenever families attend school events and festivals, parents or other designated adults must remain with young children at all times. School supervision of children begins at 8:00am on school days.

Aftercare

Aftercare is offered for students enrolled in Santa Cruz Waldorf School from dismissal to 5:30PM when school is in session for drop-in or a regular schedule. Parents interested in having their child attend the program should fill out a registration form in the office. You can create a weekly schedule for your child to attend aftercare. Request for drop-in or same day care must be called in to the front desk to check for availability.

Students who are not picked up within 15 minutes of dismissal will be sent to aftercare. Parents will be billed for the time your child is in aftercare.

Complementary care is available for children whose parents are volunteering or who have a meeting at school with 24-hour advance notice. Call the office to schedule complementary care.

Aftercare is billed monthly through FACTS. You will be billed for all days that your child is in aftercare. A late charge will be applied for any late pick up after 5:30pm and for each $\frac{1}{4}$ hour past your registered pick-up time.

Campus Facilities

Libraries

The Faculty Library contains many books that offer deeper insights into Waldorf education and anthroposophy. Parents may borrow books from the Faculty Library through a faculty member. We also have a small Parent Library, which is an excellent resource for parents and is located in the main office. If you remove any books from the library, please remember to sign them out and return them promptly.

The Treasure Tree School Store

The Treasure Tree Gift Shop has been providing families with thoughtful items that support a Waldorf education and lifestyle for more than 30 years. Treasure Tree is brimming with heirloom quality toys that inspire open and imaginative play, high quality art and handwork supplies, thoughtfully selected books for adults and children alike, sustainable housewares and many other delights. Our shop is a wonderful resource for bridging school life and home life and also a great way to support SCWS as all profits go back to the school.

For hours and shop updates please visit www.facebook.com/TreasureTreeShop

Contact us at treasuretree@santacruzwaldorf.org or call 831-824-2164

Guidance and Discipline

The basic goal for these guidelines is to create and maintain an environment that allows for a positive social and educational experience on campus. We feel that good discipline grows out of an orderly and loving environment in which children have a positive role model for their behavior. For this reason, the entire faculty and staff will attempt to be clear about our rules and procedures and to uphold and enforce them with calm consistency. We intend to practice healthy methods of conflict resolution and positive discipline, and to establish an ennobling atmosphere so that positive interaction and genuine learning can occur.

Guidelines for Expected Behavior

In the Classroom

Each teacher has their own rules of discipline appropriate to the age of the group. However, the following rules generally apply:

- We expect students to treat each other, their teachers, and all parents with courtesy, kindness and respect.
- We expect students to behave in a manner that supports a safe and positive learning environment.
- Students may not leave the classroom without prior permission.
- We expect students to be at school and in their classroom on time for every lesson.

On the Playground

Students are expected to play and behave in a safe and polite manner on the playground. During recess periods, they are expected to abide by the following rules:

- Courtesy is expected at all times. Hitting, kicking, throwing objects, fighting, swearing, and bullying are not allowed.
- Students may play in designated areas only.
- The following equipment is not permitted for use on the playground or in the classroom: Personal games, toys, trading cards, roller skates or roller-blades, scooters, or bicycles. This includes before and after school as well as during festivals and parent meetings.

- Students will treat all property with respect and will return all playground equipment to its proper storage space after use. We expect students to keep the playground clean and voluntarily pick up errant trash and dispose of it properly.
- Students may climb on play structures and designated trees only. Students may not hang or climb on the roof or non-designated trees for any reason. If a ball or other object needs to be retrieved, a teacher will be glad to help.

Personal Appearance and Dress Code

In order to promote an atmosphere of learning, our school dress code is continually refined and updated as we support our students to dress for success. We know that it can be difficult to find advertising-free, modest, functional and fashionable clothing that is appropriate for a Waldorf campus, and we hope that this dress code will aid parents and students in supporting our school by making clothing choices that enhance our learning environment. Please contact your child's teacher or the Pedagogical Director if you have any questions.

The purpose of a standard dress code is to promote a serious learning environment with common expectations throughout the upper grades. We expect students to attend school wearing appropriate and functional clothing that is neither too dressy, nor too casual, so that each student can engage with one another and his or her teachers appropriately.

The 2021-22 Student Council helped write the guidelines below.

YES	NO
<ul style="list-style-type: none"> • Sturdy footwear. • Articles of clothing that allow for freedom of movement. • Outdoor clothing to be prepared for many types of weather depending on the season. • Light make-up and nail polish [grades 6,7,& 8] • Hair dye 	<ul style="list-style-type: none"> • Any article of clothing that has a logo or media character that is larger than your fist. • Any article of clothing that has inappropriate text or imagery (i.e. scary imagery, slurs, swear words, certain body parts, etc.) • Skirts and shorts that are shorter than ¼ of the thigh • Nail length that impairs movement for any school activity • Clothing that impairs movement

	<ul style="list-style-type: none"> ● Pants that reveal underwear by being too large. ● Very ripped pants ● Flip flops or other loose shoes including Crocs.
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Teachers may ask for:

- Long hair to be tied back during any or all classes.
- All jewelry (other than stud earrings) must be taken off during any or all classes.
- Clothing that goes beyond the “no” category to be changed, covered, or the child may be sent home.

Frequently Asked Questions

What do you mean by outdoor clothing?

In the fall, layers for temperatures between 45-100 are needed. Sun hat needed.

In the Winter, layers for temperatures between 30-80 are needed. Rain gear includes a rain jacket, pants, and boots. Sun hat needed.

In the spring, layers for temperatures between 30-100 are needed and rain gear. Sun hat needed.

What logos are appropriate?

Articles of clothing that have SCWS, HEADWATERS, or SANTA CRUZ are appropriate.

We also understand that at times, it is challenging to find clothing that fully fits within this rule. Please use your discretion when considering if the logo is appropriate and would not be distracting to others.

What do you mean by “light makeup”?

The makeup should not drastically change the appearance of the student nor should it be applied at school.

If you have any additional questions about the dress code, please contact the office or your class teacher. Thank you for helping us maintain our school as a place of learning and growth!

Concert Dress Code

For 4th and 5th grade:

Black or dark blue trousers with pressed, tucked-in shirts with collars (any color - no patterns) or dressy skirts with blouses or dresses (any color).

For 6th, 7th and 8th grade:

Black or dark blue trousers with white pressed tucked-in shirts with collars or dressy skirts with blouses or dresses (black and white only).

All students:

No jeans, please. Clean shoes. No mini-skirts, no bare midriffs, no high heels. Clean combed hair out of faces.

Electronic Devices

The school has a policy that iPods, cameras, cell phones, and other electronic gear must remain in a purse or backpack. If a student uses one of these devices on campus during school hours, the device will be confiscated and the student may take it home at the end of the day. If there is a second infraction within one week, the device will be confiscated, stored at the office, and the child's parent must retrieve it at the end of the week. See also, "Visual Media" on page 23.

Restorative Practices

SCWS adopted Restorative Practices beginning in 2009 and continues to integrate these processes. Restorative Practices work in the social realm in a number of levels supporting all members of the community. The purpose is to build relationships, increase harmony, and work things out when an action has occurred that breaks trust, safety, or connection. More information about Restorative Practices can be found at <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>.

Restorative Practices are not meant to replace the school's disciplinary policies, rather to have an alternative approach to resolving conflict. In many cases a Mini-Circle or Restorative Circle can support resolution, healing, and a shared understanding. They also decrease the need for disciplinary action.

Parents and teachers convene Sharing Circles with a talking piece as a way for everyone in a classroom or group to be heard and understood. Sharing Circles are helpful to deepen trust, increase listening and speaking skills, create belonging, foster learning, build respect, and promote social and emotional intelligence. Sharing Circles can be used to open or close the school day, share feelings and opinions, to celebrate, resolve conflict, communicate ideas, or reintegrate someone into a class.

Parents and teachers are encouraged to speak to children in ways that support "I statements" where honesty can be shared or empathy given. Affective (meaning those related to feelings and emotions) Statements and Questions are ways to draw children out and humanize authority figures and students to each other. Mini (impromptu) Circles are held between those in conflict at the moment the conflict occurs and employ both Affective Statements and Affective Questions.

Restorative Circles are used when something has occurred to break trust, safety, and connection within our school. Facilitators and participants can come from anywhere in the school community and can be of any age. The process is built on inclusion. Set up can take

as little as a few hours, and from then on the process runs itself. Restorative Circles can integrate into the normal running of school/family/community life, while powerfully influencing relationships and behavioral choices. It's not magic, but it has been found to work consistently when those holding the process stick to the basic principles.

This model is based on the work of Dominic Barter who works in the juvenile justice and educational systems in Brazil. However, circles have been used in indigenous cultures for centuries to restore balance and wholeness.

Restorative Circles work on 3 distinct levels:

- Everyone involved is given explicit decision-making power over using, initiating and participating in a Circle.
- It is designed to promote horizontal power relationships between those who decide to use it.
- It uses communication dynamics which guide those present through understanding and connection, to self-responsibility (needs awareness), and then do-able action.

Many who have used this approach in our school have been reassured by their experiences with it and have gained new respect and understanding for administrators and others who crave such clarity when dealing with something as important as growing human beings. Please contact Esther Centers if you have any questions or want more information.

Disciplinary Procedures

Childhood and adolescence are times of great physical, psychological, emotional, moral and spiritual growth and change. The expectations that we have for our students reflect our understanding of the capabilities that belong to their particular developmental stage as well as the ideals and aspirations that our community has for them. All our students are expected to behave in ways that support the well-being, health and safety of themselves and others. To this end, we expect students to be respectful in their interactions and relationships and to learn to recognize how their actions, including their speech, affect others. We expect our students to aim to be courteous, kind, and inclusive and to accept constructive feedback and criticism from peers and adults as essential parts of learning and membership within our school community.

As a school community, we recognize that social-emotional development, as any other subject, takes time to master, and involves mistakes and missteps. Consequently, adults in our school are charged to help students, in a manner that is age-appropriate, correct their behavioral choices when these choices hurt or deny the rights or self-esteem of others. In cases of severe or repeated negative behavior that falls short of expected conduct, disciplinary action will be taken. Depending on a student's age, specific infraction and general pattern of behavior, our faculty uses several different means to maintain our safe and peaceful environment. Under most circumstances, the following procedures will be applied:

Disciplinary Action

- 1) Any teacher will immediately intervene to stop behavior and reinforce expectations as stated above.
- 2) A teacher may, in some cases, find that suspension from school (mandatory sending home or staying home) is necessary for a child to become more conscious of a serious or recurring problem. Suspensions are made known to the Pedagogical Director immediately and include clear time-frames and well-defined steps for re-admission to the class. Generally, a restorative process, with parents included, is necessary (see [Behavioral Expectations and Disciplinary Procedures](#))

These instances include:

- Deliberate extreme physical roughness or verbal force used to injure or hurt
- Threats of violence (written, verbal, online)
- Repeated antisocial behavior (See [Article from Psychology Today https://www.psychologytoday.com/us/blog/surviving-your-childs-adolescence/201211/teaching-about-social-meanness-in-middle-school](https://www.psychologytoday.com/us/blog/surviving-your-childs-adolescence/201211/teaching-about-social-meanness-in-middle-school))
- Repeated unsafe conduct
- Repeatedly disobeying rules or teachers
- Repeatedly disrupting class
- Bringing cigarettes, alcohol, drugs, or vaping devices to school, which may be considered grounds for expulsion.
- Vandalism
- Bringing unsafe items (matches, knives, etc) to school
- Cyberbullying

- 3) For most incidents, a [micro-circle](#) will be facilitated immediately, ideally with another faculty member present.
 - 4) To raise consciousness for some students the choice may be given to work with **punitive** processes. Thank you to the San Francisco Unified School District for this [Handout](#).
 - 5) Within 2 weeks convene an [Educational Support Team](#) (EST) which will regularly review behavior, document progress, and make recommendations. EST members will include the Pedagogical Director, the class teacher, at least one specialty teacher or staff member. Parents are expected to attend some or all meetings.
 - 6) Assemble a Restorative Circle with parents, class teachers and/or students if age appropriate.
- Please see the [SCWS Restorative Practices Manual](#) for more information.

Parent Communication Slips for Grades 5 through 8 (Yellow Slips)

If a student brings home a yellow slip, the parent must sign it and the child must hand it to the teacher when they arrive at school the following day. Failure to return the signed slip will result in a phone call to the parent by the teacher.

Yellow slips notify parents that a student:

- Was unprepared for class. A child coming to school without having completed their homework may be issued a yellow slip. In addition to the yellow slip, the student may often

be assigned lunch-recess detention that day to complete the unfinished work, or do chores, at the teacher's discretion.

- Has exhibited a behavior problem. In addition to the slip, the student may be assigned to lunch-recess detention that day, or the following day, depending on the time the problem arose. Three yellow slips in a month, or two in a week, will result in a parent-teacher conference.

Probation

On-campus probation may occur as a result of repeated suspensions, consistent disregard for or inability to engage in socially acceptable behavior, or violence to another child or property. In such a case, an Educational Support Team (EST), composed of the Pedagogical Director, the class teacher and at least one other teacher, is formed to help the student identify challenges and work on healthier responses. The committee will meet with the parents and the student regularly for a period of time determined by the committee. The parents, the teacher, and the EST and the child (if older), will meet to discuss goals and ways of effecting change over a prescribed period of time.

Periodic evaluations will determine if sufficient progress is being made toward integrating the child into the social life of the school or whether, in rare circumstances, the EST will recommend dismissal.

Dismissal

Should the EST determine that a student engages in a pattern of disruptive or harmful behavior, or should the EST learn that a student committed an egregious single behavioral infraction that the school determines, in their sole judgment, to be harmful to the social, emotional or learning environment, the school may act to dismiss the student from the school.

The Management Team is responsible for reviewing such cases. The Pedagogical Director will hear recommendations from the class teacher. Representatives of the faculty may also meet with the parents and child. Consistent with our SCWS Association by-laws, the Vice President of the Board (a trained Waldorf teacher) approves all dismissals. The Administrative Director is the final authority in cases of dismissal.

We strive to maintain an environment that facilitates healthy learning and meaningful relationships, and we will do whatever possible to ensure that each child feels safe and included at our school. We believe it is of the utmost importance that any act of bullying, or behavior that does not meet our expectations be addressed immediately and appropriately by class teachers, and/or staff and administration. If you have questions, feedback, or concerns, please contact the faculty chair, Pedagogical Director, or class teacher.

Employee Boundaries with Students

The School encourages close, warm relationships between students and adult members of the school community. At the same time, the School requires employees to follow professional standards of conduct and to maintain appropriate boundaries between

themselves and students. To help students and their families understand the School's expectations for appropriate professional boundaries with students, we are sharing the following guidelines for adult-student interactions.

Unacceptable Behavior:

Below is a list of examples of conduct that may involve inappropriate crossing of the boundaries of the professional relationship:

- Giving gifts to an individual student that are of a personal or intimate nature;
- Unnecessary physical contact with a student in either a public or private situation;
- Intentionally being alone with a student on campus or away from the school without parent or supervisor permission;
- Making, or participating in sexually inappropriate comments;
- Sexual jokes, stories, or jokes/comments with sexual innuendo;
- Seeking emotional involvement with a student for an employee's benefit;
- Discussing an employee's own personal troubles or intimate issues with a student;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior;
- Inappropriate use of social media with or about students;
- Inappropriate attention toward a particular student;
- Contact with a student away from school for activities not related to school without parent and supervisor knowledge or permission;
- Using personal email, texts or social media to communicate with students rather than using school email and communication systems; (Limited text messaging is permissible for arranging logistics of School activities off campus, but employees should generally use group text functions in such circumstances);
- Driving alone with a student except in emergency situations where the employee informs the student's parents and the employee's supervisor within a reasonable time;
- Sending emails, text messages or letters to students of a personal nature if the content is not about school activities; or
- Failing to keep parents informed when a significant issue develops about a student.

Reporting Concerns

The School encourages students, parents or other members of the school community who have concerns about adults crossing appropriate boundaries with students to inform the Pedagogical Director and the Administrative Director.

Parent Concern Process

The purpose of this policy is to create a standardized way to address parent concerns related to classroom performance and issues surrounding their children. This is designed as a process leading to a solution, not a solution in itself. We intend to address parent concerns through Step 1. Steps 2 & 3 are the exception and allow for the process to be managed within Waldorf tradition and philosophy. This process is held by two individuals;

the Administrative Director on the staff side and the Pedagogical Director on the faculty side.

Step 1: Meeting With Teacher (Informal Process)

The first and preferred option is a referral to the **class teacher**. The teachers hold the immediate community for their respective classes. Every effort must be made to address issues proactively in the safety of the parent/teacher unit.

Should a Parent Concern be raised indirectly, either by direct communication with the Administrative Director and/or other volunteers at the school, the first referral is still to be made to the class teacher. However, should, for whatever reason, that prove unworkable, a referral to the Pedagogical Director (Step 2) should occur.

Step 2: Referral To The Pedagogical Director (Formal Process)

Once a Parent Concern has been addressed with the teacher, AND there is no final resolution two things must occur; (1) the Parent Concern must be referred to the Pedagogical Director and; (2) the Administrative Director must begin to track the process. The Administrative Director's primary role is to ensure that the process is adhered to; it is up to the Pedagogical Director (in conjunction with the rest of the faculty) to address the concern from that point forward.

The Pedagogical Director has several options available to them which can be triggered after consultation with the Parent. They include putting together an Educational Support Team (EST) if the issue is best addressed that way, referral to the Teacher's Mentor for additional problem solving; group Restorative Work among the College of Teachers.

Step 3: Board Referral

The final option is referral to the Board of Trustees (BoT). The purpose of this process is to utilize the strengths of our community to address problems. While the BoT serves as the ultimate governing body for the school, Parent Concerns in the vast majority of cases are best handled by the faculty. The BoT is to be educated and directly involved in this process only after Steps 1 & 2 have been adhered to and all other administrative options exhausted.

ANY referral that comes through the Board MUST be immediately referred to the Vice President as the faculty representative on the BoT. It will be the responsibility of the Vice President, working with the greater faculty, to ensure resolution. The Administrative Director will also serve to ensure that process is followed while not necessarily being involved in the direct resolution process.

Grievance Procedure

All parents who enter the Santa Cruz Waldorf School community are expected to make an inner commitment to working with other members of the community if and when conflict arises. Conflict and misunderstanding are a component of human nature and may through resolution in fact lead to deeper empathy and mutual understanding. One of our school's

learning goals is “community: to foster socially conscious engagement in the world.” The adults who surround our children have a deep responsibility to model this goal for the good of the community. Therefore, we ask parents to join the faculty and staff in making a commitment to work through conflict, to remain open to change both in themselves and in others, to recognize with us that all human beings are “becoming beings,” and to support this by word and deed.

The use of email as a form of communication to the parents of a class or parents of other classes to bring attention to or in an attempt to resolve concerns, grievances, or disagreements with policies or practices is not in alignment with our philosophy for communication and resolution and is strongly discouraged. Emails between parents and school personnel are private and privileged and should not be shared or forwarded to other individuals or groups of individuals.

When a conflict arises... First, have a conversation with the teacher or staff person or parent concerned, or with the appropriate school group.

If after the conversation there is still concern, contact the Pedagogical Director. The Pedagogical Director will listen to your grievance or concern and help you clarify your thoughts and request. The Pedagogical Director will help you direct your concern to the appropriate person or part of the school. To be sure, the Administrative Director will be notified whenever there is a concern, will agree to any actions, and will make sure there is follow-up. Concerns can also be brought directly to the Administrative Director.

The purpose of the conflict resolution work is to support the individuals involved in finding understanding and clarity, in an atmosphere that upholds relationships in the community and the well-being of the students in the highest sense. Conflict management provides a clear order for the sharing of concerns, the airing of grievances and support for conflict resolution. The Pedagogical Director will not assume the role of solving problems.

If you have a concern or question of a general nature, contact the front desk.

Anti-Harassment Policy

It is the policy of Santa Cruz Waldorf School to provide an academic environment that is free from all forms of discrimination or harassment. The School prohibits sexual harassment as well as discrimination and harassment based on a student’s race, religion, national origin, sex, sexual orientation, gender identity, gender expression, or disability. The School will not tolerate harassing or discriminatory treatment of students by other students, their family members, the School’s employees, volunteers or contractors, or other third parties who interact with the School’s students. Additionally, the School forbids retaliation against any individual who reports an incident of harassment, opposes harassment or participates in an investigation of a complaint of harassment.

Because behavior away from school may have a significant impact on the School environment, this policy applies to all interactions involving students, whether or not occurring during school or school functions or on campus, if (1) the conduct has a negative impact upon the school performance of the student who is subject to harassment; (2) such

conduct adversely affects the educational environment including creating an educational environment that is intimidating, hostile, or offensive; (3) such conduct affects the services, programs, or activities available to any student at the School.

Harassment

Prohibited harassment includes the following behavior:

- Verbal conduct (whether in person or transmitted electronically) such as name-calling, derogatory jokes, slurs or comments to or about a student;
- Visual displays and written communication, such as derogatory posters, photography, cartoons, drawings, gestures, or email or text messages;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work; and
- Retaliation for reporting or threatening to report harassment.

Sexual Harassment

In addition to the examples of harassment described above, for the purposes of this policy, "sexual harassment" is defined to also include:

For adult to student interaction: any sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, whether or not welcome.

For student to student interaction: unwelcome sexual advances, requests for sexual favors, and other verbal, written, visual, or physical conduct of a sexual nature when: (1) such conduct has a negative impact upon the recipient student's school performance; (2) such conduct adversely affects the educational environment including creating an educational environment that is intimidating, hostile, or offensive; (3) such conduct affects the services, honors, programs, or activities available to any student at the School.

Complaint and Resolution Procedures

Complaints of violations of this policy should be reported to the administrative director. The School will conduct a fair, timely, and thorough investigation of complaints and take all appropriate steps to remedy any harassment or discrimination in violation of this policy. The School will endeavor to conclude its investigation as quickly as possible considering the nature of the conduct and complexity of the investigation. At the conclusion of the investigation, the School will notify the student who brought the complaint and any student who is the subject of a complaint (as well as their parents/guardians) of the outcome of the complaint.

If the School determines that a violation of its policies occurred, the School will take appropriate steps to prevent the violation from recurring and to remedy any discriminatory effects of the violation. A student who violates this policy may be subject to discipline which may include a range of actions including counseling, verbal warnings, letters of reprimand, suspension, restorative justice measures, or expulsion. The School may notify other educational institutions of a student's violation. The School will also take action against adult members of the School community who violate this policy.

Retaliation

The School prohibits retaliation for making a complaint under this policy or participating in the investigation of such a complaint. Complaints of retaliation should be made in accordance with this policy.

Mandated Reporting

All employees of the School are mandated reporters and have undergone required mandated reporter training. They are required by law to file a report with a child protective services agency (CPS) whenever they learn information that leads them to suspect that a minor they encounter in the course of their employment has been subjected to sexual or physical abuse including sexual assault.

Employees are not permitted to investigate suspected abuse of a minor before making a report. Employees are also required by law to keep mandated reports confidential, so they may not be able to inform students or their parents if they make a report.

The School's disciplinary process is separate from any CPS or law enforcement investigation. The School's investigation is limited to whether there has been a violation of the School's policies. The School does not conduct investigations in order to determine whether criminal activity has occurred. That is the role of law enforcement. Both the standards of proof and the evidence available to the School are different from those in a criminal proceeding. Students and parents should be aware that if law enforcement or CPS is conducting an investigation, the School may need to defer its own investigation to avoid interfering with the law enforcement proceedings.

School Policies and General Information

Emergency Information

Forms

All parents must have updated contact information on FACTS on the first day of school. If you move, acquire a new phone number, or change your job, let the office know immediately so that the information can be updated.

School Emergencies and Closings

If we must close the school because of inclement weather or an emergency, the school will send a voice message and text message through FACTS Parent Alert system (an automated phone and email service used to send important messages.) It is essential that parents keep their family profile with phone numbers and email addresses up to date by using their FACTS Family Portal account or notify the office.

Health Matters

Immunizations

In recent years, immunization laws have changed and continue to change. Our school is neutral on the issue of immunization choice, but we must follow California state law. We, therefore, require caregivers to follow all state laws regarding immunization and provide valid immunization records upon enrollment from preschool to 8th grade. Consistent with state immunization laws, the school is fully prepared to follow County or State requests to keep home children who are not fully immunized against a disease in the event of possible exposure.

The current laws require that students enrolled in preschool, kindergarten and seventh grade be current on IPV, DTaP, HepB, MMR and Varicella vaccines or have a valid Medical Exemption obtained through the [CAIR ME website](#)

Preschool requirements can be found [here](#).

Kindergarten - 8th-grade, including 7th-grade checkpoint requirements, can be found [here](#).

Updated information on vaccine requirements can be found at [shotsforschool.org](#)

Illness

If your child is ill, please keep them home as we are not equipped to deal with sick children. Remember that children who feel under the weather at breakfast usually feel worse by mid-morning and if your child is ill in the evening or overnight, please keep them home from school the following day. If you have taken your child to the doctor and they have been diagnosed with a communicable illness, please notify the office immediately.

COVID-19 Symptoms

If a student is experiencing any of the following symptoms and/or is otherwise unwell, they must remain at home and the symptoms reported to the Administrative Director as soon as possible as it may indicate a school exposure.

- fever or chills
- cough
- shortness of breath or difficulty breathing
- fatigue
- muscle or body aches
- sore throat
- headache
- sudden inability to taste and smell
- congestion or runny nose (unless allergy related)
- nausea or vomiting or diarrhea

Head Lice

A common epidemic these days, head lice can be controlled and kept from spreading. Interestingly, head lice breed in very clean and well-washed hair as well as in unwashed hair, so there should be no stigma about a family's cleanliness or care attached to a child's having lice. When lice or eggs are found on a child at school, the child will be sent home immediately to keep them from spreading to other children. In an effort to avoid an outbreak, the school brings Nitless Noggins in to do an all school head check as soon as possible after the start of school in September. Nitless Noggins is a good resource for families if your child is identified as having lice.

The office has information from the State Health Department describing a variety of effective methods for the removal of head lice. Parents of all children in the class will be notified and are expected to check their children thoroughly that evening. A parent or school representative will double-check all children prior to their entering the classroom the following morning. No student may be re-admitted to the class if nits (eggs) or lice, live or dead, are found. Please be responsible for checking your child's head carefully and removing all eggs. Your cooperation will help everyone and prevent further outbreaks.

Field Trips

Your child's class teacher will give you information about the date, time, destination, cost, and special needs for each field trip. We cannot, for legal reasons, allow a child to go on a field trip without a permission slip. During Enrollment through FACTS, you will be asked for your consent to allowing your child to go on class field trips. This will cover all scheduled field trips for the year. All parents driving on field trips are required to have a copy of their current driver's license and car insurance on file in the office. Field trips may be curtailed based on COVID protocols.

School Pictures

Pictures are taken every year in the fall. Individual and class pictures will be available for those who wish to purchase them.

Yearbooks

The cost of yearbooks are included in tuition. We are happy to provide one for every family in the school.

Student Progress Reports

A written report on the progress of each student is mailed to the parents after the end of the school year. In addition to a lengthy report by the class teacher, this report includes feedback from special subject teachers as well.

Although Santa Cruz Waldorf School does not give letter grades for kindergarten through eighth grades, class teachers keep records of tests, homework assignments, main lesson book completion, and other measures of student progress. Class teachers expect students

to complete homework assignments and morning lesson books. If your child's teacher has any concerns about your student's academic progress, the class teacher will be in touch with you. Parents are also invited to inquire at any time regarding concerns they may have about their child's progress in class.

Visual Media

I must say that I find television very educational. The minute somebody turns it on, I go to the library and read a book. – Groucho Marx

Today's children spend far less time than earlier generations engaging with other children, caring adults, and nature. The lure of electronic entertainment in our media-infused society influences the emotional and physical development of children and adolescents on many levels, and can detract from their capacity to create a meaningful connection with others and the world around them.

Brain research tells us that media viewing can result in changes in the actual nerve network in the brain. This can affect such things as eye tracking (a necessary skill for successful reading), neurotransmitter levels, and how readily students receive the imaginative pictures that are foundational for learning. Media exposure can also negatively affect the health of children's peer interaction and play.

Waldorf educators believe it is far more important for students to interact with one another and their teachers, and work with real materials than to interface with electronic media or technology. By exploring the world of ideas, participating in the arts, music, movement and practical activities, children develop healthy, robust bodies, balanced and well-integrated brains, confidence in their real-world practical skills and strong executive-function capabilities.

The portability and ubiquitousness of screens in our media present particular challenges for parents as they try to limit children's access to electronic devices. The school's media guidelines and shared media agreements will be discussed with your class teacher at parent evenings. The Guidelines are made in the spirit that choices made by parents in our school community do not merely affect their own children but also have an impact on the entire classroom community.

Further Reading

- *Endangered Minds: Why Children Don't Think and What We Can Do About It* by Jane M. Healy, Ph.D.
- *Four Arguments for the Elimination of Television* by Jerry Mander
- *Kick the TV Habit!* by Steve and Ruth Bennett
- *The Plug-In Drug: Television, Children and the Family* by Marie Winn
- *Evolution's End: Claiming the Potential of Our Intelligence* by Joseph Chilton Pearce

- *Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids* by Kim John Payne

Statement of Inclusivity

The Santa Cruz Waldorf School recognizes that each student is unique, valued as an individual that is deserving of dignity, respect, and happiness, and is fully comfortable in their body and community. We are committed to the ongoing process of listening, learning, reflecting, and deepening our understanding of equity, inclusion and justice. When we fail to acknowledge and confront inequity and injustices on people of all identities, we betray our mission. Our teachers, faculty and leadership consider any form of discrimination unacceptable and find any view that questions an individual's value fundamentally antithetical to our own values.

We unequivocally stand in solidarity with each racial, sexual orientation, and gender identity's fight for equality and justice. We also firmly stand for socio-economic and environmental justice, recognizing the immense amount of work that must be done in pursuit of a sustainable future. We welcome families, students, faculty and staff of all races, ethnicities, cultural heritages, religious and nonreligious beliefs, socio-economic backgrounds, gender identities, sexual orientations and family structures.

Part of our responsibility as educators is to present each student with a world that is full of a wide range of diversity and experience, one in which each student's own experience is reflected while also sewn within a rich tapestry of shared, common humanity. We believe that this range of differences fosters a richer learning environment, instilling values of empathy and collaboration more deeply in each of us.

We acknowledge that these commitments take continuous work, and we still have so much to learn and grow from our own past. As a foundation of this ongoing work, our faculty and staff pledge to:

- Welcome and encourage students, families and faculty to share their own backgrounds, customs and unique experiences.
- Educate with a striving to weave these differences into the students' understanding and compassion for the greater world through stories, songs, myths, history, current events, and customs.
- Speak truth to injustice.
- Support our faculty staff in DEI (diversity, equity, & inclusivity) and anti-bias training, study and personal development.
- Review and share curriculum plans, pre-k - grade 8, that ensure DEI values.

We invite you to engage with us in this work with your feedback and collaboration. If you have any questions about our work, feel inspired to contribute, or are in need of advocacy, please contact either our Pedagogical Director, Mr. Mwai, or any of our DEI Committee members (Katy Larson, Kerry Maloney, Angela Oswald & Dexter Brightman.)

Statement of Inclusive Spirituality

A guiding principle of the Santa Cruz Waldorf School is the creation and maintenance of a school culture that is welcoming and inclusive to families and individuals from all religious traditions. We reflect a balanced and universal spirituality of the human being and nature in our developmentally appropriate curriculum, classroom decoration and festival life. This world view is based on the anthroposophy of Rudolf Steiner, though anthroposophy is not taught to the students, nor is it an expected philosophy of parents. By the end of 8th grade each student will have experienced the panorama of major world religions within the language arts and history curriculum. The strength of this principle rests on the clear and open communication and working together between teachers and parents.

Financial Matters

Tuition and Payments

Our school uses FACTS for tuition payments. If parents should get behind in their tuition payments for any reason, it is imperative that they communicate with the Administrative Director.

Regular statements are sent to all parents apprising them of the status of their tuition balance. Parents who get several months behind in their payments may be asked to meet with members of the Finance Committee to discuss an alternative plan for meeting their tuition obligation. If the responsibility for a student's tuition is shared, the signer of the contract is responsible. No student may be enrolled at Santa Cruz Waldorf School until all delinquent payments to our school are brought current or a payment plan has been approved by the Finance Committee. If a material discrepancy is discovered after enrollment, it will be handled by the Finance Committee on an individual basis and may result in remedial action.

Flexible Tuition

One important way we strengthen the Santa Cruz Waldorf School community is by making the SCWS experience accessible to families from diverse economic backgrounds. This philosophy has been at the heart of our school's culture since 1976.

We appreciate every family's willingness to make their best commitment to prioritize their lifestyle spending towards their child's education in order for the school to remain financially healthy to provide the best educational program possible.

We also recognize that every family's situation is unique. The Santa Cruz Waldorf School Flexible Tuition Program provides families with an opportunity to apply for reduced tuition. Some families may qualify for anywhere from 12%-90% off of the regular tuition rates according to their financial situation. Many factors that affect a family's ability to pay are considered carefully. The school uses a secure application process and a neutral, third-party organization for the evaluation of Flexible Tuition eligibility.

Fundraising

As is common with most private schools, our school tuition alone does not cover the cost of our program. We rely on a variety of fundraisers to cover the gap created between tuition and expenses.

Annual Giving Campaign

Our annual giving drive is one of our most important fundraisers. We kick off the campaign every fall with our annual giving letter. We trust that the families of all enrolled students will participate in the Annual Giving Campaign. Full participation is important because outside donors look for this when making their awards. Gifts or pledges of any amount are welcome and appreciated. Pledge cards are included with the letter. Many larger corporations will match the gifts from their employees to nonprofits greatly improving the impact of their donation. The development office can assist you in determining if your company participates in corporate matching.

Spring Forward Celebration

Every May we celebrate the coming of spring with a community event for adults in our beautiful garden - weather depending. During this event we raise money for a particular need that the school has. Parents are encouraged to attend and to invite members of the wider community.

Scrip Fundraising Program

Santa Cruz Waldorf School has a Scrip fundraising program that brings a significant amount of income for the school year after year. This program supports the Pre-K, Kindergarten and After Care food programs. There are many ways to participate in the Scrip program. Options are described in the "SCRIP Program Information" publication available on our website. The 'Scrip Year' runs from May 1st of the current school year to April 30 of the following school year. During this period, every family with children enrolled at Santa Cruz Waldorf School is encouraged to enroll in the Tuition Bonus Program. Purchases reaching a rebate % amount of \$200 contribute to the program and profits beyond the \$200 are split between your child's tuition (or children's tuition if multiple children are enrolled) for the following school year and the general school operating budget. For more information, please check in with the Treasure Tree store or the office staff.

Guidelines for Parental Support and Involvement

Parents are an integral part of the life of our school. In fact, the school could not function without all of the volunteer help we receive from our wonderful parent body. Santa Cruz Waldorf School recognizes that parents are a child's first teacher and supports parents in establishing positive home learning environments and in maintaining consistent two-way communication between home and school.

Opportunities for Parents (This section is subject to change based on COVID protocols.)

- Be an active parent – The work of conscientious parenting establishes a secure and healthy home environment to support a child’s learning process.
- Communicate – Staying in contact with the class teacher, attending class meetings and participating with other parents in school activities and events facilitates parent understanding of classroom curriculum.
- Volunteer – The Santa Cruz Waldorf School suggests that each family contribute forty hours per year (twenty for single-parent households). These hours can be given in whatever manner you choose. Many find volunteering such a positive experience that they wish to be involved well beyond this amount. Volunteering as a class helper in handwork, painting, or gardening classes is a great help for the class teacher and gives parents an opportunity to observe a class firsthand on a regular basis. Our gardening teacher always needs help with routine projects and joining with other class parents in class-sponsored activities at festivals and events or on field trips is another way to participate. Many parents choose to join school committees, become Board members or commit to one particular task during the year. Class parents have sign-up sheets with a list of all the opportunities for parent participation. Those who give their time and talents to the school feel a deeper connection to and understanding of the school as a whole, thus enlivening our community in manifold ways.
- Help guide our school – Parents are encouraged to join in the work of the Parent Association and offer themselves as candidates in elections to the Board of Trustees to experience first-hand the active governance of our school. Parents also serve on all Board sub-committees. All meetings of both bodies are open to visitors as well. If you are interested in attending a meeting, contact the office for a meeting schedule or check the Calendar of Events online. See Committees on page 29 for a complete list and description of all standing committees.
- Interact with the Wider Community – Our best advertising and outreach is conveyed by parents speaking enthusiastically to relatives, friends, and acquaintances about their and their children’s experience at our school. We encourage parents to act as ambassadors for our school, and also to let us know of any community events in which we might participate. If you have questions about or suggestions for interacting with the greater community, contact our Enrollment Coordinator.
- Study – Santa Cruz Waldorf School supports parent study groups that meet on a regular basis. Some of these groups are organized and sponsored by the school and others on anthroposophy are offered through the local branch of the Anthroposophical Society. Ask your class teacher about school-based study groups. If you would like to receive the Branch Newsletter, contact the office.

Fingerprinting for Volunteers

The school has a duty and desire to protect your children; our students. To help ensure the children's safety, background checks in the form of live-scan fingerprinting will be required in certain situations.

The volunteer opportunities that require fingerprinting include ones where the volunteer spends time alone with the children, away from the presence of school faculty or staff. Examples of these activities include field trips (including those one-day trips as well as trips with overnight stays), and volunteering in the classroom without the teacher's presence.

Volunteer fingerprints are sent to California Department of Justice (DOJ) via a secure electronic transmission line. The DOJ then sends the report to the school's authorized Custodian of Records (COR), in our school's case the COR is the Administrative Director. The COR reviews the reports for convictions involving crimes against children and the community, including assault, molestation, child abuse, reckless driving and DUIs (which would disqualify a person from driving students on field trips or sporting events). The COR has the discretion and authority to make these determinations.

If the record of a potential volunteer has any of these, or similar, crimes, the person will not be allowed to volunteer. In such a case the COR will report that the person "is not ready to volunteer" or "not ready to drive". If the crime was an isolated incident, petty, non-violent, or in the distant past, then the person will probably be considered ready to volunteer.

It is important to emphasize that the records are confidential and the information they contain will not be shared with anyone under any circumstances, except as required by law.

Please contact your child's teacher or the Administrative Director if you have any questions or concerns.

Parent Communications

Parent Meetings

Parent meetings may be held virtually if deemed necessary by the administration to align with COVID safety protocols.

Parent meetings organized by the class teachers are scheduled throughout the year. (Check the calendar section on our web page for dates and times). This valuable time together is used to share information with parents about the curriculum and to discuss interests and concerns parents sometimes have about classroom life. In addition, parent meetings are a great opportunity to discuss general questions about school-wide issues. It is crucial to our community that all class parents attend these meetings.

Parent-Teacher Conferences

Parent-Teacher conferences may be held virtually if deemed necessary by the administration to align with COVID safety protocols.

Time is set aside in the fall and the spring for regular parent-teacher conferences where you'll have an opportunity to discuss the progress and well-being of your child with the class teacher. Class teachers will post a sign-up sheet a few weeks before conferences are scheduled. A conference can also be arranged at another time if either parents or the teacher has a special concern that needs discussing. If during the school year you find you have any questions or concerns, we urge you to call your teacher or contact them by email to schedule a conversation. Two conferences per year are expected of every family.

Contacting Faculty and Staff

Perhaps our most important avenue for communication is the willingness of our faculty and staff to talk with students and parents about any question or concern. Everyone here at Santa Cruz Waldorf School believes that good communication between parents and teachers is essential to the well-being of our students and the health of the individual classrooms and the school as a whole.

Please do not hesitate to approach any of your children's teachers or any member of the office staff with questions. We all consider communication with parents an important part of our job. If you are not sure to whom a question should be directed, check with the school office. Staff will happily direct you to the appropriate individual.

School Roster

Every year the school issues access to a roster of parents and school personnel to each family. Electronic or hard copies of the roster are available through the office. Edits will be made by the parents through their FACTS Family Portal account or by the front desk staff. Use of the school roster for business purposes is not allowed. Please respect the privacy of those families who are listed in the directory by not soliciting or contacting them for matters not related to the school.

Email rosters are intended for school-related business and are to be used only for disseminating school and class information such as logistics, volunteering and driving for field trips. If you have a concern about a classroom or school issue, please follow the school's communication practices rather than the class email groups as a forum to raise or resolve these issues.

The use of email as a form of communication to the parents of a class or parents of other classes to bring attention to or in an attempt to resolve concerns, grievances, or disagreements with policies or practices is not in alignment with our philosophy for communication and resolution and is strongly discouraged. Emails between parents and school personnel are private and privileged and should not be shared or forwarded to other individuals or groups of individuals.

Parent Contact Information

Should your personal contact information change, it is very important that you update your information in FACTS or with the front desk, so we can keep in touch with you in a timely manner.

School Publications and Correspondence

Weekly E-news

Our E-news is emailed each week. It is THE most important way in which families are kept up to date on current events, topics and important announcements. All parents are strongly encouraged to read the E-news. This is a parent's best resource for events that are happening on campus.

Google Calendar

The school has a Google Calendar that parents access through our website. Parents can find events, parent and committee meetings, and alternate school schedules on this calendar. Contact the Front Desk if you have a question about the calendar.

Committees

School committees are formed as needed. Current committees include:

- SCRIP Committee – This group is committed to increasing the revenue earned through electronic (SCRIP), gift card and paper Scrip programs. The goal of the SCRIP Committee is to help all parents become familiar with our SCRIP program and to provide easy access to paper Scrip and gift cards.
- Care Group – The Care Group (officially called “Educational Support Committee”) is a committee whose mission is to provide a forum in which the well-being of our students, teachers and families can be addressed and nurtured. Through a process of observing, reflecting, and discussing, Care Group members seek to bring forth a concrete understanding of the child. Among the Care Group’s responsibilities are the following:
 - Overall care and “holding” of learning challenged and special needs children.
 - Supporting teachers in their work with these children.
 - Coordinating child and class studies for faculty meetings.
 - Offering parent support and education about remedial issues.
 - Communicating with doctors and other therapists regarding our school’s work with students.
 - Participating in the interview process for incoming children.
 - Supporting the First Grade Readiness process.
 - Facilitating the Extra Lesson and Therapeutic Eurythmy programs.

Festivals and Events

All Festivals and Events may be adjusted to align with COVID safety protocols.

Celebrating the seasonal moods of the year in a festive way benefits the inner life of the soul. Seasonal festivals and fairs connect us with nature and the cosmos, as well as with fellow human beings. Many of the festivals we celebrate originated in ancient cultures, yet have transformed over time. Our task is to imbue our festivals with consciousness and to find their place in our culture.

At Santa Cruz Waldorf School, celebration is art. We find joy in preparation—in looking forward to the festival—as well as in the celebration itself and the reflection shared by all afterwards.

During our festivals, we place much emphasis on both recreating old traditions and creating new ones. We celebrate the following festivals every year, because they fit our curriculum and meet the needs and traditions of the families in each class. Every effort is made to help all students feel included and valued in the observance of these festivals, regardless of their cultural, spiritual, or religious background.

In that effort, we ask you to share with your class teacher the aspects of your traditions in hopes that it will add to the richness of our experience of the seasons.

Annual Festivals

Our SCWS festival year highlights the following themes and festival gatherings:

FALL - Community - the Present - Fall Festival: ReAwakening to Community

LATE FALL - the Past, the Ancestors and the Land - the Amah Mutsun people, the stewards of the land, and our ancestors. Honoring the Ancestors

WINTER - The Light - Return of the Light - the wisdom streaming from the Cosmos. Garden of Light and Winter Faire

SPRING -The Earth - our one and only planetary home - Earth Day and May Faire

SUMMER - The Future - where we are going - end of year festivals and graduation

Fall Festival - Celebrating Our Community

For 100 years Waldorf/Steiner schools have celebrated Michaelmas. We will continue to celebrate the striving represented by that spiritual being with a newly named festival. We will now be celebrating The Fall Festival: ReAwakening to Community at the end of September. Fall is one of the names used for the season between Summer and Winter, and centers the question of what it is from which we have fallen. We have fallen away from a connection with spiritual wisdom and true moral impulses, we have fallen away from a deep connection with the natural world, and especially in this time of pandemic, we have fallen away from social community life.

At this time of year our community celebrates the annual return-to-school, and the diversity of the individuals in our school community. We focus on the present in this festival and we highlight activities and stories that help us evolve toward becoming more truly human. We also celebrate the Spirit of Our Time that is calling on us to develop social conscience and become courageous and intelligent. The call is to confront our fears, and to develop the capacity to serve others. According to Steiner, the Spirit of our Time, is interested in humans becoming 'cosmopolitan,' meaning learning how to live in harmony within the diversity of humanity. This festival will bring attention to the present - what do we need to do now? What are the needs of our present time?

Our Fall Festival will include a story presented as a play in which something that is not right must be overcome or transformed, some evil must be redeemed. It may include a dragon

which needs transforming, it may include a dragon that is a helpful, positive being, and it might not include a dragon at all. With the image of the dragon, we can incorporate a multitude of perspectives and invite thoughtfulness and conversation. What does this dragon represent? What in our present moment needs transformation and positive change? We are officially retiring the story of St. George and the Dragon in which the brave male knight rescues the damsel in distress from the clutches of the nasty dragon. The images in this story do not offer a picture of empowerment for all people, for all genders.

Each year we will celebrate with a different story representing the diversity of peoples on the earth in many ways. It does, however, take great courage to attempt a new story, a grand production, so early in the school year with so little time to prepare. The school community will gather for a picnic after the play, an opportunity for meeting each other and sharing the bounty of the harvest.

The Fall Festival also will include creating a circle of stones. Each member of our school community is invited to paint an image on a stone (in advance) which will be arranged into a community circle of stones surrounding a special spot on campus. And this festival serves to kick off the year's community service work that each class will be engaged in.

Dia de los Muertos

The Mexican festival of All Souls' Day (Day of the Dead), a day to remember and honor departed loved ones, is celebrated as a part of our Spanish program in the first week of November. A traditional Dia de los Muertos altar is set up in one of the classrooms, and each of the grades has an opportunity to visit the altar. Special refreshments are sampled and students may contribute a memento of a loved one if they wish.

Honoring the Ancestors

Second week of November - Several years ago we created this in-school festival to honor the land where the school is situated, the indigenous stewards of that land, and the ancestors, our community's deceased relatives, who made it possible for members of the school community to exist and to be here now. In this festival we honor the gifts of those who have preceded us, and offer gratitude to the stewards of the land.

Winter Fair

The whole school community celebrates with a Winter Faire on a Saturday in December with fun, activities for children, music, vendors, food, and more.

The winter season is a time when the soul, like earth in winter, withdraws into the innermost depths to experience the spiritual light within. The school commemorates this season with an assembly to which all families are invited. It is generally held during the week before winter vacation.

In certain years, The Winter Fair, located at the Santa Cruz Waldorf School, connects our school with the greater Santa Cruz community. This is a festive preparation for the winter holiday season. On any given year there is an Elves' Workshop where children can make

gifts for family and friends, the Winter Forest Walk, a holiday cafe, the Santa Cruz Waldorf School Shop, music, craft activities, and vendors.

Garden of Light

On an evening in December (determined by various calendar considerations) Early Childhood groups and the lower grades will celebrate with an imaginative experience of our individual spirit light incarnating into life on Earth, and how our spirits shining together in community shed a mighty light.

We will carefully and consciously omit any songs or other symbolism that harkens to any particular religion. This festival is connected to the Winter Solstice, when there is a pause before the days once again begin to lengthen. Each year, the Light incarnates again, lengthening the days and offering levity to our souls.

Our Garden of Light Festival is celebrated in December. As winter approaches in the northern hemisphere, there is a growing mood of outer sleepiness in the world. Through stories, poems, and their own observation of nature, our children experience a settling down, a feeling of being blanketed for winter, balancing the darkness and sleepiness with expectation and anticipation. It is a time of moving through the darkness toward the yearly “rebirth” of the light, when the days again begin to grow longer. Many religious and cultural festivals of light are celebrated during this season, among them Chanukah, Winter Solstice, Kwanzaa, and Christmas.

Pre-kindergarten, kindergarten, first, and second grade children celebrate this season with a walk in the Garden of Light. This brings the experience of moving from darkness to light to the children in a simple way. Each child walks to the center of an unlighted spiral path of evergreens, carrying a candle which is then lighted from the burning candle in the center of the spiral and placed down along the path on the walk back out of the spiral. The festival begins in darkness and ends brightly lit by the many candles.

Earth Day

April 22. Earth Day is a worldwide festival of honoring our mother, and we can highlight practices of sustainability and gratitude to the ground that supports us. Perhaps planting trees as a community. An important element for an Earth Day celebration could be the acknowledgement of our role as stewards of this our only planet with celebrated themes of conservation and reusing, recycling and reducing. Perhaps someday Earth Day could replace the May Faire, or somehow combine with elements of the May Faire.

Grandparents and Grand-friends Day

Every year the school invites all the grandparents and grand-friends of our students to participate in an event created especially for them. Traditionally, grandparents and grand-friends are given special presentations by faculty and children and a chance to visit their grandchild’s classroom.

May Fair

We celebrate spring each year with our annual May Fair and traditional Maypole Dance featuring our Sixth Grade. The Seventh Grade provides music for the dance, and we invite musical members of our community to join them. The May Fair includes crafts and other activities for children, music, food, and vendors.

Other School Events

Eighth Grade Project Presentations

In the early spring, the eighth grade presents their Eighth Grade Projects. This festive event for eighth-grade parents is open to other members of the community as well, where there are an amazing variety of projects presented orally and visually with care, beauty, and originality.

The Eighth Grade Play

Every spring, the eighth grade presents a full-length play for the wider Santa Cruz community. See spring issues of the website/ E-news for time, venue, and ticket price.

Eighth Grade Commencement

All Santa Cruz Waldorf School families and friends are invited to enjoy our eighth grade graduation, which always includes artistic presentations and words from the graduates themselves.

Appendix A – Governing Structure of Our School

The Santa Cruz Waldorf School has a governance structure that includes faculty, administrative staff, and parents. As a California non-profit organization, the school has a Board of Trustees composed of representatives from the faculty and parents, as well as at-large members from outside this community. In its organizational practice, the school is led by a management team under the direct leadership of the Administrative Director. Pedagogical decisions are made by the Pedagogical Director in consultation with the faculty. All groups and committees work collaboratively, making goals and decisions with the input of other working groups. In a time of increasing complexity, our institution has transitioned from being predominantly faculty-run to an organization that embraces and leverages the expertise of professional administrative staff for the running of day-to-day operations. This structure provides the best opportunity for our school to remain healthy, solvent, and ready to face modern day educational challenges.

Board of Trustees

The Board of Trustees (The Board) is a representative body that includes parents and teachers who make decisions that affect the school and, as such, is responsible for the financial and legal well-being of the school. It is also the legal embodiment of the not-for-profit corporation that is the Santa Cruz Waldorf School Association. The Board may also include at-large members who are neither parents, administrative staff, nor teachers.

Elections for parent representatives are held prior to the school's Annual Meeting, which takes place in March each year. The Board's principal responsibility is to define and revise the school's five-year Strategic Plan and oversee the implementation of the school's long-range development plan. The Board also directs the school's fundraising activities through the Board Fundraising Committee.

The Board of Trustees has these main committees:

The Executive Committee

The Executive Committee is composed of the following voting members: Board of Trustees President, Vice President, Treasurer, and Secretary. The Administrative Director and Pedagogical Director serve on the committee without a vote. The Executive Committee meets at least once a month and addresses ongoing school oversight. The Executive Committee reports directly to the Board of Trustees.

Development Committee

Fundraising is a vital part of our school's existence, because tuition collected does not cover the full operational costs of our school. The Development Committee, mandated by the Board, is chaired by a Board member. This Committee oversees and coordinates the financial aspects of fundraising events such as Annual Giving, and our Spring Forward Farm-to-Table fundraiser.

Marketing Committee

The Marketing Committee's primary function is to ensure the school has a cohesive approach to marketing and communications and to aid in the communication of the school's mission, vision, and values.

School Leadership

Administrative Director

The Administrative Director has responsibility for the management of the school including day-to-day operations, fiscal, legal, health, safety and personnel issues. In addition, the Administrative Director oversees office, administrative and facilities staff. The Administrative Director reports to the Executive Committee.

Pedagogical Director

The Pedagogical Director's primary responsibilities are to ensure that a high-quality Waldorf curriculum is delivered to students. The Pedagogical Director works in collaboration with the Administrative Director to ensure a professional and healthy Administration. The Pedagogical Director leads public outreach, addresses general items of parent concerns and gives voice to the vision of the school.

Management Team

The Management Team is composed of the Administrative Director (Chair), Pedagogical Director, the Faculty Chair and the Board Vice-President. The function of the group is to facilitate communication and coordination of procedures, policies and practices within the school.

Faculty

The Santa Cruz Waldorf School faculty is composed of individuals with varied social, geographical, and educational backgrounds who are united by their commonly held beliefs and ideals in relation to the education of the young and adolescent child. Full-time teachers have studied anthroposophy and Waldorf education, and they continue to study together on a practical and philosophical level during regular study and faculty meetings. The faculty works together to support the school and one another. Beginning teachers receive support and guidance from mentors, as well as from visiting master teachers. Part-time specialty teachers also join in meetings designed to balance intellectual, artistic, and practical endeavors. Together with parents, teachers work on festivals, programs, and committees that nurture and fulfill the ideals of our community. The faculty reports to the Pedagogical Director.

College of Teachers

The College of Teachers, under the leadership of the Pedagogical Director, is responsible for the school's curriculum development, pedagogical policy, program administration, faculty hiring, professional development, and student admissions.

The College also provides a spiritual center for the school and offers both teachers and the community opportunities to develop a deeper understanding of the foundations of Waldorf Education and the philosophies and practices that support healthy child development. The College actively reaches out to the Parents, Administration and Board to inform its decision-making process.

The Family Association (FA)

All parents of students enrolled at Santa Cruz Waldorf School are members of the Family Association (FA). The FA is the principal vehicle for parent involvement in Santa Cruz Waldorf School. The FA enriches the social, economic, and cultural health of the school through its support of class teachers and activities. Members serve on planning committees for all-school festivals, fundraising, and social and educational events. In addition, FA members volunteer in the school's garden and participate in regularly scheduled site-maintenance activities. The Family Association is represented at Board of Trustees meetings by representatives elected at the school's Annual Meeting in March.

The Family Association Council (FAC)

The Family Association Council consists of at least one parent representative from each class and the Family Association Council Chair. While Class Parents focus on supporting their children's class and teacher to build and mobilize an individual class community, FAC

representatives link each class to the greater Santa Cruz Waldorf School community. The FAC brings issues raised by parents to the attention of other school bodies. This group also works to coordinate all-school fairs, events, and fundraising initiatives. The Council seeks to create a healthy, balanced relationship among parents, faculty and the Board of Trustees through a joint commitment to Waldorf education, open communication, and community. All interested parents are welcome and encouraged to attend monthly Family Association Council meetings. A designated faculty member also attends FAC meetings to ensure timely communication between the Family Association and the faculty.

Appendix B – Enrollment and Transfer Information

First-grade Acceptance Policy

Children who are six years of age by June 1st are considered for enrollment in first grade for the following September. While it is an exception for a child who turns 6 after June 1st to be accepted into first grade, the faculty recognizes children develop and mature at their own rate and, therefore, a child's chronological age is only one of the factors used to determine first grade readiness.

During the first grade readiness process, each kindergarten child is assessed in several developmental areas including large and small motor skill development, language development, and social/emotional behavior. Academic readiness is also a factor, as is whether the child's temperament fits well with the other children who will be entering the first grade. Another factor is the peer group/age group that the child is most drawn to in their play and other activities. These assessments are based on the kindergarten teacher's observations of each student within the group setting.

After assessing each student, kindergarten teachers make recommendations to the First Grade Acceptance Committee, which consists of the first-grade teacher, the kindergarten teachers, and a remedial teacher. If during the discussion there is still a question as to a particular child's readiness for first grade, further evaluation is recommended and performed. The final decision for admission into first grade is the responsibility of the First Grade Acceptance Committee. Any questions about a child's grade placement decision can be brought to members of that committee for review.

Children enrolled in kindergarten at the Santa Cruz Waldorf School have first priority for admission to the first grade in the following September. Younger siblings of SCWS grade school students also have preference.

All kindergarten children, whether at Santa Cruz Waldorf School or coming from another school, are assessed for first grade readiness.

Transitioning from Santa Cruz Waldorf School

Through our thorough enrollment process, we work to ensure that your family, your child and the school are a good match. The class teacher and parents meet twice yearly in the fall and the spring for parent conferences. Any questions or concerns should be discussed at this time. Should it become apparent over time that our school is not a good match for your child, you or the class teacher may initiate a conversation to explore this question. The

teacher may refer the child to the Care Group for further exploration (see Committees on page 27). In rare instances, a student's parents, class teacher, and the Care Group might come to the conclusion that our school is not meeting a child's needs. If this is the case, we work together with the student's parents to explore other educational possibilities that will better serve this particular child. If appropriate, the Care Group and/or faculty will hold an extensive child study to better understand the child in question. The faculty always asks for parental permission before performing a child study and parents may be offered the possibility of participating actively with the Care Group during the study.

Withdrawal Policy

Santa Cruz Waldorf School is committed to serving students who are able to work with the curriculum and whose parents support the aims of Waldorf education. Should it become clear that the match is no longer a good one, parents may decide to withdraw a student or the school may decide, in its sole opinion, that parents do not re-enroll a student for the following grade.

If parents are considering withdrawing a student from the school, this serious matter should be a joint decision of the parents, the class teacher, the school's Pedagogical Director and the Administrative Director. Under these circumstances, the parents should submit a written letter of intent to withdraw to the Administrative Director 60 days in advance of the actual withdrawal per our enrollment contract. If possible, any withdrawal should be at mid-year (December break) or at year's end to minimize disruption. In the rare case where the school asks a family to withdraw a child, the 60 days notice is waived.

If a child leaves the school, the Enrollment Coordinator will offer an exit interview to the family. This may be done by phone, Zoom or, if preferred, parents may request a meeting.