

Asheville Waldorf School

Dedicated to Waldorf Education

Inspiring the Whole Child: Head, Heart and Hands

Azalea Campus

27 Balm Grove Avenue

Asheville, NC 28806

(828)575-2557

Magnolia Campus

531 Haywood Road

Asheville, NC 28806

(828)575-2557

Mission Statement

Asheville Waldorf School is dedicated to protecting the sanctity of childhood, igniting a lifelong love of learning, and instilling the strength to feel with compassion and act with moral purpose in the world.

We dedicate ourselves to:

- Developmentally appropriate education which protects the sanctity of childhood
- Academic and artistic excellence
- Honoring children and each individual as beings of Body, Soul and Spirit
- Strengthening our relationship with Nature and commitment to tending all living things

Our intention is to inspire:

- A foundation for independent, creative thought
- A warm heart and reverence for the individual and the world community
- A love for meaningful work and a commitment to moral responsibility
- A sense of joy for the evolving human spirit

Non-Discrimination Policy

In compliance with federal laws, Asheville Waldorf School, Inc. admits students of any race, color, 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 in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs.

**“Here we meet with new resolve, to make our deeds all deeds of love,
which link the Earth to Heaven above.”**

(W. Meuller)

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History of Waldorf Education

In the social and economic chaos that followed World War I, Emil Molt, a German factory owner, called upon his friend, the philosopher, Rudolf Steiner, to formulate a new kind of education. Both men believed that to affect a renewal of human societies, and prevent future wars, education must change. In 1919, the first Waldorf School was opened for the children of the factory workers and the surrounding community.

Fostering truth, goodness and beauty, Waldorf education honors the inner purpose of each child while building moral responsibility. There has never been a more vital time to contribute to the peace of the world.

Today, Waldorf education is the fastest growing independent school movement in the world with over 1000 Waldorf schools worldwide on five continents. In September of 2019 there will be a world-wide celebration for 100 years of Waldorf Education.

Inception and Vision of Asheville Waldorf School

For many years, various groups and individuals in the Asheville area have studied the teachings of Rudolf Steiner, the founder of Waldorf education. In the spring of 2008, a community meeting was held to envision creating a Waldorf School in Asheville. That summer, four members of the Steiner Study Group met to determine actions needed to accomplish this dream. The first step was to give the Asheville community an experience of Waldorf activities. Hence, a parent study group and a handwork group were formed, and the celebration of seasonal festivals began. Our first festival was the celebration of Michaelmas in September of 2008. A yahoo group was created to connect our community and activities with the community at large and other Waldorf-inspired Early Childhood and Homeschool Programs in the area.

In the summer of 2009, eight individuals formed the initiating Board of Directors for Azalea Mountain School. On June 4, 2010, we became Azalea Mountain School, Inc., and were designated as a 501 (c) (3) non-profit corporation. Work then began to find the space for our

first classrooms in Asheville, North Carolina. These are located in a former school building owned by Trinity United Methodist Church in W. Asheville.

In the fall of 2010, we offered our first program, the Morning Garden, one that is Waldorf-based for children from birth through three and a half and their parents. In the fall of 2011, Kindergarten through 4th Grade were added; in the fall of 2012, the 4th Grade expanded into a 5th Grade class. The school's founding vision is to grow into a full Kindergarten through 8th Grade Waldorf School—certified by the Association of Waldorf Schools of North America.

In 2016 we became one step closer toward reaching this goal as the Azalea Mountain School received accreditation from Waldorf Early Childhood Association of North America (WECAN), as a developing member. After inner growth as an organization and a year long self-study, on June 24, 2018, we became an Associate Member of Association of Waldorf Schools of North America. With these accreditations, we were officially able to call ourselves a Waldorf School, changing the school name from Azalea Mountain School to Asheville Waldorf School. We found a second facility to rent two blocks away, growing our school into two campuses: the Magnolia Campus, at Calvary Baptist Church and the Azalea Campus, at Trinity United Methodist Church.

Organization

Waldorf initiatives often do not use a traditional hierarchical governance structure.

Asheville Waldorf School is built on a three-fold model. Three interrelated bodies work together to shape and govern the school; these are the Faculty Circle, the Board of Directors, and the Parent Organization (FFAWS). These three circles meet together within the Anchor Circle to guide the organization. In 2016, Asheville Waldorf School adopted Holacracy for its governance model. Holacracy is a non-hierarchical model of governance that allows for self-management and empowered decision making.

Faculty Circle

The Faculty Circle provides the oversight to the school's curriculum and pedagogical policy, program administration, faculty hiring and dismissal, and professional development. They are also responsible for overseeing the day-to-day activities of the classroom, presenting the curriculum, guiding the festivals, and working directly with the children.

Board of Directors

The Board of Directors is responsible for the legal and financial well-being of the School. The Board is comprised of parents, faculty, and community members. Board Members, along with the School Administrator, Enrollment Coordinator, Faculty Coordinator, and Business Manager, carry out the school's administrative needs and duties. Board members also serve on committees that function to fulfill specific purposes. Currently, there are the following committees: Business, Hiring, Site, Fundraising, Festivals, and Capital Campaign; their Chairs report to the Board on a monthly basis.

The Parent Organization

The Parent Organization, called FFAWS (Friends and Families of Asheville Waldorf School), serves to catalyze and organize active parent involvement in the life of the School. Every parent or legal guardian is a member of the Parent Organization. The Azalea Mountain Parent Organization nominates parent representatives from among its members. One parent representative occupies a position on the Anchor Circle with the right to vote. At the Board's discretion, a second representative may occupy a position on the Board with the right to vote. Together, the FFAWS reps form the leadership for the parent organization. They meet regularly with the Class Parents to plan FFAWS events and activities. The term is one year.

The Anchor Circle

The Anchor Circle oversees the governance and policies of the school. It is made up of the Leadership Team, and additional representatives from the Faculty Circle, Board of Directors, and FFAWS. The sub circles of Faculty, Board and FFAWS are autonomous in making decisions that relate to their area of authority. The Anchor Circle is responsible for decisions that affect the larger school as a whole.

The Leadership Team

The Leadership Team is a three member group (usually consisting of a representative from each of the three circles). The Leadership Team is responsible for human resource tasks, the organizational timeline, and conflict resolution.

School Administrator

The School Administrator is the nexus of communication within the organization of Asheville Waldorf School. The School Administrator has office hours at Asheville Waldorf School and can be reached at (828) 575-2557 for concerns or to make an appointment.

Administrative Team

The School Administrator, Business Manager, Enrollment Coordinator and Faculty Coordinator will meet weekly to oversee the administrative needs of Asheville Waldorf School.

School Campus

It is with gratitude that Asheville Waldorf School, Inc. has a lease agreement for the Azalea Campus occupied by the School from Trinity United Methodist Church, which is located at 587 Haywood Rd., Asheville, NC 28806. Asheville Waldorf School, Inc. has another lease agreement for the Magnolia Campus occupied by the School from Calvary Baptist Church, which is located at 531 Haywood Rd., Asheville, NC 28806. The School and Churches each operate independently under separate authority, and share common space respectfully.

Rhythms of the School

Annual Rhythms

Seasonal Festivals

Throughout the year, we celebrate festivals to connect us with the cycles of nature, establish a yearly rhythm for the children, and strengthen our community. Festivals help us to nourish our souls through the sharing of stories, food, songs and activities linked to the seasons, all expressed with beauty and reverence. In addition to the community-wide festivals listed here, teachers celebrate other festivals in the classroom, including those connected to different cultures being studied or the religious traditions of the students. For a detailed description of our festivals, please see Appendix A.

Birthdays

A child's birthday is a time for celebrating within the class. Every effort is made to celebrate the child's birthday on that very special day. However, were the birthday to fall on a weekend or during vacation time, arrangements should be made for a mutually convenient day. Usually a shared snack is provided by the child's family (with dietary restrictions and preferences provided by the teacher). Kindergarten families are invited to join the class at story time for their child's birthday story, and to share lunch and a special treat with the class. Please do not

send invitations for home birthday parties to the School for distribution; mailing addresses are in the Parent Directory.

Monthly Rhythms

Curriculum

New themes or subjects are taught in three to four week Blocks. The excitement of a new subject sharpens the children's interests, and adds greatly to their unfolding and deepening understanding. At the end of three or four weeks, the heavily worked material "is put to rest," and the next exciting new material is presented. In this way, the child's interest is sparked anew throughout the year. Rudolf Steiner observed that during these rest periods, the child internally works on the new material, so that when they meet it again in the classroom, they have a greater working knowledge of it. This rotational style of teaching new material is unique to Waldorf Education. The basic skills in mathematics, reading and writing are continuously kept alive and practiced throughout the year in all Blocks.

Assemblies

In an effort of uniting our two campuses as one school, Asheville Waldorf School will hold monthly assemblies at the Magnolia Campus for the younger children to observe and enjoy the artistic work of the Grades students.

Early Release Thursdays and Staff Development Meetings

Thursdays of each week will be an early release with dismissal at 2:30 p.m. for Grades and 2:15 p.m. for Rest Nest students. This will not affect the students in our Early Childhood morning classes that release at 12:45 p.m. Aftercare will be available.

Children in both the Rest Nest and the Grades need to be received into their parents promptly. After 2:30 p.m., late fees apply as per the late policy, and the child will go into the Aftercare program.

At 2:45 p.m., the Faculty will gather for their weekly staff development meeting, which includes curriculum planning, study, school business, and artistic development.

Board Meetings

The Board meets monthly, on the first Tuesday of the month at 3:45 p.m.; all Board meetings are open to the community. Committees meet on a regular or as needed basis.

Daily Rhythms

Each day is crafted by the teacher to promote a rhythmical unfolding of the day. This contributes to the rhythms of the week, the month, and the year that encourages learning to take place in a balanced way. A healthy rhythm in the classroom enables children to meet clear expectations of good conduct and behavior.

Class Schedules

Early Childhood Schedules and Rhythms

Daily School Schedule—Nursery and Kindergarten

Drop off begins at 8:45 a.m. School begins at 9:00 a.m., Monday through Friday.

Pick up is promptly at 12:45 p.m., Monday through Friday. A late pick-up fee of \$5 plus \$1 per minute will be enforced with recurring late pick-ups.

Example of the Daily Rhythm for Early Childhood

8:45 – 9:00 Arrival

8:55 –10:00 Outside play/games/walk

10:00 –10:10 Transition indoors

10:10 –10:30 Circle Time

10:30 –11:00 Snack/wash dishes/housekeeping

11:00 –12:00 Indoor free play/daily artistic activities

12:00 –12:10 Tidy up

12:10 –12:25 Lunch

12:25 –12:35 Story/puppet show/Goodbye Circle

12:35 –12:45 Dismissal

Child Release for our Early Childhood Students

Early Childhood students must be signed out and in the care of their parent/guardian no later than 12:45 p.m. The signed “Release Form” signifies compliance with North Carolina law

regarding length of school day for all Kindergarten students. Asheville Waldorf School must maintain compliance with the law that mandates that Nursery and Kindergarten students may be on campus a maximum of four (4) hours per school day. Noncompliance with this law results in fines, and possible closure of our program. Please be aware of this and understand that tardy pick up is not permissible in these Early Childhood programs: Nursery and Kindergarten.

*To reiterate: our current status as an unlicensed child-care center with the Department of Social Services requires that children under our care must not be on the premises longer than four hours each day. It is **extremely important** that parents pick up their children at 12:45 in order for us to remain in compliance.*

If an emergency arises, please call our school office at: 828-575-2557. For safety concerns regarding drop off and pick up at the school, please see the “Arrivals and Departures” section below.

Extended Day Rest Nest

Rest Nest is available for older kindergarteners, ages 5 – 7 years old, from 12:45 to 3:15 p.m. Every Thursday, our Rest Nest program will dismiss at 2:15 p.m. for Faculty development. Led by an Early Childhood teacher, the Extended Day Rest Nest time includes lunch, quiet time (to either rest or process the learning from the day), and outdoor play.

Grades Schedules and Rhythms

Daily School Schedule - All Grades

Drop is from 8:25-8:40 a.m. School begins promptly at 8:45 a.m., Monday through Friday. Pick up is from 3:00 to 3:15 p.m., Monday through Friday.

Daily Rhythm for Grades

8:25 - 8:40 Arrival

8:45 –10:40 Main Lesson

10:40 –11:25 Snack and Recess

11:25 –12:05 Specialty Class

12:05 –12:45 Specialty Class

12:45 – 1:45 Lunch and Recess
1:45 – 2:30 Specialty Class or Extra Lesson
2:30 – 3:00 Reading
3:00 – 3:15 Clean up and Closing
3:20 - 3:30 Dismissal/Pickup

Nature Immersion Days

Nature Immersion Days are Field Trips usually scheduled for every other Friday. Please refer to the school calendar for specific dates. Drop off and pick up times remain the same as for regular school days.

Absences and Tardiness

By promoting regular attendance, we allow the student to experience the unfolding of information in the way sculpted by the teacher. Missing classes puts an extra burden on the child to both catch up and to make up the work, if possible. Beginning each day together is an important part of establishing a positive rhythm and a mood for learning. Tardiness disrupts the formation of this very important momentum. Your child's punctual presence greatly contributes to his or her overall experience within the community of the classroom.

The school day begins promptly at:

8:40 a.m. for Grades

8:55 a.m. for Early Childhood

Attendance records will be maintained as required by State Non-Public Education law.

Please call or text your class Lead teacher by 8:15 a.m. to report absences, late arrivals or pickups, or other pertinent communications. After 8:15 a.m., please call the school office at 828-575-2557 to relay this information. If you have to leave a message, it will be received and relayed to the teacher before the beginning of the school day.

Please report all illnesses, symptoms, and timing of the onset of an illness. (Please see Appendix A for further important information regarding illnesses and “exclusion from school” policy.)

This information is invaluable in caring for your child, and in protecting the other children in the school community.

If you arrive late, you must sign your child in at the school office. Grades parents will wait with their child at the classroom door until the teacher comes to welcome the child. Early Childhood parents will enter the classroom quietly, help the child to put away their shoes, and then guide the child to quietly join in the activity that is under way.

Of course, it is ideal that student absences be kept to a minimum. Please contact either the school office or your child's teacher, when you know your child will be absent from school.

Advance notice is requested, if possible, when a student will be absent from a subject class, an assembly or performance, or festival events.

To assist families in planning ahead for vacations or special appointments, there is a school calendar posted in the office and online with the dates of scheduled school breaks.

All absences and tardies are noted in official attendance records. Excessive occurrences of either will be discussed in teacher-parent communications.

Grades Attendance Policy

Our attendance policy at Asheville Waldorf School has been put in place in order to support the students' experience in the classroom. Our intention is to ensure the greatest continuity of learning that we are able to provide.

With that in mind, after the sixth absence from school, a form letter will be sent home by the administrator to bring awareness that the number of absences is now greater than what our policy of attendance recommends. Upon the tenth absence, a meeting will be scheduled between the parents, the Leadership Team, and the teacher. The goals of this meeting are:

- To understand challenges facing the family
- To discuss the effects of absences on the child's academic and social well being
- To discuss the impact of your child's absence on the health of the class
- To generate creative solutions to support the child's attendance

Upon the twentieth absence from school, the faculty circle will determine whether or not the school is meeting the student's needs.

A student will get credit for a half-day if either:

1. They arrive after 11:25 a.m. and are present for the remainder of the day, or
2. They arrive at 8:45am and are present until 11:25 before leaving.

Tardiness Policy:

The first fifteen minutes of the school day set the tone for the rest of the day. We recommend that the student arrive at 8:30 to have ample time to transition to the classroom and prepare themselves to receive the lesson.

Upon arrival each day, parents or guardians are required to walk their child to the classroom door. Class doors are closed to begin main lesson promptly at 8:45 am. If a student arrives late, then the parent or driver will wait outside the door with the student until such time that the teacher can break from the class activity and let them in. If a parent has children in multiple grades classe, they are asked to wait with their youngest child.

Upon the sixth unexcused tardy from school, a form letter will be sent home by the administrator stating that the student has been late six times and reminding them of the tardiness policy and the importance of being on time. Upon the tenth tardy from school, a meeting will be scheduled between the parents, the Leadership Team, and the teacher to dialogue about how the school can support the family in arriving on time. Upon the twentieth tardy, the faculty circle will determine whether the school is meeting the student's needs.

Morning Care and Aftercare Options

Morning care is available for all enrolled Grades children from 8:00 - 8:30 a.m. at a cost of \$4.00 per morning.

Aftercare is available for all enrolled children ages 5 and older between the hours of 3:30 and 5:30 p.m. Aftercare offers a comforting afternoon rhythm, and a chance for children to “breathe out” without the demands of structured activities. This is a restful contrast after a day of more focused activities at school. Space is provided for creative play both indoors and outside. Occasionally, the Aftercare teacher will lead a craft activity or a game.

- **Aftercare policies:** All school policies outlined in the Parent Handbook also apply to the Aftercare program.
- **Snacks:** Parents are required to send an afternoon snack and water bottle for their child in Aftercare. Snack should include a protein (cheese, eggs, meat, nuts, etc.)
- **Half-days and Early Dismissal days:** Aftercare is available for half-days on the first Friday of the month, and on early dismissal days from 12:45 p.m. - 5:30 p.m.

Fees

- Cost of Aftercare is \$8.50 per hour for the first child, and \$6.00 per hour for siblings.
- Aftercare payments will be expected by the 5th of each month.

Arrears

If outstanding payments for Aftercare become overdue by more than 15 days, the child will not be allowed to participate in Aftercare until the balance is paid. No year-end reports, scholastic records, diplomas, or teacher references will be issued until all bills are paid in full.

Drop Ins

Families wishing to use Aftercare on a drop in basis must register with the school office in person, by email, or by phone by 4 p.m. the Friday of the week before the child will attend. Please provide the name of the child, the days that they will be attending, and the time of pick up, if before 5:30 p.m. Aftercare may be available on shorter notice, but is not guaranteed for children, who have not been pre-registered by the previous Friday.

Cancellation

If a child has been registered for Aftercare, but will not attend, please notify the office as soon as possible. Same day cancellations may be charged up to the full amount of the cost of attendance for that day.

Late pick up fee

Timely pick up of children in aftercare is important. In cases in which the child is not picked up by 5:30 p.m., an additional fee will be charged of \$5 for the first 10 minutes late, and \$5 per minute thereafter. Always call the office at (828) 575-2557, or the Aftercare teacher, when you know there is going to be a delay in picking up your child. If a child remains 30 minutes after the

end of Aftercare, and no direct contact has been received from the parent/legal guardian, the school staff will contact the NC Department of Social Services.

Arrivals and Departures

Arrivals

Azalea Campus: Drop off is from 8:25 - 8:40 a.m. for all Grades students, at the gate to the large play-yard. Parents/guardians will enter with their car from the south driveway, and exit from the north driveway. There will be a staff member from Asheville Waldorf School who will be at the play-yard gate to receive your student. Families who arrive with their student after 8:40 a.m. should park their car and walk the child into the school. Arriving late disrupts the child's and the class's routine.

Pick-up is from 3:20-3:30 p.m. Please come inside of the school building to pick up your child. Children should remain with their parents or caregivers until they exit the school.

Magnolia Campus: Drop off is from 8:45 - 9:00 a.m. via the back entrance. Arrivals after 9:00 shall enter through the front of the building and sign-in at the office. Parking for **drop-off and pick up** at AWS Magnolia Campus will occur at the back parking lot of Calvary Baptist Church. With child in hand, enter the building at the designated back doors (we will need a sign) and escort your child to their classroom, unless otherwise instructed by your class teacher.

From Haywood Rd., turn onto Baker Ave. Calvary has 3 driveways on the right side of Baker Ave. Enter the parking lot through the 3rd drive way (this is the north-most driveway). Exit via the 2nd driveway (it is marked "Exit") onto Baker Ave. or by driving around the east side of the building to exit directly onto Haywood Rd.

Pick-up is from 12:30-12:45 via the back entrance. For early pick-up (before 12:30), enter through the front of the building to sign your child out at the office.

Departures

Parents/guardians will come to the classroom to obtain their child and his/her belongings. It is advised that the child's personal "school cubby" be checked by the parent to assure that necessary items or change of clothes are available for the next school day. Please refrain from

talking about school concerns regarding your child, when your child or others are present. Instead, call or email the teacher to request a time to discuss your concerns or questions. Once the parent or legal guardian has arrived at the classroom, he/she is responsible for the child. If an emergency prevents an on-time departure, please call the school office (828) 575-2557 to notify the Faculty.

Late Pick Up Procedure for Kindergarten and Grades

In cases when a child is not picked up by 12:50 p.m. for Kindergarten, and by 3:30 p.m. for Grades, or 5:30 p.m. for Aftercare (see Aftercare options listed below), a staff member will call the parent/legal guardian. If no direct communication is made, the student's Emergency Contact Sheet will be utilized to call the designated "emergency contact" to request that the child be picked up. After 3:30 p.m., students will be auto enrolled in Aftercare and charged a late fee.

If there is no Aftercare that day, and a child remains 30 minutes after the end of their school day (1:15 p.m. for kindergarten; 4:00 p.m. for Grades), and no direct contact has been made with the parent/legal guardian, the school staff will contact the NC Department of Social Services in regards to transporting the child home.

Fees for Late Pick-Up

A late pick-up fee of \$5 plus \$1 per minute will be enforced with recurring late pick-ups.

Asheville Waldorf School must abide by the NC state laws regarding child-care. All Nursery and half-day Kindergarten students must be signed out, and be in the care of their parent or guardian by 12:45 p.m. each day. State inspectors have the authority to close our programs immediately, if children are not signed out/picked up by 12:45 p.m. each day. Full day Kindergarten and Grades must be picked up by 3:30 p.m. Please call the school office, if you are to be late for pick up.

Visitor and Child Sign-In or Out

All visitors to the school, including parents, coming at times other than morning drop off or afternoon pick up, must come in the front door, not through individual classroom doors. The entrance door at the end of the school building remains locked; however, to enter, ring the bell

to the RIGHT of the door for entrance. All visitors must sign in at the office, and wear a name tag, while in the building. When departing, all visitors must sign out at the office. Anyone picking up a child early, or arriving late will also need to sign in the child at the office.

Child Release

Early Childhood classes are dismissed at 12:45 p.m., and Grades classes at 3:30 p.m. Parents/guardians need to park and come to the classroom to meet the students, as they are dismissed. It is advised that the child's personal "school cubby" be checked by the parent to assure that necessary items or change of clothes are available for the next school day.

Please refrain from talking about school concerns regarding your child, when your child or others are present. Instead, call or email the teacher to request a time to discuss your concerns or questions.

All departing children must be accompanied by an authorized parent, legal guardian, or designated representative. Once the authorized parent, legal guardian, or designated representative has arrived in the classroom, he/she is responsible for the child. If an emergency arises preventing prompt pick up, please call the office at 828-575-2557 to notify the faculty.

Behavior agreements & expectations

Rules of Conduct

In the classroom and at all School and related activities, we agree to foster respect and peaceful cooperation so that learning and relationship can take place in a positive way. The Rules of Conduct are:

- Children obey adults.
- No verbal aggression and no use of swear words or inappropriate language.
- No physical aggression, including hitting or inappropriate rough play.
- No throwing objects that may harm another person.
- No continuous disruptive behavior in the classroom, including tardiness with arrival or departure.
- No running or yelling in the building.

- No damaging or stealing property.
- No chewing gum allowed at school.
- No possession of a dangerous weapon or device, including pocket and Swiss army knives.
- No use or possession of illegal substances, including tobacco.
- No bullying. Bullying is defined as: physical violence and/or threat of physical violence, persistent verbal abuse, prolonged and aggressive exclusion of another from the group activity, intimidation, interference with the property of others, incitement or coercion of others to carry out any of the points mentioned here.
- Teasing is not allowed. Teasing is defined as an expression of hurtful words, gestures or actions that cause hurt feelings, exclusion or alienation. The following are steps to follow in the response to teasing:
 - The child who perceives that he/she is being teased should ask the other child to stop the words, gestures or actions.
 - If that does not prove effective, then the child should immediately tell the teacher. Or, if a child tells his/her parents about a teasing event, we ask that the parent inform the teacher immediately.
 - The teachers clarify the situation and take appropriate action.

We would like to develop a sense of community in which all children can unfold their highest potential in the curriculum and also in relationships.

Playground Rules

Rules for the playground are comprised of those stated above and the following playground-specific rules:

- Children must be supervised in the playground at all times.
- No climbing on the playground fence.
- Children are to stay in playground fenced area or in the pavilion, and are not allowed in the parking lot.
- Children are not to go into the playground, when coming to or leaving school, unless accompanied by a parent or the Aftercare teacher.
- No running with sticks.
- Wrestling, pushing, shoving, and rough-play are not allowed.

- If a ball or any toy goes over the fence, a teacher must be told. Children are not to go over the fence.
- No tying others up with ropes.
- No throwing sharp or hard objects. Only balls should be thrown.
- Dogs are not permitted on the playground.
- Gum is not allowed on school grounds at any time.

After Early Childhood classes are released, parents are welcome to be on the playground with their children. Please be aware that the Grades children will pour onto the playground during their recess periods. During those times, the older children will be expected to be considerate and courteous to the younger children, and all groups will be expected to share the playground equipment. Any disagreement is to be handled by the teachers present.

Incident Reports

If an incident occurs because of behavior problems, the teacher will fill out an Incident Report. If it is deemed necessary for the child to go home, parents will be contacted. Parents will be asked to read and sign the form, when they come to pick up the child.

Rules for School Procedures

Inclement Weather Closings

Asheville Waldorf School will post closings and delays due to inclement weather on WLOS and other local media outlets.

For “one hour delay”, Asheville Waldorf School will operate a hour later:

- Early Childhood drop off will be at 9:45 a.m. Dismissal time remains the same.
- Grades classes will start at 9:45 a.m., with drop off at 9:30 a.m. Dismissal time remains the same.

When inclement weather develops, after the school day has begun:

- Parents will be called by the school staff in the event of an early dismissal.
- If you need to pick up your child early, please call the school office at: (828) 575-2557.

Regarding the Grades' "Friday Nature Learning Days:" If inclement weather at higher elevations prevents safe travel, then the Grades program will be held at the school, ending at 3:00 p.m. To ensure successful communication with all unforeseen changes, please keep the school's office staff up to date with your contact information.

School Closings

Our calendar allows up to four inclement weather closings per year. If there are five or more days cancelled, we will schedule make up days. "One hour delay" days legally qualify as regular school days.

Fire Drills, Lockdowns and Disaster Preparedness

In accordance with North Carolina Non Public Education laws, and Buncombe County School building requirements, fire safety preparedness and monthly fire drills will be conducted. The children will be instructed in basic fire safety during the first week of school, including the procedure of how to exit from the building in an expedient and safe manner.

Parking Lot Etiquette

Azalea Camps: Please enter the parking lot through the south entrance: the one closest to Haywood Road. Asheville Waldorf School has reserved all perpendicular parking spaces at the far end of the parking lot nearest the second entrance. The Trinity United Methodist Church has reserved the parking spaces along the back of the main church building. It is **VERY** important to our relationship with the church that we only use the spaces allotted to the school—*even when we only need to dash in for a moment.*

Magnolia Campus: Please enter at the first entrance of the parking lot, closest to Haywood Road, off of Baker Avenue and proceed to the back of the building to park your car. All Early Childhood families will need to walk their child to the class at the designated meeting place. The parking in the front on the school building should be limited for occasional late drop off and early pick up, when office assistance is required.

Ethics

School Code of Conduct

Asheville Waldorf School seeks to honor and respect all who are part of our community, and to welcome new relationships and diversity in the growth of our community. We seek to create an environment that protects the health, safety and learning of our children, parents, teachers, and the Trinity United Methodist Church & Calvary Baptist church communities, as well as the local Waldorf community, and visitors who take part in our related programs. In the interest of all, it is necessary that parents, children, teachers, and all adults uphold the rules of the school, as model examples to each other and to the larger community. We are the living voice of Waldorf education in Asheville/Buncombe County. The rules apply at the school, at all festivals, study groups, handwork groups, and all other related events.

Our Core Principles

- We agree to be courteous to all, respecting the differences and rights of others.
- We agree not to swear, bully, harass or in any way endanger or harm others, physically or emotionally.
- We agree to treat with respect our own and others' belongings, as well as the property of Trinity United Methodist Church and our neighborhood.
- We agree to respect the learning environment of the School by protecting the sanctity of childhood, while engaging in classroom activities, parent volunteer efforts, and study and handwork groups.
- We agree to bring issues forward in a manner focused on solution, to be timely in arrival and departure, and to maintain positive communication.
- We understand that childhood is a time for the child to learn about the world we live in, and to learn to relate to others. Feelings are strong in childhood, and we encourage children to express themselves in ways that help themselves and others. Anger is a natural feeling, but "people and things are not for hurting."
- We agree to comply with the school dress code.

Confidentiality

Teachers and parents hold in confidence all information about the children. The teachers and administrative staff are charged with maintaining student files for licensing requirements. These files are kept in the school office and are confidential. Parents have the right to inspect and review their child's school records that are maintained by the school.

All communications involving a family's Financial Aid application and associated records are also held in strict confidence. They are only accessible to members of the Business Committee charged with upholding the objectivity and fairness of the Financial Aid award process. The members of the Business Committee have pledged to hold all Financial Aid information in strict confidence. Parents also pledge to hold their financial arrangements in strict confidence, and to refrain from sharing any such information with other parents or friends.

Behavior Policies for the Children

At Asheville Waldorf School, we strive to understand the nature of each child, and create a schedule that allows for an appropriate balance of "breathing in" and "breathing out" activities. The consistency of a daily rhythm allows the child to know, out of habit, what is expected of him/her at any given time. This can eliminate some of the difficulties that could be found otherwise.

Early Childhood

Teachers model ways of resolving issues or conflicts among the children. When required, teachers may use "time in" (instead of "timeout"), a period of time spent working with or helping one of the adults, until the teacher feels that the child is ready to rejoin the class activities. No corporal punishment is allowed.

When it does happen that a child does something to harm themselves, others in the class, or materials in the classroom, our first approach is for the adults to model the appropriate behavior we wish to see from the child. This works well due to the child's instinct for imitation. If one child causes physical harm to another, we will first, address the needs of the "injured" child, and next, redirect the energy of the offending child to that of caring for the other, and then participating in an appropriate, productive task in the class. We may use such phrases as, "Oh, our hands are for hugging and helping hurt friends get their water bottle," and "Now your hands may help set the table for snack" etc. If a child knocks down another's fort, we adults may begin to quietly and mindfully rebuild the fort with love and care for the offended child.

If behaviors become endangering to others or distracting in the event of a focused group activity, a child may be excused from the classroom, with an adult. They might take a walk outside or sit

in the hallway to calm down, and take some "deep breaths" until a sense of contentedness returns. During group play, a teacher may sit and rock a child in the rocking chair, while singing a soothing song or telling a pedagogical story that reflects the events that have happened, and a way of resolving the conflict.

If a child does not respond positively to the above approaches, then the teachers will assess whether the child should go home early to rest, and set up a conference with the child's parents. Daily behavior logs and check-ins may also be utilized to promote communication between teachers and parents. Teachers are constantly observing and assessing children's behavior, and strive to work with each child's parents to envision and hold a complete picture of what is taking place in each child's life, and ways we might collaboratively remedy any situations that arise. Parents can be of assistance by informing teachers of any behavior changes at home that may result in unusual behaviors by their child.

Certain serious behaviors that compromise health and safety may result in a child being sent home from the program. Teachers will exercise discretion and respond appropriately to the age of the child. Behaviors for which a child may be sent home include the following:

- Running away
- Intentionally injuring another person
- Biting
- Repeated teasing and bullying
- Aggressive behavior that results in injury, whether or not it is intentional
- Uncontrollable disruptive behavior
- Repeated refusal of teachers' reasonable guidance.

Grades

Teachers consistently reinforce positive behaviors by modeling exemplary behavior, and by remarking on the positive behaviors that they see in the classroom. For example, "I see that Sara is standing straight and tall." If a student is having trouble controlling their behavior, then the teacher kindly reminds them of the positive way in which they can act. If the challenge persists, then the student may be asked to "take a reminder." The student then takes a moment to themselves, just outside the classroom door. They stand with their arms crossed over their heart and take a deep breath. They may rejoin the class, when they feel they are ready to be a part of

the group. If multiple reminders are needed, then the student may be asked to sit quietly or assist in another classroom. They are welcome to return after an appropriate period of time.

Certain serious behaviors that compromise health and safety may result in a child being sent home from the program. Teachers will exercise discretion and respond appropriately to the age of the child. Behaviors for which a child may be sent home include the following:

- Running away
- Intentionally injuring another person
- Biting
- Repeated teasing and bullying
- Aggressive behavior that results in injury, whether or not it is intentional
- Uncontrollable disruptive behavior
- Repeated refusal of teachers' reasonable guidance.

If a child is sent home, then a conference between teacher and parents will be necessary before the child returns to the program. Most importantly, good communication among teachers and parents is necessary for the well-being of the young child and the class as a whole. Together, the adults can then assess the situation and work together to find ways to help the child express him/herself in more productive ways. Sometimes children can also be helped by changes in diet and daily routines at home. Parents can be of assistance by informing teachers of changes at home that may result in unusual behaviors by their child.

For Both Early Childhood and Grades Children

Teachers reserve the right to request that parents seek outside resources and services when necessary. Teachers will work with parents to collaboratively create an individualized behavior plan that supports the needs of their child, and the class as a whole. *Parents are required to follow through on teacher/school recommendations in the outlined manner decided upon in the behavior plan.* Should parents not comply with the steps outlined in the behavior plan, their child may not be permitted to attend the school until the parents can show their compliance with the plan.

Corporal Punishment

No corporal punishment is allowed in any form at Asheville Waldorf School.

Adult Conflict Resolution Process

Conflict Resolution Process to Enhance Communication and Solve Problems or Concerns:

Conflicts occasionally occur in our School, as they do elsewhere. The goal is to resolve any conflict in the most respectful way possible, one in which each party can learn from the interactions and work toward mutual resolution. As Asheville Waldorf School is a community involving families, faculty, administration and committees, striving for healthy communication is essential—speaking and listening from a wise heart and a caring mind. We can describe what happened, state our feelings about what happened, share our needs in the situation, and make any requests we have to move forward in creating a solution. The following is a guideline for conflict resolution:

Classroom Issue – Communication Process

1. If the issue is classroom specific, involving a teacher, child or pedagogy, first, speak to the respective class teacher.
2. If the issue is not resolved in a timely manner by the classroom teacher, the parent may bring the issue to the Faculty Coordinator (see Asheville Waldorf School Directory), who will make a record of the reported issue. The parent will receive a copy of the report, and a copy is forwarded to the Faculty Circle for resolution.
3. If a resolution is not provided by the Faculty Circle in a timely or satisfactory way, the parent may bring their written report to the School Administrator. A copy of the report will be given to both the Leadership Team* and the parent(s).
4. The parent will be scheduled to meet with the Leadership Team to work towards a mutual resolution. If the issue is not resolved, the Leadership Team will bring the documented issue to the Board of Directors.

*The Leadership Team is composed of the School Administrator, the Faculty Coordinator, and a Community Representative. The ongoing role of the Leadership Team is to facilitate and maintain communication between the Board, the Faculty and the Parents. When individual situations require attention, the Leadership Team investigates and makes recommendations to

both the Faculty Circle and Board of Directors on possible avenues of resolution and opportunities for professional growth.

General Issues – Communication Process

1. General issues, non-classroom related, may be reported to the School Administrator, or in the form of a written letter that is delivered to the school office staff on duty. The office person will forward a copy of the report to both the Leadership Team and the parent(s).
2. The parent will be scheduled to meet with the Leadership Team, with the goal of working towards a mutual resolution. If the issue is not resolved, the Leadership Team will bring the documented issue to the Board of Directors.

All members of Asheville Waldorf School shall follow the same communication process with parents and with each other. Suggestions or requests to improve this conflict resolution process are invited.

The Role of the Parent(s)

The importance of the role of the parent(s) to the success of Waldorf Education cannot be overstated. Teachers depend upon the support of, and a working relationship with the parents, as they strive on behalf of the children. Parents, like the teachers, have an important role to play in creating and maintaining balance in the child's life to best predispose them for receiving the rich curriculum that Waldorf Education offers. This empowering threefold relationship between the parent, the child, and the teacher is integral to the success of Waldorf Education.

The school community also depends on the contributions and participations of the parents in many other ways. The scope of the parent(s)' opportunities and responsibilities is elaborated below.

Parent Meetings

Each year there will be three "*All-Parent Meetings*" scheduled at throughout the school year. *All families are expected to be represented at this meeting.* Plans for the year, school policies, and visions for the future will be explained and discussed. Parents will have the opportunity to meet the Faculty, the School's Board, and other parents, and to raise any questions or concerns they may have.

Parent Opportunities

The school encourages parents to be actively involved at many levels. Asheville Waldorf School depends on, and deeply appreciates, the varied gifts that each family brings to our community.

- **Financial**

The School depends on the active financial participation of parents, who can afford to make it possible for the school to meet its budget each year, as program fees are only a percentage of the total costs of educating the children. The financial model of lower-cost community-based private education depends on contributions above the cost of tuition.

- **Volunteer Hours**

Volunteering is considered part of a parent's contribution to the School. All parents are asked to participate in contributing volunteer hours to committees, work days, festival planning, and fundraising activities. Parents, who generously volunteer, sustain the heartbeat of our School. Teachers will at times reach out to you for assistance with special projects, field trips, and class plays. We thank you in advance for being willing to say, "Yes," when this occurs! The opportunity to sign up for specific roles is available at our Mandatory Parent Orientations. For a more detailed job descriptions of volunteer roles, please refer to Appendix B.

- **Spreading the Word**

The healthy future of our school depends on vital enrollment. Full enrollment is an important form of long-range financial health for the school. Even with an extensive community outreach program, spreading by word of mouth the benefits of a Waldorf education by our present families remains the most effective means to increasing interest in our school.

- **Parent Enrichment Evenings and Open Houses**

These important evenings and events are designed to provide an ongoing education and enrichment of your understanding of Waldorf Education. The Parent Enrichment evenings focus on specific aspects of Waldorf Education. Time is allowed to entertain questions, spend time with your child's teacher, and look over your child's work.

Open Houses provide an overview of the Grades curriculum, as well as invite you to be led through a typical morning circle, which begins the children's day.

Both the Parent Enrichment Evenings and the Open Houses are opportunities to share about Waldorf Education with your friends and families, who might be curious about what Waldorf Education offers. These events are on the school calendar, so plan ahead to attend these valuable times and invite friends to share in the exploration of Waldorf Education.

Parent Responsibilities

Sleep

It is imperative that your child benefit from a full night's sleep. As Waldorf education works extensively with the rhythms in life, it is immeasurably significant that your child has regular sleeping and eating rhythms at home. When children stay up late, and get up early for school, they are not ready to fully participate in the school day, and all it has to offer.

Lunches and Snacks

Please send nutritious lunches for your children. Remember that the day is long, and that the school program is demanding, so your child will need an ample amount of healthy food to sustain them through the day. Also, they need to begin with a hearty breakfast in order to be sustained until snack time. Please do not send candy, soda, or foods high in refined sugar or sugar substitutes.

Nutritious snacks are provided for Early Childhood classes. Snacks include natural juices, whole grains, breads, nuts, seeds, raw fresh vegetables, and on occasion, delicacies prepared by the children in class. Please make sure the School has an accurate list of foods to which your child is allergic and unable to eat.

Grades children need a morning snack. They are usually hungrier at snack time than they are at lunch. Their snack should have variety, and include some form of protein.

Weekends

We recommend that you plan your weekend activities, so that you are home early on Sunday enabling your child to have sufficient time to rest. If your child has had a full weekend of lively, stimulating, and tiring activities, they will need time to rest and recover before Monday morning. Without this time, your child cannot be alert and responsive on Monday morning. The

lesson planned for Monday morning is foundational for the lessons taught the remainder of the week, so it is important that your child is rested and primed to participate fully.

School Attire

The purpose of children's clothing is functional for play indoors and out, in all kinds of weather. Please bring layers of clothing for your child to accommodate a range of temperatures as well as rain. These should include socks, sturdy shoes or rain boots, raincoat, hat and gloves. They will also need a pair of inside shoes to change into for class time. Please mark/identify your child's clothing. The child's clothing should be comfortable and non-constricting, allowing them to move freely in imaginative play.

The appearance of children in class has a definite influence on the work and the social atmosphere. The focus needs to be on the children and the learning activities, not an article of clothing. Teachers reserve the right to decide if clothing causes a distraction in the classroom. Clothing should be well-fitted. The clothing needs to be free of advertising, sports logos, trademarked drawings, superheroes, cartoon characters, and commercial slogans. In Nursery and Kindergarten, clothing should not have any written words on it. Midriffs, shoulders and chests need to be covered (no spaghetti straps, or short tops). No underwear should be visible, including boxer shorts.

Shoes need to have non-slip soles and be suited for running and climbing. Laces should be tied, not dragging. Platform shoes, flip-flops, clogs, slip-ons, crocs, and jellies are not suitable. No beeping watches. No flashing lights. Sunglasses, hats and head coverings (except for religious purposes) are not to be worn in the classroom.

Children younger than Grade 6 are not allowed to have dyed hair, painted fingernails, or to wear makeup. These self-expressions belong to the adolescent years, and are, therefore, not allowed in the younger grades.

Screen Time and Media Recommendations

To support children's optimal learning, families are requested to limit screen time (including television, movies, computers, personal digital assistants and electronic games). The critical but

delicate impulse for free imaginative play is deadened by the constant bombardment of media images from television, movies and video games. Recent studies also show the debilitating and distorting effects of television watching (regardless of content, including so-called "children's programming") on the nervous systems and perceptions of growing children. Studies also indicate the contribution of television watching to learning disabilities. Indeed, the vivid and powerful images in much of today's children's television programming and computer video games override and severely limit the child's naturally occurring imagination and higher-order neural development. Computers, by imposing restrictions and distortions on the still developing emotions, minds, bodies, and egos of preadolescent children, work directly counter to the aims of Waldorf education for children younger than age 14. Therefore, we strongly recommend limiting your child's time with electronic media. Most especially, we ask for no screen time during the school week, including in the morning and the evening before school. Each family's respect for the media recommendation has a far-reaching positive effect on the students' educational and social experiences in our school.

Joining the Waldorf Community

For postings about events open to the larger Waldorf community in Asheville, please join the Asheville Waldorf and Steiner Study Yahoo Group, open to parents, teachers, and community members, who are interested in Waldorf education and the teachings of Rudolf Steiner. This group connects us with other Waldorf-inspired early childhood and homeschool kindergarten programs, which are important to the building of the Waldorf Grades program at our School, as well as parents, who may be interested in learning more about our School. People with interests in Anthroposophy, Biodynamics, Eurythmy, and other Steiner teachings are also welcome to join the group. Azalea Mountain FFAWS also has a private Facebook page.

Health Information

Emergency Information

Each child must have the names and phone numbers of three (3) adults, including parents/legal guardians, whom can be contacted in case of an emergency. In addition, names and phone numbers of the child's physician, dentist and hospital preference must be listed for each child.

- Emergency Police and Ambulance: 911
- Fire Department: 911
- Buncombe County Social Services: 828-250-5500
- Poison Control: 800-222-1222

Injury Procedure

In the event of scraped knees, bruises, slivers, or scratches, the teacher will administer first aid. The school does not administer any topical or oral medication unless written permission is granted by the parent on the emergency form filed in the child's file. In the event of medical emergency, the school will endeavor to contact the parents and will take the child to a hospital emergency service if necessary, as indicated on the Emergency Information card.

Immunization Records

Each child must have a completed health and immunization form on file before being admitted. This is a requirement of the county health department and state law. NC law provides for the following two exemptions:

1. Medical exemption in which a licensed physician certifies in writing that an immunization may be detrimental to a person's health. A form for this is available.
2. Religious exemption in which the parents submit a written statement of their bona fide religious beliefs, and opposition to the immunization requirements, after which the child may attend the School without presenting a certificate of immunizations.

Liability Insurance

All students at Asheville Waldorf School are covered by an accident insurance policy. This is a secondary policy, yet it covers expenses that the family's primary health coverage does not cover. It covers medical expenses for an accidental injury incurred on school grounds or on a school-sponsored activity. While this policy will protect students regardless of their family's health insurance coverage, we strongly suggest a family have a health insurance policy for the medical and financial well-being of your family.

Medications

The School must be notified, if your child is taking any medications. In compliance with North Carolina state regulations, all prescription and non-prescription medications (including homeopathic remedies, aspirin or topical first aid treatment) administered in an educational setting must be accompanied with written consent from the child's physician and parents. Medication authorization forms are available in the office. We can accept such medications only in the original container bearing the original pharmacy label that shows the prescription number, name of the prescription, date filled, physician's name, child's name, and directions for dosage. If the medication is an over the counter medication, then the above information will be required in writing. *There are no exceptions to this rule.* Only certified, authorized persons may administer any medications to the children. All medications will remain in a locked cabinet or box for obvious safety reasons. You may be required to provide a doctor's written permission for your child to return to class following certain illnesses or symptoms. (Please refer to Appendix A for a complete list of Exclusion Guidelines.)

Student Illness Policy

Please report all illnesses, symptoms, and timing of the onset of an illness to the School Administrator. This information is invaluable in caring for your child, and in protecting the other children in the school community. Please do not bring your child to school if she has had a fever of 100 or greater, or has been vomiting in the past 24 hours.

An ill child should be kept at home. Please call the school by 8:30 a.m. on days your child will be absent. If a child becomes ill while at the school, parents will be contacted to pick up their child. Azalea Mountain does not have facilities or staff to care for children, who are too ill to remain in class. At the beginning of the school year, please secure two or three support people, who are willing to care for your child in the event that you are unable to stay home.

Children should remain at home for 24 hours after a fever breaks. Any child who contracts a contagious illness such as measles, mumps, chicken pox or strep throat must be kept at home until the illness is no longer in the contiguous state. Please inform the teacher of the illness, so that other parents can be alerted. A note from your health care provider stating the date your child may return to class is required. Any child who contracts a communicable disease such as head lice, pink eye, impetigo or pinworms must be receiving medical treatment before returning

to class. In the case of head lice, all lice and eggs must be removed from the child's hair after treatment, and before the child returns to school.

For a list of illnesses and symptoms (including further information regarding those mentioned above) to be considered before bringing a child to school, please refer to Appendix C.

School Health Incident: Biting

If your child has been bitten by another child at school, please report incident to your health care provider. This will also be dealt with at the time of the incident by the child's teacher.

Policies

Public Transparency

In the state of North Carolina, Asheville Waldorf School incorporated on May 27, 2010. Asheville Waldorf School, Inc. receives no funding from the State of North Carolina, and is registered with the Internal Revenue Service as a non-profit organization, exempt from federal income tax under section 501(c) (3). Asheville Waldorf School, Inc. serves the public interest as an educational institution, not for private benefit to individuals or organizations. Asheville Waldorf School, Inc. must keep adequate records and case histories to demonstrate that money or property received substantiates program receipts as grants or charity in order to comply with the reporting procedures of the Internal Revenue Service. The mission, activities, finance and governance are available publicly to ensure non-profit compliance. Disclosure rules and procedures are available at www.irs.gov/eo.

Non-Discrimination Policy

In compliance with federal laws, Asheville Waldorf School, Inc. admits students of any race, color, 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 in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Standardized State-Mandated Testing

The NC Department of Non-Public Education Instruction requires Asheville Waldorf School to administer standardized tests in Grades Three and Six to meet the requirements of a non-public school in North Carolina. Asheville Waldorf School will administer the required Third and Sixth grade standardized tests. Students who receive the North Carolina Opportunity Scholarship are also required to take the standardized state-mandated tests every year after third grade.

Child Release Policy

Children will only be released from the school with a parent or guardian for whom the school has written authorization. Persons not familiar to the staff will be asked to show sufficient identification (e.g., driver's license) as proof of their identity. In the case of custody, the enrolling parent must indicate on the enrollment application, who has legal custody, and who may pick up their child. The enrolling parent is also required to provide the school with a copy of a divorce decree or legal guardian decree. A copy of this document shall be placed in the child's file, and like all other documents in this file, shall remain confidential.

In case of emergencies, the school shall release a child to a responsible party. Prior verbal consent must have been given by the parent or guardian. Authorized persons dropping off or picking up the child must still follow all sign-in and sign-out procedures. If, for some reason, an unauthorized individual attempts to pick up a child, the staff will inform him/her of our policy regarding pick up and call the local authorities, if necessary.

Cell Phone Usage Policy

- Please "silence" your cell phones before entering the school building.
- Cell phone use while inside the school building is to be kept to a minimum, and used only for specific school related needs, for example, emergency calls related to illness.
- Communications from parents to faculty members, or to a student are best when directed to and delivered by the school office staff. Please call the school office: (828) 575-2557.
- Students may use the school's office phone, with their teacher's permission.
- Students are not permitted to have electronic devices on the school premises.

- If your child is required to have a personal cell phone, please alert your child's teacher. However, the phone will be kept safe by the teacher, and returned to the parent at the end of the school day.
- If a teacher accepts text messaging to their personal cell phones, replies will be sent during discrete times, such as during breaks or lunch periods. Text-type communications should be limited to logistics during a school day.

Compliance with State Laws Concerning Child Abuse and Neglect

Like doctors, therapists and other professional caregivers, school employees are legally responsible for the well-being of the children in our school and are mandated by North Carolina state law to report any signs of abuse or neglect to a child in our care to Buncombe County Department of Social Services.

Child Abuse Prevention Practices

Asheville Waldorf School is committed to providing a safe environment for children. To carry out this commitment to safety, Asheville Waldorf School sets forth the following

Child Abuse Prevention Practices:

1. Child abuse includes neglect, physical abuse, sexual abuse and emotional abuse.
2. All staff members (teachers, assistant and part-time teachers, staff and volunteers who are at the school 5 days a week) must receive and complete criminal background checks. (See NC General Statute 110-90.2)
3. North Carolina law requires that everyone report suspected child abuse, neglect or dependency. "Any person or institution who has cause to suspect that any juvenile is abused, neglected, or dependent shall report that case to the Director of the Department of Social Services in the county where the juvenile resides or is found." The law makes no exceptions to the reporting requirement, i.e., even in relationships that usually involve confidentiality, including attorney/client, husband/wife, etc. This requirement applies regardless of where the abuse may have occurred, at the child's home or at school. (See NC General Statute 7B-301)
4. At Asheville Waldorf School, it is the responsibility of the individual teacher to make the report of suspected abuse, neglect, or dependency directly to the Director of the Buncombe County Department of Social Services by calling (828)250-5500. The teacher has legal protection under the law from defamation. It is not the duty of the

Board to investigate the situation. Allegations could be defamatory if made public to the Board and are unfounded. When a report is made, the Board President shall be notified. Any person named as an alleged offender in a complaint shall immediately be required to cease contact with children at Asheville Waldorf School, until such time as the Board President deems it appropriate.

5. A representative of the Buncombe County Department of Social Services will meet with the full and part time teachers, staff and parent volunteers to present the NC Child Abuse and Neglect Reporting Law, and to answer questions about the teacher's responsibility. Teachers and staff may be required by the Board of Directors to participate in other training about child abuse prevention.
6. All full time teachers are required, and all part time teachers are encouraged, to maintain First Aid/CPR certification as a condition of their employment.
7. All visitors to the school will check in first at the office, and wear a name tag, while in the school.
8. Parents will sign permission forms for their children to participate in any off campus activity or field trip.
9. Parents will give specific names of those persons authorized to pick up their children from school.
10. Any volunteers, who are not parents, and who work with children on a regular and frequent basis, will have a background check.
11. The Board of Directors will be responsible for annual review and update of these policies regarding child abuse prevention.

Sexual Harassment Policy

It is the policy of Asheville Waldorf School to provide a learning environment free from all forms of harassment, including sexual harassment, and to maintain an environment in which all students and adults are treated with dignity and respect. Therefore, no students or adults will be subjected to sexual overtures or conduct, verbal, visual or physical, which is intimidating, hostile, offensive or unwelcome. Sexual harassment is legally defined as "any unwelcome advances, requests for sexual favors and other verbal or physical conduct of a sexual nature." Such conduct by adults or students is deemed unacceptable behavior and will not be tolerated by the School.

Substance Policy

The Asheville Waldorf School is a smoke-free campus. The Asheville Waldorf School is a drug-free, alcohol-free campus. Weapons are forbidden on campus, including firearms, knives and slingshots.

Financial Policies 2018-2019

The TADS Application Service

Asheville Waldorf School utilizes TADS (www.tads.com) to manage our application, tuition assistance, and billing in a paper-free manner. Any enrollment questions can be forwarded to the school office, (828) 575-2557, for resolution. All personal information regarding the child and family, including financial information, is entered on a secure TADS enrollment web page.

Fees charged by TADS are paid through the TADS website. Once enrolled, payment of all school fees and tuition should be paid through TADS. Utilizing the TADS service ensures that personal information is secure, and handled in a confidential manner.

Application Fee

For each new student applying to Asheville Waldorf School, a \$75 non-refundable application processing fee is due for payment in order to complete the application process in TADS. The Application Fee amount is not adjustable and is only paid once.

Enrollment Fee

The Enrollment Fee is an annual fee paid by all students. This fee covers additional administrative costs, classroom supplies and maintenance. This fee must be paid before a Tuition Agreement can be created. It is paid as part of the enrollment process, and is non-refundable.

Payment of the Enrollment Fee precedes setup of the Tuition Agreement (see below). The fee is as follows:

New Student Enrollment Fee:

- 2-4 day Early Childhood \$400
- 5-day Kindergarten - Grades \$500

Returning Student Enrollment Fee:

- 2-4 day Early Childhood \$250*
- 5-day Kindergarten - Grades \$325*

*Any returning family will be subject to a \$25.00 per student fee discount, if re-enrolled before May 1st.

These payments can be made online through TADS.

Payment of Tuition

Families may choose to pay tuition in one, two, or ten payments. All families are required to complete their Tuition Agreement through TADS, before their child can start school.

Tuition Due Dates

2017 - 2018 School Year: The first payment is due: July 5, 2018.

If paying in two payments, the second payment is due: January 5, 2018.

If paying in 10 monthly* payments, each payment is due on the 5th of each month, beginning July 5, 2017.

* When opting to make monthly payments, a billing management fee of \$45 is payable online through TADS, once the payment plan is established.

Note: Families, who enroll their child(ren) within the first 30 calendar days from the first day of school, will pay the full tuition amount. Families, who enroll their child(ren) after the first 30 calendar days from the first day of school, will pay a prorated tuition amount (as well as a pro-rated Enrollment Fee). However, the Application and Admission Fees are due for all new students, and are not adjustable.

Confidentiality

All School families are expected to keep their personal financial arrangements and transactions in strict confidentiality; particularly, any financial arrangements, that involve Financial Aid.

The School asks that all School families do not discuss their financial information with other School families or the faculty; honoring this request establishes a community of trust, and fosters the greatest respect for each child and family at the school.

The Business Committee and administrative staff are the only parties reviewing financial information, and they will treat it with complete confidentiality.

Tuition Agreements

- Tuition Agreements are created on TADS for the family to review and confirm.
- Tuition Agreements are only considered final after being “set up” and accepted on TADS by the family members that are to be financially responsible i.e., the Agreement “owners.”
- Once a Tuition Agreement has been set up, it constitutes a contractual agreement for the payment of annual tuition by its “owners” to the school.
- In practice any number of people can contribute to the tuition payments on a Tuition Agreement. However, where more than one person is contributing, it is the “owners” named on the agreement that are contractually responsible for it. Any other sources of funds are not legally bound to AMS.
- These Agreement “owners” are each 100% responsible for the obligations under it, that is, they are jointly liable in full.

Financial Aid

Financial Aid at Azalea Mountain is based on need, a balance between the need of the School and the need of the individual family. There is not a fund or an endowment of money from which to draw. Instead, Financial Aid means simply a lower tuition payment, allowing a child to attend the School, who could not otherwise attend. Obviously, there is a limit in the amount of Financial Aid the school can allow each year to be economically sustainable.

The tuition at Asheville Waldorf School is much less than that of other Waldorf schools around the US, yet this tuition, plus Fundraising and Volunteer Work, are all needed for the school to continue to be economically sustainable.

- The School asks families to consider that the payment of tuition is not the purchase of a commodity; rather, it is a contribution to the education of all the children. Hence, all families, who demonstrate that they qualify for Tuition Assistance, are asked to contribute the maximum amount possible, so that all the children will have the best education possible as inspired by Waldorf.
- All families, who wish to be considered for Financial Aid, must submit yearly Financial Aid applications on TADS, and supply all requested documentation. The Financial Aid application should be completed by May 1 of each year.
- Another part of the process of being considered for Financial Aid is that families will have a confidential conversation with members of the school Business Committee to share pertinent details about their financial situation, and their intention to contribute to tuition for the upcoming year.
- Asheville Waldorf School considers Financial Aid, when a family demonstrates need according to full disclosure of information on the TADS Financial Aid application, AND when the family has exhausted all other means of paying tuition. These other means include second jobs, optimizing employment, employment for previously non-working parents, selling a luxury item such as a boat or motorcycle, etc. Other means also include asking grandparents or relatives, who could contribute to tuition payments, to do so.
- Whereas Azalea Mountain will make an effort to accommodate every family, who wants to send their child(ren) to Azalea Mountain, it may not be possible to accommodate every family's unique circumstances.
- Volunteerism is not considered a trade for lowered tuition.
- The Financial Aid application must provide financial information for all parties contributing to the welfare of the child.
- The School uses the information gathered from the TADS application, and from the confidential conversation, to make a Financial Aid proposal to the family.

The Steps in the Financial Aid Process:

1. In completion of the TADS Application for a child to be at the school, the applicant(s) indicates that they will be applying for Financial Aid.
2. The Enrollment Coordinator makes contact with the applicant, and provides information on the School's general position on Financial Aid. The applicant(s) may be invited to

meet with the Business Committee to discuss their financial circumstances in more detail.

3. Applicant then provides all the required information and documentation to TADS. Re-enrolling applicants are expected to complete this by May 1st each year.
4. TADS completes its audit of this documentation, and provides its assessment to the Business Committee of the school. A further meeting with the Business Committee is likely to be required.
5. TADS sends the applicant the school's response to the Financial Aid application.
6. If the applicant decides to proceed with the financial proposal from the school, and all other required fees have been paid, the applicant will then be able to go into TADS and "set up" their agreement with their chosen payment method and payment frequency.

Note: Financial Aid applications will not be responded to by the school, unless an application to join the School has been made, and the student is "accepted" by the Faculty.

Volunteers' Contribution

Each family is required to contribute volunteer hours as needed to provide for the optimal learning environment for the school. All families at Asheville Waldorf School are required to volunteer their services for fundraising, festivals and classroom support.

Volunteerism is not considered a trade for lowered tuition; it is expected from all families.

Volunteer work will include, but not be limited to: participating in the planning and work of seasonal festivals, planning and organizing fund-raising projects, making toys and other items needed for classrooms, doing special projects that arise (such as building playground structures), garden work to support class projects, and volunteering to provide transportation and support during nature-based learning days.

We look forward to sharing the joy of the tasks that the co-creation of Asheville Waldorf School inspires.

Tuition

The Tuition for the 2018- 2019 program year:

Morning Garden (Parent Child): Please contact us for more information.

2-Day Nursery Morning:	\$3240
3-Day Nursery Morning:	\$4550
4-Day Nursery Morning:	\$5660
5-Day Kindergarten Morning:	\$6570
5-Day Extended Kindergarten:	\$8590
Grades 1 - 2:	\$8690
Grades 3 - 4:	\$8800
Grades 5 - 6:	\$8900

Tuition Late Payment Policy

Asheville Waldorf School depends on timely paid Tuition and Fees for the majority of the School's Income. Late payments create extra administrative work, and create financial uncertainty that should be avoided. Extreme circumstances, however, can occur, and if so, direct communication with the office is required.

What to Do if Paying Late

Every endeavor should be made by the responsible party/"owners" to pay tuition on time. However, in the event they know they will have difficulty making payments on time, the following steps should be taken:

- Contact the school office to arrange a meeting with the Business Committee. The purpose of the meeting will be to discuss the situation to see if it can be resolved to the satisfaction of all parties. If proactive action is taken, the School will do its best to find a mutually agreeable way to work with the family. The family must have a plan for payment to present to the School.
- If a payment is five (5) days past due, and a new arrangement has not been agreed to (in writing), TADS will automatically assess a \$50 late fee, and notify the responsible party(s) to this effect.
- If a payment is thirty (30) days past due, and a new arrangement has not been agreed to (in writing), the School will send a letter to the responsible party(s) to remind them of their obligation.

- If a payment is forty-five (45) days past due, and a new arrangement has not been agreed to (in writing), a second \$50 late fee is applicable. The School will continue to make every effort to contact the parents.
- If a payment is sixty (60) days past due, and a new arrangement has not been agreed to (in writing), the family will be required to keep the child at home. Please do not bring the child into school. If a child is brought to School despite this requirement, the class teacher is required to instruct the office personnel to contact the parents for an immediate pick-up. In this situation, tuition and fees are still due, as if the child were in school, but a return to School cannot occur without a full financial reconciliation taking place. See below for the policy regarding the withdrawal of an enrolled child.
- Asheville Waldorf School wants to keep every family in the school community. We all appreciate the striving made by many families to provide their children with an education inspired by Waldorf. Therefore, families are expected to be in contact with the School, if there is an interruption in meeting tuition payments.
- All personal financial information is held as 'confidential' by the School, and is restricted to only those Board members and administrative staff specifically entrusted with it.

Returned Check Fee

There is a \$35.00 charge for all checks made directly to Asheville Waldorf School that are returned. This fee is subject to change without notice. For checks made directly to TADS, please see their policy on returned payments.

Other Fees

There are a number of additional fees for which a family may be responsible such as field trips, books, music, etc. These fees are part of your account balance, and therefore, are subject to the *Policy on Late Payments* along with the \$50.00 late fees and any Bank fees.

Families are also responsible for the replacement cost of any supplies, materials, facilities, or equipment that the student breaks, damages, or wastes.

Withdrawal of an Enrolled Child

In the event that a child is withdrawn during the school year, a Withdrawal Fee will be charged equivalent to 25% of the remaining annual tuition applicable. In addition, all tuition up to and including the effective withdrawal date will be charged.

Written advance notice must be made ten (10) school days prior to withdrawing an enrolled child, and tuition paid for up to and including the last day at school, the effective withdrawal date. This notice must be provided to the office in writing, and state the reasons for withdrawal and the anticipated last day of school.

The withdrawal will be effective as of ten (10) school days from the date of receipt of the letter of intention to withdraw. In the case of an emergency withdrawal or dismissal, parents or guardians must still notify the school in writing as to their intentions.

Parents or guardians will be expected to have an exit interview conducted with a Board member prior to leaving.

Changes in Program Choice

If parents or guardians wish to change their child's attendance commitment from one program to another, a 10-school day notice in writing is required. Changes will be made on a space-available basis.

Refunds

In general, all fees and tuition payments should be regarded as non-refundable.

The Business Committee will consider special circumstances, if they are first presented in writing. The Business Committee decisions on these issues are final.

Arrears

No year-end reports, scholastic records, diplomas, or teacher references will be issued until all bills are paid in full. A student will not be permitted to enter or continue the program, if fees are in arrears for more than sixty (60) days.

Re-enrollment

Normally, existing students have priority over new applicants for the following year. However, the right to reserve positions is not applicable, when more than 60 days of tuition is outstanding, and debts are unpaid beyond the last day of school year, or if Enrollment Fees for the new year have not been paid when required in the TADS enrollment process.

In addition, a student will not be permitted to re-enroll until his or her account is paid up to-date.

Collections

Families are required to pay attorneys' or other fees incurred by the School in the collection of amounts due.

Communications

Email

Communication about school schedules, parent meetings, parent teacher conferences, festivals, etc. will be made by email to the parents. Teachers will send out a minimum of one email per month. Families will also receive a monthly newsletter from Asheville Waldorf School.

The Internet Web Site

The website for Asheville Waldorf School is: www.azaleamountain.org. Please refer to the website for important information and updates.

Appendices

Appendix A: Festivals

For the dates of the festivals each year, please refer to the school calendar.

Michaelmas

Like most Waldorf communities, Azalea Mountain traditionally celebrates the festival of Michaelmas in September. The day is filled with strong imagery such as a fiery dragon being conquered by the heavenly hero St. Michael. The image of Michael doing battle with a dragon

represents our need for strength and courage manifested against our lower, animal impulses at this time of year. In school, the children enjoy games of courage and strength, share presentations, plays, verses and songs, and possibly, may eat a bread dragon! During the beautiful festival, they press apples, watch a puppet show and make seasonal crafts. The purpose of this festival is to celebrate human will, inner strength, courage and initiative. It is this spirit of resolve and inner warmth that we seek to carry with us as we begin the school year.

Lantern Walk

In November, the Lantern Walk celebrates Martinmas, This festival is the middle point between Michaelmas and Christmas; the festival of light of Martinmas fortifies our souls for the darkness of the approaching winter. St. Martin was a soldier in Rome in the 4th century. Legend says that one wintry night he met a poor beggar, half-naked and freezing. On seeing him, the young Martin took his cape, tore the garment in half and covered the poor man to warm him. The following night Martin had a dream in which he saw Christ wearing this same piece of his cape. Martin went on to become the patron saint of beggars and outcasts. He was known for his ability to bring warmth and light to those in need. At Asheville Waldorf School, the children hear the story of St. Martin, sing songs, and as darkness falls, venture out into the night with their lanterns walking along a path lit with glowing luminaries, carefully carrying their lanterns in a mood of quiet reverence. As we journey into the darkest time of the year, it is increasingly important for each of us to kindle warmth and light in our hearts to share with others.

Winter Spiral

The days grow noticeably shorter, the frosty winter nights longer; we all begin to yearn for the light, which so recently illuminated our lives. To symbolize this yearning, each December, the children participate in a Spiral of Light. A spiral path is laid out of green boughs, and stars of gold shine along the path. A single candle in the center of the spiral lights the room. Soft music sets the mood that brings the adults/parents into the room to quietly sit and watch their children walk the spiral path. As each child, one at a time, approaches the entrance of the spiral, they receive a white candle in a shiny red apple, which is carried to the center of the spiral. The Kindergarteners are shepherded by the parents; children in the Grades can go by themselves. Each child lights their own candle from the center candle and then returns outward. On the journey back, they place their candle and apple on a gold star. When all the children have

walked the path, the whole spiral is aglow with lights. The music softly continues, as the children and their families quietly leave the room.

May Faire

May Faire, traditionally held during the first week of May, offers the opportunity for the entire community to come together and celebrate the beauty and richness of the spring season. May Faire is a time for crafts, music, and community gathering. The children learn songs, and how to interweave ribbons dancing around the traditional flower bedecked May Pole. The festival offers a variety of engaging activities for the whole family including music, seasonal crafts, a puppet show, food and the participation of Morris and Garland Dancers.

Appendix B: Volunteer Roles and Descriptions

Festival Coordinators and Assistants

Help organize one of the festivals (Michaelmas, Martinmas Lantern Walk, Advent Spiral, May Faire). Attend regular meetings in the months prior to a festival and help organize parent volunteers for their particular festival.

Festival Volunteers

Sign up for a given festival task and see it through, e.g. publicity, set up, craft, food preparation, clean up, etc.

Work Day Volunteer

All parents are expected to come to at least one Work Day to help! Tasks may include: cleaning, repairing, gardening or building.

Laundry Helper

These volunteers share the responsibility for completing school laundry.

Fundraising

These volunteers help plan and carry out fundraisers for Asheville Waldorf School. We depend on fundraising to cover operating costs.

Field Trip Chaperone

Drive/chaperone for school field trips.

Class Parent(s)

These volunteers help with a variety of tasks including, but not limited to:

- Welcome families and serve as a community member of the Parent Body. Get to know families and help facilitate development of the community within the school community.
- Create a phone tree for class families.
- Serve as a liaison between parents and teachers, helping to keep open, clear and warm communication among parents and teachers. Help facilitate Parent Evenings and provide information to parents
- Coordinate field trips.
- Serve as hospitality coordinator (sharing snacks for Parent Evenings or enrollment events).
- Help recruit parents for volunteer roles and support them in those roles.

Participation on a Committee

These volunteers serve as members of a committee, such as the Fundraising Committee (whose purpose is for raising the funds to meet the annual operating budget), the Site Committee (whose purpose is to locate a Site for temporary, additional or permanent space for the School), and the Capital Campaign Committee (whose purpose is to hold the Vision of the School's future permanent location, formulate ideas, organize the structures, and motivate the school community to support the Capital Campaign, which will provide the funds to realize the vision). Committee members are parents, who enjoy brainstorming, creating ideas, formulating plans, encouraging others, and working with fellow parents to achieve a committee's goals.

Appendix C: Illnesses and Symptoms

Exclusion Guidelines: When to Keep Your Child at Home

Children frequently become mildly ill. Deciding whether to keep your child at home, or deciding when your child should be sent home from school, because of illness, can be difficult. It is important for parents and staff to discuss what observations have been made, and agree on a plan of action. It is important for parents to have contacts, whom can be called and relied upon,

to pick up a sick child in their absence. Asheville Waldorf School is unable to care for sick children.

Parents should contact the school, when their child is sick, and describe the illness and symptoms. If a health care provider makes a specific diagnosis, particularly one regarding an illness that could be contagious (such as strep throat, pink eye etc.), inform the school staff, so that other families can be alerted.

Asheville Waldorf School's health policy does not allow children to attend school, who have open sores that cannot be covered or sores in the mouth with drooling.

There are three main reasons to keep (exclude) ill children from attending school:

1. The child does not feel well enough to participate in usual activities (such as extreme signs of tiredness, unexplained irritability or persistent crying).
2. The child requires more care than program staff is able to provide without affecting the health and safety of the other children and staff.
3. The illness is on the list of symptoms or illnesses for which exclusion is necessary.

Children with the following symptoms or illness need to be evaluated before attending school or participating in its related activities. Listed below are illnesses and their varying levels of symptoms. "Yes" describes symptoms that require a child to remain home or be "excluded." "No" describes symptoms or situations in which it is permissible to attend School.

Asthma:

No: Children with asthma can be cared for at school with the proper authorization for treatment, and a written health care plan.

Chickenpox (Varicella)

Yes: Until blisters have dried and crusted (usually 6 days)

Conjunctivitis/Pink eye with discharge

Yes: Child should be examined to determine if it is viral or bacterial.

- With bacterial conjunctivitis, once treatment has been used for 24 hours, the child is no longer considered contagious, and can return to school.
- With viral conjunctivitis, the child can be contagious for a week or more, and needs to remain home.

If your healthcare provider decides not to treat your child, a statement is required stating the diagnosis, and that the discharge is non-infectious (ex: allergy related).

Coughing and croup: Any severe, uncontrolled coughing or wheezing, rapid or difficulty breathing

Yes: Medical attention is necessary.

Coxsackie virus: hand, foot and mouth disease

Yes: As long as there are open sores that cannot be covered

Diarrhea: stools that are watery and frequent

Yes: Diarrhea that is not contained by the child's ability to use the toilet.

No: A child can attend, if diarrhea is determined to not be from illness, e.g., from antibiotics or food sensitivity, and can be contained as discussed above.

Fever

Yes: Any child with a fever of 101 Axillary (under the arm) or above will be excluded.

Yes: A fever of any degree that is accompanied by behavior changes and other symptoms of illness

Yes: When due to fatigue, and the child would be unable to participate in the usual activities, and require more care than the staff is able to provide.

Fifth's disease

No: By the time the rash has appeared, the child is no longer contagious. Pregnant staff in direct contact with the child can check with their own health care provider.

Head lice

Yes: Until after first treatment, and the child is nit and sore free.

Hepatitis A

Yes: Can return with a note from the health care provider, and when able to participate in usual activities.

Herpes

Yes: If area is oozing, and cannot be covered (example: mouth sores)

Impetigo

Yes: Until after 24 hours following the beginning of treatment

Rash with fever

Yes: Seek medical advice. Any rash that spreads quickly, has open, weeping wounds, and/or is not healing should be evaluated.

Note: Not all rashes require exclusion, but some may require a note from the health care provider with a diagnosis and statement that rash is not contagious

.

Respiratory or cold symptoms:

Yes: During the beginning of cold symptoms when there is excessive sneezing and constant watery drainage, and perhaps a fever. At this point it is difficult to distinguish between a cold or flu, so the child should be excluded.

- **Mild:** Stuffy nose with clear drainage, mild sneezing and mild cough.

No: These symptoms may relate more to allergies, or the end of a cold. The child may attend, if able to participate in all usual activities, and nasal drainage can be controlled.

- **Upper respiratory complications:** Large amounts of yellow/green nasal discharge and other symptoms.

Yes: Seek medical advice. Child may return, when symptoms have improved or with a note from the health care provider.

Ringworm

Yes: May return after treatment has started. Area must remain covered for the first 48 hours.

Roseola Infantum

Yes: Seek medical advice. A child with a rash and no fever can return to school with a note from the health care provider.

RSV: Respiratory syncytial virus

Yes: Although frequently only a mild infection, RSV is highly contagious. See <http://www.ncbi.nlm.nih.gov/pubmedhealth/> for more information.

In relation to RSV: As Asheville Waldorf School cares for young children, whose immune systems may not be fully developed and more susceptible, please keep your child at home. A note from the medical provider is required to return to school.

Scabies

Yes: The child must be excluded until judged to be no longer contagious, as scabies is highly contagious. Parents are advised to consult a health provider regarding treatment of scabies, and articles used by child, as well as length of period of contagion.

Strep throat

Yes: For 24 hours after treatment has started. The child may return when there has been no evidence of a fever for 24 hours.

Vaccine Preventable Diseases

Especially the following: flu, measles, mumps, pertussis and polio.

Yes: Until judged not infectious by health care provider. Returning requires a note from the health care provider.

Vomiting: Observe for other signs of illness and for dehydration.

Yes: With 2 or more episodes of vomiting in the past 24 hours, the child should be excluded until vomiting resolves

No: If it is proven noninfectious and is controllable within the setting. The child is able to participate in usual activities.

Yeast infections

Yes Oral thrush requires a note of clearance, especially for kindergarteners sharing toys with other children.