

Parent Handbook

2023-2024

Da Vinci Waldorf School
150 W Bonner Road
Wauconda, IL 60081
847-526-1372
davinciwaldorfschool.org

WELCOME

Welcome to Da Vinci Waldorf School! We are delighted you have chosen Waldorf education for your child and grateful for the trust you have shown us by placing your child in our care. Our hope is that this Parent Handbook will serve as an information resource and guide throughout the school year.

DA VINCI WALDORF SCHOOL MISSION STATEMENT

Da Vinci Waldorf School teaches children to embrace learning through a developmentally-appropriate, multidisciplinary, experiential curriculum which leads to clear and critical thinking, ethical and compassionate actions, and the ability to make a difference in the world.

“Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives.” — Rudolf Steiner

Vision Statement

At DaVinci Waldorf School, we seek to build a vibrant, healthy, and trusting community and create shared ownership of the educational integrity for our children. We will develop innovative resources to achieve our own sustainability and contribute to the wider community.

TABLE OF CONTENTS

Click any topic to jump to the corresponding section.

1 GENERAL INFORMATION	6
1.1 HISTORY	6
1.2 WHAT IS ANTHROPOSOPHY?	7
1.3 SCHOOL HOURS	7
2 COMMUNICATION	9
2.1 BASIC PRINCIPLES	9
2.2 COMMUNICATION FROM PARENTS	10
2.3 COMMUNICATION FROM THE SCHOOL	11
2.4 A PATH TO CONFLICT RESOLUTION	13
3 YOUR CHILD’S EXPERIENCE: SCHOOL LIFE	17
3.1 EARLY CHILDHOOD (EC)	17
PARENT-CHILD PROGRAM	17
PRESCHOOL-KINDERGARTEN	17
Program Structure	18
Class Placement	19
First Grade Readiness	19
EXTENDED DAY & AFTER SCHOOL CARE	19
3.2 GRADE SCHOOL	19
TEACHING THROUGH THE ARTS	19
WALDORF GRADE SCHOOL CURRICULUM	20
SUBJECT LESSONS	22
COMBINED CLASS SUPPORT	22
THE CARE GROUP & EDUCATIONAL SUPPORT	22
Working With Outside Therapists and Supports	23
4 SCHOOL EVENTS AND FESTIVALS	24
About Photographing and Recording Events	24
4.1 COMMUNITY FESTIVALS	25
FALL FESTIVAL	25
MARTINMAS LANTERN WALK	25
KINDERMARKET	25
MAYFAIRE	26
4.2 IN-SCHOOL FESTIVALS	26
MICHAELMAS	26
HALLOWEEN	26
Costume Guidelines	27
ADVENT GARDEN	27
ST. NICHOLAS DAY	27
SANTA LUCIA DAY	28

CANDLEMAS	28
4.3 SCHOOL EVENTS	28
CHRISTMAS PAGEANT (may be altered for 22-23)	28
MUSICAL PERFORMANCES	29
Student Attire for Musical Performances	29
CLASS PLAYS	29
ASSEMBLIES	29
5 POLICIES, RULES, HEALTH & SAFETY	30
5.1 TUITION, ADMISSIONS, AND ENROLLMENT	30
AGE REQUIREMENTS & READINESS	30
ADMISSIONS APPLICATION PROCESS	30
TUITION/FEE PAYMENT AND REFUND POLICY	31
ADMINISTRATIVE HOLD ON ACADEMIC RECORDS	32
CONTRACT AMENDMENTS FOR EARLY CHILDHOOD	32
PAYMENT PLANS	32
RE-ENROLLMENT PROCESS	33
RETURNING STUDENTS FOLLOWING WITHDRAWAL	33
5.2 FINANCIAL AID POLICY AND PROCESS	34
FINANCIAL AID APPLICATION PROCESS	34
5.3 HEALTH AND SAFETY POLICIES	35
5.4 EMERGENCY NOTIFICATION	35
5.5 STAYING HOME FROM SCHOOL	35
5.6 SCHOOL CLOSINGS	36
5.7 HEAD LICE	36
5.8 MEDICATION AT SCHOOL	36
5.9 COLD WEATHER POLICY	37
5.10 CLOTHING POLICIES	38
5.11 SEASONAL CLOTHING	39
5.12 SOCIAL AND BEHAVIORAL POLICIES	39
OUTSIDE RULES	41
INSIDE RULES	41
FOR PARENTS	42
TRIP CHAPERONE POLICY	43
5.13 DISCIPLINARY POLICIES AND PROCEDURES	44
DETENTION	45
SUSPENSION	46
DISMISSAL FROM SCHOOL	46
5.14 DVWS ANTI-BULLYING POLICY	46
POLICY STATEMENT	46
CODE OF CONDUCT	47
BULLYING	47
CYBERBULLYING	49

CONSEQUENCES AND APPROPRIATE REMEDIAL ACTIONS	50
REPORTING PROCEDURES	50
INVESTIGATION	51
DETERMINATION OF SCHOOL’S SCOPE IN A REPORTED ACT OF BULLYING	51
RESPONSE TO AN INCIDENT OF BULLYING	51
CONSEQUENCES FOR REPRISAL/RETALIATION OR FALSE ACCUSATIONS	52
REVIEW OF POLICY (last reviewed 2023)	52
POLICY PUBLICATION	52
5.15 ATTENDANCE, PUNCTUALITY, and ABSENTEEISM	53
ATTENDANCE	53
PUNCTUALITY	53
ABSENCES	54
5.16 DROP-OFF AND PICK-UP PROCEDURES	54
DROP-OFF	54
Early Childhood	54
Grade School	54
Parking Lot Safety	55
Accessible Parking	55
PICK-UP	55
Early Childhood	55
Grade School	56
Pets	56
Carpools	56
5.17 LATE PICK-UP POLICY	57
5.18 BEFORE SCHOOL CARE, EXTENDED DAY AND AFTERCARE PROGRAMS	58
BEFORE SCHOOL CARE	58
EXTENDED DAY	58
AFTERCARE	58
AVAILABILITY	58
SIGNING UP	58
PAYMENT & POLICIES	59
6 FAMILY AND SCHOOL IN EDUCATIONAL PARTNERSHIP	61
6.1 EVENTS REQUIRING PARENT ATTENDANCE	61
PARENT ORIENTATION / BACK-TO-SCHOOL NIGHT (adults-only event)	61
PARENT-TEACHER CONFERENCES (adults-only events)	61
CLASS MEETINGS (adults-only events)	61
CURRICULUM NIGHTS (adults-only events)	62
6.2 ASSESSMENTS & REPORTS	62

CHILD STUDIES	62
7 BRIDGES BETWEEN HOME AND SCHOOL	63
7.1 RHYTHM	63
7.2 FOOD	64
7.3 BIRTHDAY INVITATIONS	64
7.4 TOYS	64
7.5 PLEASE LEAVE THESE THINGS AT HOME	65
7.6 MEDIA GUIDELINES	65
8 COMMUNITY SPHERES & DVWS GOVERNANCE	69
8.1 PARENT INVOLVEMENT	70
SCHOOL DECISION-MAKING	70
PARENT VOLUNTEERING	70
8.2 ORGANIZATIONAL AGREEMENTS	72
8.3 COMMITTEES AND GROUPS	73
SCHOOL EXECUTIVE COUNCIL (SEC)	73
BOARD EXECUTIVE COMMITTEE (BEC)	74
PROFESSIONAL DEVELOPMENT COMMITTEE (PDC)	74
CARE GROUP	74
PARENT TEACHER ORGANIZATION (PTO)	75
FINANCE COMMITTEE	75
DEVELOPMENT TEAM	76
9 GIVING AND PARTNERING	77
9.1 CHARITABLE GIFTS	77
THE GIVING CIRCLE	77
COMPANY MATCHING GIFTS	77
9.2 PARTNERED FUNDRAISING	78
RAISERIGHT raiseright.com	78
BOX TOPS FOR EDUCATION	78

1 GENERAL INFORMATION

1.1 HISTORY

DA VINCI WALDORF SCHOOL began in the spring of 1998, when a small group of mothers met in search of an alternative education for their children and found a common connection to Waldorf education. The group was fortunate to connect with an experienced and gifted Waldorf early childhood teacher. The school started with the name Water's Edge School with one preschool class per week. The program quickly grew to several classes per week, and the following year Parent-Child classes were added. In 2003 the school opened the "One Room Schoolhouse," a mixed-age grades program. The school launched its first Grade 1 in the fall of 2005. In 2012 the school's name was changed to Da Vinci Waldorf School to reflect Leonardo Da Vinci's passion for the union of science and art. The school continues its process of receiving Associate school status with the Association of Waldorf Schools of North America (AWSNA).

WALDORF EDUCATION has its beginnings in the teachings of scientist and philosopher Rudolf Steiner (1861–1925). In his spiritual-scientific research, he presented education as an art. In this approach, children learn through their enthusiasm for life and the awakening of their will. They are inspired to use their minds by the force of their will, directed from their heart. Learning is an experience for and of the whole child.

In a Waldorf school, the goal is to awaken the true potential of the human being: clarity and creativity in thought and expression; balance and compassion in feeling; and conscience and initiative in action. This school strives to support families in raising confident, responsible, thinking individuals in a community nurtured by parents and teachers alike.

Waldorf education is a journey toward freedom. We want to see young people ready to cross the threshold into adulthood,

knowing they can bring all the gifts of heart and mind, imagination and discipline to whatever purpose and direction they choose to impart to their lives.

1.2 WHAT IS ANTHROPOSOPHY?

"Anthroposophy is the path of knowledge which leads the spirit in the human being to the spirit in the universe." —Rudolf Steiner

The term “Anthroposophy” comes from the Greek anthropos-sophia or “wisdom of the human being.” Steiner once said this term should be interpreted to mean, quite simply, “awareness of one’s humanity.” Steiner believed that through study, meditation, and practiced observation, one brings about the awakening of the human being to one’s own inner nature and the spiritual realities of outer nature and the cosmos. The awareness of these relationships brings a greater reverence for all life. This investigation, known as Spiritual Science, is a complement to the Natural Sciences.

Anthroposophy is the foundation on which Waldorf education is built. It offers insight into the human condition and the natural world, out of which the Waldorf curriculum developed. Anthroposophy is not taught in the Waldorf schools; it is the guiding beacon that inspires educators and parents. Steiner’s focus in his many books and more than 6,000 lectures is on the recovery of human dignity, freedom, and wisdom.

1.3 SCHOOL HOURS

All classes begin promptly at 8:30 a.m. Doors open at 8:20 a.m. Please see [section 5.16](#) for instructions for pick-up and drop-off.

Before School Care:	7:30 am and 8:00 am drop-off Registration required
Preschool/ Kindergarten (3, 4, or 5-day)	8:30 a.m. - 12:30 p.m. M - F
Extended Day (for Early Childhood)	12:30 p.m. - 3:30 p.m. M - F
Aftercare	3:30 p.m. - 6:00 p.m. M - F Registration required

**Grades
Office**

8:30 a.m. - 3:30 p.m. M - F
8:00 a.m. - 4:00 p.m. M - F
during the school year;
summer and holidays by appt.

2 COMMUNICATION

*The healthy social life is found
When, in the mirror of each human soul,
The whole community finds its reflection,
And when, in the community,
The virtue of each one is living.*
- Motto of Social Ethic, R. Steiner

Da Vinci Waldorf School is committed to positive adult communication that models a civil society for our students. Email, voicemail, texting, social media and a fast-paced lifestyle present new challenges to effective and civil communication. All communication should foster mutual respect and a climate in which different perspectives are heard and valued. On school grounds, all adults should extend respect and courtesy to one another to support a healthy social community. All interactions, large or small, should build a healthy environment for student learning and serve as role models of adult behavior.

2.1 BASIC PRINCIPLES

Raise concerns with the appropriate person(s) (see [section 2.2](#)).

- Always go first to the person with whom you have a concern rather than processing it first with others.
- Please bring concerns as soon as they arise.
- Please bring sensitive questions or concerns in a face-to-face conversation. If this is not easily achievable, a phone call is the next best thing. **Please do not use email to discuss concerns.**
- Use good judgment about when and where to address your concerns, especially around children. Schedule appointments. Put concerns in writing and request a meeting. Avoid stopping teachers and board members during pick-up, drop-off, in the hallways, or on the play yard.
- Demonstrate public support of one another. Convey the message that parents and teachers are on the same team.
- Do not engage in negative comments or gossip anywhere on school grounds.

2.2 COMMUNICATION FROM PARENTS

Da Vinci Waldorf School has a protocol of communication designed to keep parents informed and address their concerns and questions. When a parent has a question or a problem, or is involved in a conflict, it is important to know how to seek resolution or to get simple answers.

If you have a general question about the school: You can always ask any of the administrative team in the office or your child's teacher.

If you have a question about your child: Please speak directly with your class teacher regarding concerns about your child's education or experience in the classroom. If you are unsatisfied after discussing and trying to mutually resolve a situation with the teacher, you may address your concerns in writing to the Faculty Chair and/or to the Grades or Early Childhood (EC) Chair.

If you have a question about your child's teacher: It is through honest and direct discussion that a healthy social community is built. Please, first communicate directly with the teacher. If your concerns continue, address the Faculty Chair or appropriate level chair by letter or email as described above. Every effort will be made to facilitate an open and respectful process for working through any challenges or concerns.

If you have a proposal: Proposals that need Faculty input must be given to the Faculty Chair, who will put the proposal on the agenda for review. In general, proposals are formed within a school committee or group. If an individual parent wishes to present a recommendation or proposal to the Faculty, please contact the Faculty Chair, who will route it to the appropriate committee.

If you want more information about Waldorf Education or Anthroposophy: In general, you can ask your child's teacher. We strongly encourage you to attend Class Meetings, Parent Evenings, book studies, and festivals to deepen your

understanding of this unique curriculum. A helpful website is the Association of Waldorf Schools of North America (AWSNA) site, waldorfeducation.org.

If you have a tuition or finance question: Many questions regarding tuition, enrollment contracts, financial aid, and related financial matters may be answered in this handbook or through inquiring in the school office. Should you wish to direct issues/questions directly to the Finance Committee, please write to the Committee, place your letter in an envelope marked “Finance Committee,” and give it to the Administrator.

If you have a question about the Board: Questions about Board organization, responsibilities, or agenda items should be submitted in writing to the Board Secretary. Please place your letter in an envelope addressed to the Board Secretary and give it to the office. Board meetings are open, except for certain executive sessions. Board meeting minutes are available for viewing upon request.

When you want to volunteer: There are many opportunities to help the school, including classroom assistance, repairs, festival assistance, and more. Please read the Newsletters for upcoming events, PTO activities and online signup opportunities. Please see the [Parent Volunteering](#) section of this handbook. The school’s backbone is the parents and their willing spirits.

2.3 COMMUNICATION FROM THE SCHOOL

DVWS attempts to keep parents informed in a variety of ways. Your responsibility is to check your email, parent mailbox, check your grade school child’s “take home” folder, and to attend all class meetings and all-school meetings.

Class of....@davinciwaldorf.org

Group lists will be created by graduating class (Class of 2023) for teachers, administration and room parents to communicate more easily with specific groups of families. These will be for 1-way communications from the school to our parent community.

Da Vinci Waldorf Newsletter

The Da Vinci Waldorf Newsletter is our twice weekly email newsletter. In it you will find school announcements, upcoming events, community classifieds, alumni news, and more. If you have any questions, contact Morgan Branson - mbranson@davinciwaldorf.org.

Website & Da Vinci Waldorf Online News

Our school website, davinciwaldorfschool.org has it all. Click “NEWS” at the top of any page to read current notices, email newsletter archives, community classifieds, alumni updates and more, all in one place. The website is the best place to learn about our school, Faculty, Staff, and Administration, find resources on Waldorf Education, keep track of current happenings, and view our live calendar. Please visit often.

School Calendar

The school calendar is available electronically on our website, printed and passed out at the beginning of the school year, and a link will be shared to each parent email address that can be used to display the calendar on smartphones and electronic calendars: <https://calendar.google.com/calendar/b/2?cid=ZGF2aW5jaXdhbGRvcnZAZ21haWwuY29t>

School Closings

In the event of a school closing, the school uses the website emergencyclosingcenter.com to post updates. You may subscribe to receive alerts from this site if our school posts a closing. If snow is falling or it is very cold, please check emergencyclosingcenter.com for the most current information. You will also receive an email from school if there is a closure.

In the event of a pandemic emergency, school closures may be determined at the discretion of the school, based in part on requirements and recommendations by Federal, State or Local

officials. Every attempt will be made to move toward the ongoing delivery of our educational program and require faculty and staff to engage in alternative methods of teaching (i.e. changes in school day practices, physical distancing and use of protective equipment, staggered or alternate school days to reduce density, mandatory or voluntary distance learning involving, among other items, packets, online instruction, newsletter resources etc.). Additionally, students, parents and other guardians, faculty and staff will be expected to adhere to the approved guidelines for working in the building in the event they are altered due to the needs of the health concern.

Take Home Folders

ALL grades students will have a “take home” envelope. Please check this daily and use it to send and receive communications to and from school.

2.4 A PATH TO CONFLICT RESOLUTION

Conflict has the potential to arise in any community. At Da Vinci Waldorf School, we strive for healthy resolution of conflicts and grievances which are represented in the virtues of an “**I and Thou**” approach. We view this process as an opportunity for growth. This communication protocol is continually being reviewed and honed by all areas of school governance.

Steps towards conflict resolution:

1. Speak with the person with whom you are having a conflict or grievance first. We recognize that this can be difficult or not possible. If it is the case that you are uncomfortable speaking directly with the person with whom you are having a conflict, continue to step two and contact our faculty chair or Administrator for help in processing the issue and considering how to proceed.
2. If speaking with the party involved does not bring resolution or you are unable to do this, please contact our faculty chair or Administrator. A mediator will be arranged to facilitate

communication and resolution. If needed or appropriate, an outside mediator will be arranged to facilitate resolution.

3. If needed or appropriate, a larger Resolution Circle will be gathered to inquire into the issue and work toward resolution. The Resolution Circle is a process in which everyone immediately impacted by a situation comes together to seek a resolution. The Resolution Circle is currently a work in progress.
4. In all aspects of the path towards resolution, confidentiality of all members involved in the conflict will be honored. All members of our community will remain included and respected in this process.

“There is a crack in everything, that's how the light gets in.”
-Leonard Cohen, Poet and Songwriter

Conflict 101

- A conflict is more than just a disagreement. It is a situation in which one or both parties perceive a threat (whether or not the threat is real).
- Conflicts continue to fester when ignored. Because conflicts involve perceived threats to our well-being and survival, they stay with us until we face and resolve them.
- We respond to conflicts based on our perceptions of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs.
- Conflicts trigger strong emotions. If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully.
- Conflicts are an opportunity for growth. When you're able to resolve conflict in a relationship, it builds trust. You can feel secure knowing your relationship can survive challenges and disagreements.

Key elements for our conflict resolution path:

1. We need to hear everyone's perspective.

2. Everyone will be respected and the process will be confidential. All are expected to uphold confidentiality.
3. Clarity is essential. Notes will be taken during meetings, so the group can clearly document what next steps need to be taken as a result of the conversation.
4. We will keep our love for the child/children in focus. The best interest of all children is foremost in all deliberations. We will not involve children and will protect them without interfering with the school experience or pedagogy.
5. If a complaint comes to the wrong person, we will strive to redirect to the proper person to minimize how many people become “involved.” We will not speak about this issue on school grounds in presence of others (i.e. playground, parking lot, hallways) and remain sensitive to all involved.
6. Listening to others is the key to positive conflict resolution...seek to understand. It is important that we all work together well if the children are to receive the maximum benefits from their Waldorf education. An interest in others’ points of view and sensitivity to their feelings is a key part of a healthy conflict resolution process.
7. Everyone is expected to behave as a mature adult.
8. We will follow this conflict or grievance through to resolution.
9. We will refrain from viewing the situation as a competition, where one has to win and one has to lose. We will strive for all involved to be in agreement with the solution.
10. We will focus on areas of common interest and agreement, instead of areas of disagreement and opposition.
11. We will not jump to conclusions or make assumptions about what another is feeling or thinking.
12. We will listen without interrupting and ask for feedback if needed to assure there is a clear understanding of the issue.
13. We appreciate that conflict resolution requires compassion, action, and empathy with an appreciation and respect for one’s self and the other (I and Thou). We appreciate everyone’s time and commitment to this process. An attitude of gratitude is appreciated.

The following shared agreements were developed by the faculty with Chauna Perry Finch during a 2-day in-service on Restorative Practices. These agreements were playfully given the name CHIRP.

Shared Agreements with Commitments to:

Collaborative Growth

Honor Confidentiality

Imagine Good Intent

Respect Individuality

Practice Grace

***Goodwill *Compassion *Forgiveness**

3 YOUR CHILD’S EXPERIENCE: SCHOOL LIFE

3.1 EARLY CHILDHOOD (EC)

PARENT-CHILD PROGRAM

The Da Vinci Waldorf School Parent-Child program provides education and resources for parents and their young children from eighteen months through three years of age. The program embodies the sanctuary of home in a school setting where innocence and wonder are honored and imagination is nurtured. Parents have the opportunity to meet other parents, share parenting experiences, challenges, and wonders, ask questions, and learn more about the Waldorf approach.

The rhythm of the day is similar to that of the Early Childhood classes, only tailored for a younger child with a parent or other loving caregiver. Children are carried along by the rhythms of the world they live in, from the rhythms of breathing in their bodies to the daily rhythms of sleeping and waking, and beyond into the seasonal rhythms of life. The Waldorf view is that children flourish when their daily activities reflect the natural order of life with a rhythmic arrangement of the day. Thus, the Parent-Child program activities flow with a sense of “breathing in” (more focused activities) and “breathing out” (freer activities). These activities include circle time, bread baking, handwork, snack time, and story time. While in class, children are the responsibility of their parents. Often, families will choose to extend the morning by gathering in the play yard for outside play and conversation. Faculty asks that respect and space is given to other programs while using the play yard after Parent-Child class is over.

PRESCHOOL-KINDERGARTEN

Waldorf educators have always sought to protect the wonder and magic of early childhood. The Waldorf Kindergarten provides a nurturing, home-like environment full of natural beauty. Baskets of stones, seashells, slices of birch branch, simple cloth dolls, and wooden frames draped with gauzy cotton or shimmering silk come alive during “creative play.” The children transform these

simple objects into villages, castles, ships, and forests. This play is the children's work; it exercises their creativity and imagination and lays the groundwork for a life-long love of learning.

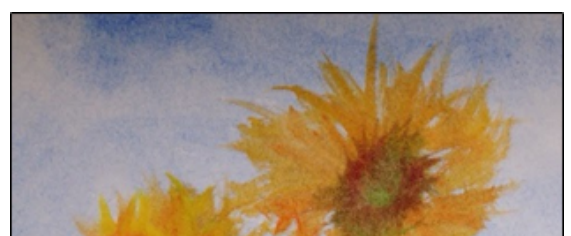
A comfortable structure is provided through the rhythmical ordering of daily activities. Teachers and children engage in artistic activities such as watercolor painting, drawing with crayons, beeswax modeling, and meaningful domestic tasks such as bread baking and building. Circle games, stories, and puppet shows also nourish the child's developing imagination. These activities incorporate specific movements that allow the children to practice skills such as spatial orientation, dexterity, and coordination, as well as skills like listening, speech articulation, and vocabulary development, all of which help lay the groundwork for reading and writing. The children discover and observe changes in nature. Seasonal festivals are celebrated through crafts, stories, and songs, which deepen the child's connection to the annual and seasonal rhythms of nature. Outside play is essential to the healthy development of children, and Da Vinci Waldorf children play outside every day. The Waldorf early childhood program strives to recognize the spirit in each child, and to affirm his or her natural senses of gratitude, wonder, and reverence.

The oldest children in the kindergarten have weekly "Mighty Oaks" lessons which focus on achieving and practicing developmental activities such as throwing and catching, balance, motor planning, skipping, auditory memory, anticipation/impulse control, and body geography games.

Program Structure

Wonder Garden welcomes children at three by the start of the school year. This is a prekindergarten classroom accepting children between 3-5 yr.

The **Sunflower Garden** and **Apple Blossom Garden** classrooms welcome children ages 3½ to 6 who attend a four-hour program for 3, 4, or 5 days each week.



The teacher will look at each child individually and determine if the child is ready for the Early Childhood program. Acceptance may be based on the child's physical and social readiness and the parents' willingness to work with the principles of Waldorf education.

Class Placement

Teachers make the decision about which class is appropriate for each child, based upon observation, biographical information given by the family, and the makeup of the class.

First Grade Readiness

Children who turn six by May 31 are evaluated for readiness to enter grade school. Teachers consider not only academic readiness but also physical, emotional, and social development. Kindergarten teachers and a representative from our Care Group are responsible for determining grade school readiness. If a parent has questions about our guidelines for grade school readiness, please contact a kindergarten teacher.

EXTENDED DAY & AFTER SCHOOL CARE

The school provides continuation of the school day for children in Early Childhood through 8th grade. Leaders of these programs are mentored and supported by faculty. DVWS offers Extended Day for Early Childhood students from 12:30 to 3:30 p.m. Aftercare is offered for both Early Childhood and Grades students from 3:30-6:00 p.m. See [section 5.18](#) for full information on these programs.

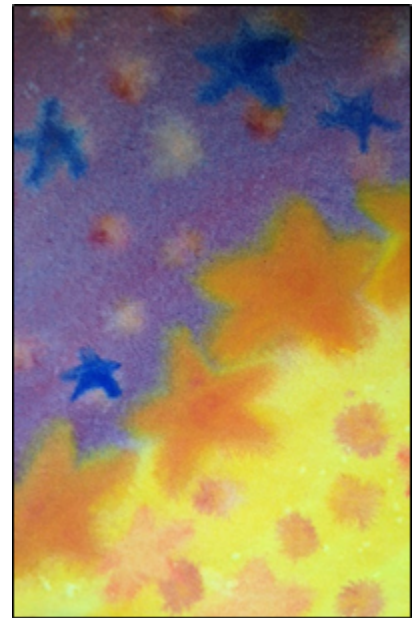
3.2 GRADE SCHOOL

TEACHING THROUGH THE ARTS

Children in grades one through eight are especially open to learning through rhythmic movement, painting, singing, imagery, and modeling. Artistic experience brings the driest subjects to life,

stirring the imagination and deepening the child's connection to a subject. This in turn leads to enhanced memory capacity and skill.

In addition to the arts as a medium and method, *the art of teaching* is fundamental to a Waldorf school. Teachers must artfully enter and lead students into the lessons. Their preparations open them to the inspirations of the spiritual realms, making possible a newly enlivened connection far beyond a lesson plan. This activity does not necessarily require paint, color, music or story, but is truly an art of its own.



WALDORF GRADE SCHOOL CURRICULUM

The Waldorf approach endeavors to nourish a child's sense of wonder and love of the world with a wide curriculum rich in literature, history, mythology, geography, and cultures from around the globe. Sciences begin with observations of nature and bloom into physics, chemistry, astronomy, and physiology. Through these lessons a child gains a wide knowledge about the world and a deep connection with it. Waldorf education strives to give children a strong sense of connection with the whole history of humankind. Each child's gifts are recognized as a unique and valuable contribution to the future of humanity.

School days begin with doors opening at 8:20 a.m. Each child is greeted with a handshake and a warm "good morning" from their class teacher. Because the class teacher comes to know the children very well, he or she can adapt the teaching style to their needs, accommodate differences in individual learning styles, and work in close partnership with parents to ensure the best possible educational experience for each child. The warm sense of community that characterizes the Waldorf class provides a secure environment for learning.

Within a classical academic core, subjects are presented in three-to four-week blocks. Recent research shows that this traditional

Waldorf technique is highly effective for in-depth learning. The visual arts, music, and movement are integral to all subjects, enriching the learning experience, supporting diverse learning pathways, and affirming the value of human expression.

GRADES 1-3

Pictorial introduction to the alphabet, writing, reading, spelling, poetry, and drama. Folk and fairy tales, fables, legends, saint stories, Hebrew stories. Numbers, basic mathematical processes of addition, subtraction, multiplication, and division. Nature stories, house building, and gardening.

GRADES 4-6

Writing, reading, spelling, grammar, poetry, and drama. Norse myths, history, and stories of ancient civilizations. Review of the four mathematical processes, fractions, decimals, percentages, and geometry. Local and world geography, comparative zoology, botany, and elementary physics.

GRADES 7-8

Creative writing, reading, spelling, grammar, poetry, and drama. Medieval history, Renaissance, world exploration, American history, and biography. Mathematics, world geography, physics, basic chemistry, astronomy, and physiology.

SUBJECT LESSONS may include:

Handwork: knitting, crochet, sewing, cross-stitch, basic weaving, toy making, and woodworking

Music/Band/Orchestra: singing, pentatonic flute, recorder, string instruments, wind, and percussion instruments

World Language (Mandarin): writing, speaking, listening

Movement & Games: eurythmy, gymnastics, group games, spatial dynamics, folk dancing

Farm & Garden: soil preparation, planting, harvesting, animal husbandry, beekeeping

COMBINED CLASS SUPPORT

Math: Students in mixed-grades 5-8 receive grade-level instruction as separate skills lessons each week.

Language Arts: Upper grades students receive skills lessons in grammar, writing and usage according to grade level.

Morning Lesson Blocks: to help meet the grade-level curriculum, some teaching blocks are provided for specific grades.

THE CARE GROUP & EDUCATIONAL SUPPORT

The Care Group is a group of teachers and staff who come together and commit to carrying the deeper aspects of education, growth, and well-being of the students in our school. The Care Group participates in observational and meditative practices that help support students as they grow and encounter different stages in their education. It is their task to identify and remove obstacles that hinder the development of the child. During meetings, topics of study include: child development, underpinning principles of the Waldorf pedagogy, child observation and study techniques, learning styles, and differences. The group serves the faculty by guiding and enriching faculty work to form plans to support children with obstacles in its classes. The group oversees child study and assessment, and academic and therapeutic support services.

Working With Outside Therapists and Supports

Students with Individualized Education Plans (IEP) can continue to receive limited support to meet their goals, such as speech articulation or learning disability programs. The school does not receive interventions or support to meet behavioral, emotional, or structured-support needs. The school is not equipped to provide proper care or education for students with needs beyond its scope. The school also utilizes the public school district to identify and develop plans to best meet the needs of the students.

Private therapists and tutors are important for some students. The school can, to a limited extent, be a partner to these providers, but cannot provide classroom access or student sessions during the school day. The school can be a communications bridge between parents, teachers and doctors/therapists provided the focus of meetings are pedagogical in nature and occur on a limited basis.

While the school recognizes the therapeutic value of individualized accommodations, the school is unable to allow some educational accommodations such as behavior modification plans, teacher aids, and emotional support programs. The school can, to a limited measure, allow students extra time for tests and assignments and some educational supports such as spelling dictionaries, stress balls, wiggle seats, etc. Determination of any accommodation is made on a case by case basis by a team of teachers.

4 SCHOOL EVENTS AND FESTIVALS

The celebration of seasonal festivals is important to the life of the school. A great sense of reverence for cycles of the seasons and nature is gained through preparation for the festivals and on the actual celebration day. Our cultural and spiritual traditions come alive and brighten our year in many ways. Although Waldorf schools do not subscribe to any particular denomination or sect, the schools are “religious” in a broad sense, in that they recognize the spiritual life of humanity and revere traditions that are inspired by a variety of civilizations. Students from a wide range of religious, ethnic, and cultural backgrounds are welcomed at our school, and differences are respected. A number of Christian festivals are celebrated in the classroom and at school assemblies. In addition, Da Vinci Waldorf School likes to acknowledge and share the religious customs and celebrations enjoyed by our families. If you are interested in celebrating special holidays in your child’s classroom, we encourage you to talk to your child’s teacher. Parent participation helps to make these festivals meaningful and special. Parents are welcome to keep their children home in observance of their own religious holidays. The curriculum itself, through the Hebrew stories, Norse, Indian, Egyptian, Roman and Greek mythologies, provides many opportunities to share other religious and cultural traditions in the classroom.

About Photographing and Recording Events

For the children’s experience, please help us encourage full attention during class plays and all-school performances by refraining from photographing or videotaping during these productions with any electronic device, including cell phones. Primary to Waldorf education is the child’s direct and active participation in experiences, and this extends to the audience as well. Mediating devices take away from this experience. The school or class teacher may make arrangements to authorize one person to document a performance at a dress rehearsal or at the event in a discreet manner so as not to distract the performers or audience members. Please speak with your child’s teacher if you

would like further details. The teachers understand how important it is to share a memento with loved ones who cannot be at the performance or to reflect upon in the future, so we'll make every effort to arrange a special time for picture taking. Thank you for your cooperation.

4.1 COMMUNITY FESTIVALS

FALL FESTIVAL

A community and family festival to celebrate autumn and enjoy the gifts of the harvest. Many activities for the whole family are generally scheduled including blacksmith demonstrations, crafts, games, live music, apple cider and other seasonal food. As this is a family festival, alcohol is prohibited.

MARTINMAS LANTERN WALK

November 11th is the festival of Martinmas, celebrating the life of St. Martin, a soldier who cut his cloak in two to share it with a poor beggar. In Europe, a tradition has arisen of celebrating Martinmas with lantern walks, for this is a time when the darkness of the year is growing stronger, and we can gather the last rays of the summer sun to light our way toward the darkness of winter. Da Vinci Waldorf School follows the tradition of many Waldorf schools by holding a lantern walk around the time of Martinmas, where parents, teachers, and children gather in the twilight to walk and sing with their homemade lanterns. The school also collects donations for area organizations serving those in need. As this is a family festival, alcohol is prohibited.

KINDERMARKET

The DaVinci Waldorf School Kindermarket is a magical holiday event – fun for all ages! Children, parents, and even grandparents will enjoy holiday jingle rides, candle dipping, crafts, parent-merchants, children's shopping, chair massages, and much more! Plus snacks, treats, warm refreshments, and live music. As this is a family festival, alcohol is prohibited.

MAYFAIRE

As the days begin to lengthen after mid-winter, the sun not only brightens the outer world, but lightens our inner selves as well. As spring approaches, new life appears and buds burst into blossom—the rebirth of life is upon us. We have the symbol of the emergence of the butterfly from its chrysalis. We celebrate the emergence of spring with a traditional Maypole dance and a community festival. As this is a family festival, alcohol is prohibited.

4.2 IN-SCHOOL FESTIVALS

MICHAELMAS

Michaelmas is a school festival held on September 29, or the closest in-school day. Michael is an archangel mentioned in the Bible, Apocrypha, and Koran. He appears as a spiritual figure and protector of humankind, inspiring strength, courage, and will throughout history. The motif of a conqueror of the dragon can be seen in Chinese art, in the stories of Apollo and the serpent, in Krishna slaying demons, and in the familiar story of Saint George and the dragon. Michael overcoming the dragon with his sword of light is an image that calls us all to be courageous, to take command of the dragon and transform it. Each of us has our own dragon—fear, greed, thoughtlessness, apathy. Michael’s qualities of courage, compassion, and steadfastness can be an inspiration to us all.

HALLOWEEN

Children look forward to the fun and excitement of this autumn tradition. When Oct. 31 is on a school day, the school celebrates with costumes and a parade. Just as some children choose fanciful costumes such as wizards or a ballerina, other children will choose a spooky costume, perhaps a ghost or a witch. No matter what the costume, please remember that older and younger children will enjoy a parade together. Use your best judgment as to the scariness of a costume, and be prepared for a bit of fun!

Costume Guidelines

Early Childhood: The early childhood faculty ask that costumes be simple and allow for the children to play in that morning. EC costumes should also be media-free and inspire creative, imaginative play that day!

Grade School: In the grade school remember that there will be small children involved in the parade. Costumes cannot have blood or over-the-head masks, and must allow students to engage in full participation and movement on a regular school day. The teachers will discuss appropriate costumes with children beforehand, and will make the final decision about costumes in their classes.

ADVENT GARDEN

Advent is celebrated in the four weeks before Christmas. Many religious and cultural festivals of light are celebrated during this season; among them are Christmas, Winter Solstice, Hanukkah, Diwali, and Kwanzaa. As winter approaches in the northern hemisphere, there is a growing mood of sleepiness in the world. It is a time of moving through the darkness toward the yearly “rebirth” of light, when the days lengthen. During this festival in early December, the younger children (through Grade 3) walk in the Advent garden, experiencing the movement from darkness to light. Each child walks to the center of an unlighted spiral path of evergreens, lighting a candle in an apple which is placed down along the path on the walk back out of the spiral. The festival begins in darkness and ends in the light of the brightly lit candles.



ST. NICHOLAS DAY

Celebrated on December 6 (or school day nearest to this date), a wise visitor may bring his golden book to school, reminding the children of the good things they have done and the things they

need to work on in the coming year. He and his helper, Ruprecht, may leave some treats for the children if they've behaved well during the year!

SANTA LUCIA DAY

On December 13 (or school day nearest to this date), your child's classroom will be visited by a second-grade girl wearing a white gown and a crown of light and carrying treats. There are many legends about her, and in each one Lucia stands as a symbol of light and hope to all mankind. Santa Lucia's coming begins the feasting, merriment, singing, and the spirit of friendliness and goodwill that lasts all through the holidays.

CANDLEMAS

Candlemas is a festival that marks the period between Advent and Easter. It is celebrated in many ways around the world. As it is widely recognized as a day of purification and new birth (the groundhog and other animals checking on their continued hibernation), our celebration comes through the legend of St. Brigid of Ireland. St. Brigid was the patron Saint of Ireland, and was looked to for the promise of a bountiful spring. Students help to make candles, which are presented as a gift to the school community by illuminating our hallways on the morning of February 2nd. As part of the legend, the candles are a sign for Brigid to see and bless our springtime bounty.

4.3 SCHOOL EVENTS

CHRISTMAS PAGEANT

Our annual Christmas Pageant is presented by the entire grade school. It is a celebration of the coming of Christ from many historical vantage points, through song, verse, and dramatic presentation. This is an important seasonal gesture for children (no matter their religion) through a curriculum based script, and it is expected that they are all in attendance.

Grades 3-8 carry the greatest portion of the pageant, and may need specific undergarments for their costumes. Your child's class teacher will inform you if this is necessary sometime after Thanksgiving. The rehearsals for the pageant are held during the regular school day, culminating in a performance in the afternoon on the last day of school before the holiday break.

MUSICAL PERFORMANCES

Each year the students in all grades participate in the spring concert, which we call our Music Festival. As with other performances, the 1st and 2nd grade contribute only in a minimal way. Students in 3rd grade and up are expected to participate in this annual event. We encourage the greater community to attend as well. Additionally, there is an annual music recital for grades 4 and up, in which the students present solo pieces that they have worked on during the year. This type of presentation gives the children an opportunity to stand before a crowd and perform alone. These types of challenges are important for the middle-school child!

Student Attire for Musical Performances

Each year, beginning in 3rd grade, your child should be prepared for these presentations with proper concert attire: black slacks or skirt, and white shirt or blouse. Absolutely NO gym shoes, and NO t-shirts should be worn during these performances!

CLASS PLAYS

Each grade school class will produce a class play or other performance during the school year. Performances are often reflections of the curriculum in which the class has been engaged throughout the year. For example, a 5th grade play will often feature Greek mythology. Families are welcome and encouraged to attend presentations by our middle and upper grades.

ASSEMBLIES

Each month grade school students and teachers gather together to share moments of their curriculum, sing, listen to a story and

celebrate birthdays and the seasons. Some assemblies will be open to parents. Please watch the calendar!

5 POLICIES, RULES, HEALTH & SAFETY

5.1 TUITION, ADMISSIONS, AND ENROLLMENT

AGE REQUIREMENTS & READINESS

- Grade 1: children must have turned six years old by May 31.
- Grade 2: children must have turned seven years old by May 31. And so on.
- Mighty Oaks: (Kindergarten) Children who have turned five by May 31. Kindergarten children attend five days per week.
- Preschool-Kindergarten (mixed age): Children who have turned three years old by May 31. Students may attend 3, 4, or 5 days.
- Wonder Garden: Children who have turned three by the start of the school year.

Students in all three of our Preschool/Kindergarten classrooms must be toilet-trained.

ADMISSIONS APPLICATION PROCESS

Parents may enroll in our Parent-Child program by registering via our website at <http://davinciwaldorfschool.org/parent-child> when there is a current or upcoming session open for enrollment.

For the Grade School and Early Childhood programs, parents submit an online admissions application along with an application fee via TADS. The link to apply can be found on our website <http://davinciwaldorfschool.org/admissions>.

Acceptance in all programs is based on space availability and considered in order based on our receipt of the application fee. Returning students are given priority when reapplying prior to the re-enrollment deadline. Siblings of enrolled siblings are prioritized next. Early Childhood placements are made after

considering parents' preferences while considering the balance within the class according to class size, age, gender, and temperament.

Upon receipt of a new student application, the family is contacted, a New Enrolling Family survey sent and arrangements made for observing the child in the classroom followed by a brief interview with parents. An Admissions Conversation will be scheduled with the teacher and member of the administration after which a determination to admit the student will be made. If the child is accepted into the class, parents will be contacted to confirm acceptance. Enrollment information and tuition agreements are handled online at the [TADS](#) website, and parents will be given a link to complete these once their child is accepted.

TUITION/FEES PAYMENT AND REFUND POLICY

Tuition is set each year in January for the following school year. A tuition and fee schedule and re-enrollment timeline is available on our website or upon request in the office. In addition to tuition, there is an annual supply fee, which varies by program. There is also a class resource fee (for grade school class trips, performances, etc.) and an annual administration/facility fee per family. No credits are given for sick or vacation days, bad weather or other school closings beyond our control, suspension, or expulsion.

All new kindergarten and grade school students are considered to be in an adjustment period for the first 60 days. During that period, teachers may dismiss the student or parents may withdraw the student and any remaining tuition will be refunded from the date of dismissal forward. In addition, parents will be asked to fill out a withdrawal survey and to participate in an exit interview with an administrative staff member and a teacher.

In the event that the student is withdrawn from the school after the initial 60-day period, the following conditions will apply:

For grades students, a written 30-day notice of intent to withdraw is required. The 30-day period begins on the date the letter is received by the office. Tuition will be refunded from the end of the 30-day period forward. Fees and deposits are always non-refundable.

For early childhood students, a written 30-day notice of intent to withdraw is required. The 30-day period begins on the date the letter is received by the office. Tuition will be refunded from the end of that 30-day period forward. Fees and deposits are always non-refundable.

In the event that written notice is given of withdrawal before the first day of school, tuition deposit, supply fees and admin fees will be forfeited. Tuition paid prior to the first day of school will be refunded based on the withdrawal policy in TADS.

ADMINISTRATIVE HOLD ON ACADEMIC RECORDS

If a student leaves the school and the family owes a balance, the student’s academic records will be on administrative hold until the balance is paid in full.

CONTRACT AMENDMENTS FOR EARLY CHILDHOOD

Upon request by parents or teachers, Early Childhood enrollment contracts can be amended to allow for the addition or subtraction of attendance days for Early Childhood, Extended Day, or Aftercare. A tuition adjustment for these changes will be made with a credit or a charge added to the family’s TADS account.

PAYMENT PLANS

There are three payment options available: single payment in full, bi-annual, or monthly. All tuition payments are made through our tuition management system, [TADS](#). A fee will be charged by [TADS](#) for those choosing any of the payment options.

RE-ENROLLMENT PROCESS

Parents will be invited to re-enroll for the next school year on a date announced after January 1 and once the tuition and fees are determined. Re-enrollment must be completed via [TADS](#) by the deadline specified each year. Re-enrollment invitations are handled via email and will contain the specific link needed to access the re-enrollment process. Prompt re-enrollment along with the submission of a tuition deposit will ensure a child's place in the class for the following year and will allow for an efficient budget planning process. After the re-enrollment deadline, any remaining class spaces will be open to new students. Tuition deposits are applied to the first invoice after school has begun.

RETURNING STUDENTS FOLLOWING WITHDRAWAL

Families wishing to re-enroll their students after having withdrawn them, will be invited to a conversation with the Administrator and Class Teacher or Faculty Chair to determine the best course of action of re-engagement for the student and the family.

5.2 FINANCIAL AID POLICY AND PROCESS

Da Vinci Waldorf School is committed to providing financial aid to families with a demonstrated need. While the school wishes to help all in need, a limited amount of our annual budget is made available for financial aid, as determined by the Da Vinci Waldorf School Board of Trustees. Da Vinci Waldorf School is NOT funded through any subsidies or endowments. Therefore, we must rely on the understanding that the financial responsibility of education at DVWS rests with the family. We expect families to make this education a first priority when setting their budgets and making lifestyle choices. The complete financial aid policy can be found in the documents area of your [TADS](#) account, or in the school office.

No aid will be given and no financial aid application will be considered until an arrangement has been made to settle any prior year's balance.

FINANCIAL AID APPLICATION PROCESS

Applicants must complete a financial aid application by the appropriate deadline, which will be specified in the re-enrollment packet each year. Applications are submitted online via [TADS](#). Financial aid is only available for students in kindergarten through 8th grade, pre-school does not qualify.

Financial aid awards are determined annually by the Finance Committee. Any family requesting aid must do so for each year they are in need. Aid does not carry over to subsequent years. If a family receiving aid has an improvement in their financial circumstances during the year, the family must notify the financial aid committee so that the tuition can be adjusted accordingly. All correspondence should be addressed to the financial aid committee to ensure confidentiality and proper response.

5.3 HEALTH AND SAFETY POLICIES

Please refer to the Covid page on the school website for additional information during the 22-23 school year.

Fire and emergency drills are scheduled on a regular basis.

In case of an emergency 911 will be called and parents will be immediately contacted.

If a child becomes ill or injured at school, his or her condition will be assessed. When appropriate, the child will be tended to and/or allowed to lie down in a quiet place. First aid is available to treat minor injuries. If it is evident that the child should not stay at school, the parent or emergency contact person will be called.

5.4 EMERGENCY NOTIFICATION

In case of a school-wide emergency the school will call and email all parents with essential information.

5.5 STAYING HOME FROM SCHOOL

Parents must **call the office** each day when their child is absent. **Please do not text your teacher or office staff to communicate your child's absence.** If a child is sick with a serious or contagious illness s/he must stay at home until s/he is no longer contagious. Parents must let the office know if the condition is contagious so other families may be notified. Such cases include but are not limited to: strep, pinworms, lice, conjunctivitis, flu, varicella, pertussis, or other common childhood diseases or conditions.

The school recommends that students with minor ailments such as menstrual or muscle cramps, growing pains, allergies, headaches, or mild stomach discomfort attend school. Often these conditions pass and are not obstacles to learning. Students will be sent home if their condition worsens or if they are not able to participate.

Students will be sent home if they are injured and needing medical care, are vomiting, have a fever, have an unexplained rash or swelling, feel dizzy or faint, have head lice, or are displaying atypical behavior suggesting they are unwell.

5.6 SCHOOL CLOSINGS

In case of heavy snow, ice, or other unforeseen conditions preventing a safe school experience, the school will notify parents via email at the earliest time possible. In addition, the website at www.emergencyclosingcenter.com will list Da Vinci Waldorf School status. In the unlikely event of a midday school closing, parents will be contacted via email, or phone to make pick-up arrangements.

5.7 HEAD LICE

Head lice have no respect for age, education, or economic situation. If parents discover head lice on their child, they must call the office immediately. Head lice are extremely contagious. A combination of special shampoos (available in any drugstore) and diligent combing of hair with a special lice comb and washing of bedclothes and garments is required to kill all the nits or lice eggs. From time to time, the school will also perform lice checks on the children if needed. A child must be free of any evidence of lice (nits, bugs) before returning to school. A head check will be done upon the child's return.

5.8 MEDICATION AT SCHOOL

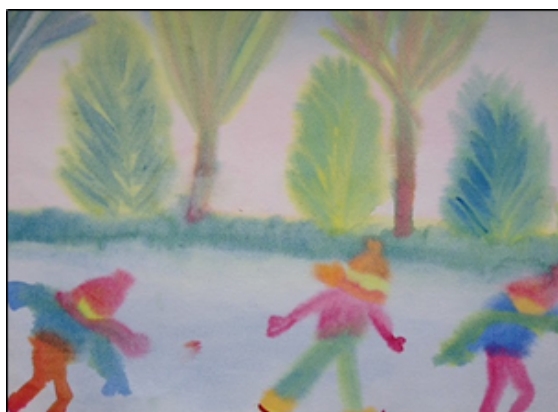
If a child needs over-the-counter medications during the school day (such as cough medicine) or a prescription medication, parents must bring the medication in its original bottle labeled with the child's name and dosage instructions. The parent must also fill out a medication authorization form detailing how and when the medication should be administered. No medication will be administered without written instructions and signed permission. DVWS staff and faculty are not trained medical professionals, and the school does not employ a school nurse. All

medications will be kept in the office. Students should not keep any over-the-counter or prescription medications with them at school.

If a child takes any medication after school hours, this needs to be indicated in [TADS](#). These records are especially important for short-term or long-term medications in the event that a child has an adverse reaction or an accident requiring emergency medical treatment, as paramedics would need to know if a student is taking any kind of medication.

5.9 COLD WEATHER POLICY

Children benefit from vigorous exercise and should be given the opportunity to play outside whenever possible. Unless there are blizzard conditions or there is dangerous ice on the playground, low temperatures will not be a barrier to outside play, as long as children are appropriately dressed. The Health Department strongly encourages outdoor play periods on the vast majority of winter days.



If the wind chill factor is 0° to 20° , outside play is advised provided that students are appropriately dressed and under observation to make sure that they are wearing their coats, hats, gloves, snow pants and boots. When wind chill factors are below 0° , exposure will be brief and children will be observed closely for any signs of cold. When the wind chill factor is below -20° , children will not be allowed to go outside.

When **wind chill** temperatures are below 20° ALL children (including those in grades 5-8) must wear the following **5** items:

1. Winter coat
2. Winter hat
3. Gloves/mittens
4. Snow boots
5. Snow pants

DVWS recognizes that some children tolerate cold temperatures better than others, but there will be no exceptions to this rule when wind chill temperatures are below 20°. Please feel free to leave an extra set of winter clothing at school so your child is always prepared. If you have items that you'd like to donate to the "borrowing basket," please send them to school.

5.10 CLOTHING POLICIES

The faculty asks that clothing be simple in design (patterns such as stripes, plaid, floral, or solid colors). Additionally, clothing worn by Early Childhood children should not have letters, words, numerals, advertising, large logos or media images. Simple, appropriate pictures are acceptable within reason. Objections will be at the discretion of the teacher and will be directed to the parent/guardian of the child. Clothing should be easy to move in, appropriate for the weather and the classroom. No undergarments should be showing at any time.

Grade school children will be required to dress for performances and plays. Please see the [Student Attire for Musical Performances](#) section for details on recitals, choral and orchestra performances.

We ask that children are dressed appropriately for the weather with consideration for their warmth. Children in grades 5–8 will be permitted to decide for themselves whether or not to wear a jacket at outdoor recess, unless the weather is considered “extreme” ([see section 5.9](#)). Some spare community items are available if students come to school in clothing not appropriate for the weather. Younger students may be instructed to put on a coat, hat, and or boots by a teacher before going outside.

Children should wear dry, clean shoes into the classroom. Early Childhood children should wear soft-soled, indoor shoes. Grade school children are requested to bring or keep at school gym shoes for classroom wear. Check with the child’s teacher for details. All footwear should be free of lights and media images. Clothing should not distract or detract from the learning process.

5.11 SEASONAL CLOTHING

FOR AUTUMN

- Sturdy shoes and mud boots
- Waterproof raincoat, rain pants and hat
- Warm sweater, leggings, or long pants

FOR WINTER

- Mittens, scarf, a hat that can cover ears
- Warm sweater, extra socks
- Warm snow boots, leggings, or long pants
- Warm, weather-resistant outerwear, snowsuits
- Please see [section 5.9](#) for more details on extreme cold weather.

FOR SPRING

- Sturdy shoes and mud boots
- Waterproof raincoat, rain pants and hat
- Sweater
- Visor/sun hat to protect head

5.12 SOCIAL AND BEHAVIORAL POLICIES

“To treat children between the ages of seven and fourteen as though they were adults, ‘equals’ in the sense that they are capable of independent judgment, objective discrimination, and so on, is to ignore the manifestations of the spiritual needs of children of this age. Loving authority needs to precede freedom of thought and independent judgment.” —Rudolf Steiner

Discipline is striving towards a goal. The child is expected to respect his/her peers, parents, teachers and other adults, the environment, the school, him or herself, and to reflect this respect in his/her manner and speech. To foster this attitude, we as adults should always strive to show great love and responsibility in our communications and interactions with the children and with each other.

The teachers of Da Vinci Waldorf School strive to educate and teach in such a way that students achieve well-balanced development. Excellence in academics, social life, and practical skills, and a growing capacity for self-discipline are characteristics of this well-balanced development. To this end, the following behavior and discipline guidelines and goals are given.

To accomplish any behavior goals, consistent direction is required in the classroom and on the schoolyard. It is important that both the teachers and parents know and enforce the same set of rules; otherwise our message to the children will result in confusion.

- Classroom rules, set by the class teacher, should be adhered to.
- Courteous and respectful interaction with other children and with all adults is expected to prevail at all times. Any other behavior is not acceptable, and will be immediately and appropriately dealt with. More serious consequences will result if such behavior persists. Hitting, kicking, name calling, and offensive language are not permitted at any time. Students will receive one warning for foul language; on the second infraction they will be sent home.
- All children should be supervised at all times. When the children are not in the teacher's care we ask that parents closely supervise their children. Events such as festivals, community potlucks, and class plays can be safe and enjoyable if the children follow school rules.

The following is a listing of school rules and guidelines:

OUTSIDE RULES

- Respect our Space: Destruction of living things and property of any kind is not acceptable.
- Children must ask permission to leave the playground for any reason and check-in upon return.
- Children must remain well within property lines of the school during playground time.
- Fences: At no time are children allowed to climb on or over the fences.

- Pavilion Garage: Children are not allowed inside the garage without an adult.
- Proper use of garden tools: Tools should be used as intended, in gardening only, and put away after use.
- Sit at the picnic tables. No standing on the table tops.
- Food should remain inside, unless the class is eating outdoors, and in this case, all trash must be disposed of properly.
- Tree climbing: Limited number of children at a time may climb designated trees under supervision of parents or teachers. Children may only climb trees if they can pull themselves up into the tree without assistance, including the assistance of a stump. No stumps are allowed under the climbing trees. Children's feet may not go above the branches that are marked as the top of the climbing area.
- Monkey Bars: Grade school children may walk on top of the monkey bars, one at a time, but may not jump from there to the ground.
- Slides and swings are for single riders only.
- Rocks, sticks, dirt balls, etc. may not be thrown.
- Snow balls may be thrown only below the waist and only with adult supervision when the snow is soft (no ice).
- Extreme rough play is not acceptable.
- Clean Up: All materials must be returned to their proper storage places at the end of each play period.

INSIDE RULES

- Treat all school property with respect. Jumping on the furniture is not allowed. Feet are not to be on the walls.
- Walking is expected at all times indoors. Running is for outside.
- "Inside voices" only.
- Children are to be respectful when redirected by any teacher or staff person. We ask parents to support this.
- Entrance to any classroom, kitchen or office is not allowed without permission. Items are not to be removed from rooms without specific requests. This applies during festivals and other events as well. Children wishing to be in their classroom outside regular school hours must have permission from their teacher.

- Usage of electronic devices, including but not limited to ipods, cell phones, mp3 players, cameras, tablets and watches or other devices that perform any of the preceding functions, are not allowed in school. Students in 5th grade and below may not bring electronics of any kind to school. Students in 6th grade and up who have after school activities requiring communication are permitted to have electronics provided that they are turned off, out of sight in a bag, and not used on campus. Possession or use outside these rules will result in the item being confiscated and kept in the office, and may require a parent meeting.

FOR PARENTS

- We strive to maintain a sense of sacred space inside our school. Making it an “electronics-free” zone as often as possible will help tremendously. Please silence cell phones and electronics when you are inside the building. Please do not text or use cell phones or computers in front of the children, unless use has been approved by the teacher or Administrator. (Teachers in the upper grades may occasionally use a computer as a tool in the classroom.) If you need to make or take a call or text, we respectfully request that you do so in a space where children are not present or in your car. Computers may be used for school purposes when children are not present.
- When parents are gathered, we respectfully request that parents pause their conversation when the Early Childhood students walk by. This helps to maintain the sense of wonder and magic the younger children experience at school.
- Please take all diapers home with you or dispose of them in the dumpster outside. A changing table is available in the Family Bathroom. Please do not put baby wipes or anything other than toilet paper in any toilet.
- At no time are children permitted to be alone in the school or on its grounds. Children are to be supervised at all times.
- School is a busy place for faculty, students, and parent volunteers. PTO gatherings, class meetings, Adult Education programs, and events at our school are special times during school hours for socializing with other parents. During the

school day when school is in session, please use discretion regarding vocal volume and find another venue for socializing until we have a common space that can be designated for this.

TRIP CHAPERONE POLICY

Field trip chaperones will all have a current background check and a copy of their driver's license on file in the office. Auto insurance must be updated. Field trip chaperones may not engage in:

- Disproportionate attention to their own child (chaperones are on the trip to ensure the success of the experience for all the children and the safety of the whole class)
- Talking on cell phones, even hands-free, while driving children.
- Undermining the authority of the class teacher by not following directions or instructions or changing the rules described.
- Overstepping disciplinary boundaries. Please leave the discipline to the class teacher, but do let children know if you see unacceptable behavior or an unsafe situation developing. Do not allow children to engage in dangerous behavior.
- Using foul language in front of children or speaking to children in harsh, angry or intimidating tones or using aggressive or inappropriate gestures.
- Consumption or use of alcohol and/or illicit drugs at any time during the trip.
- Activities which distract attention from the tasks of the group. This includes personal activities (such as texting, internet use, phone conversations) that divert attention from chaperoning responsibilities.
- We ask that parents do not send "progress reports" of trips in the form of email, phone, text, or photographic messages. Please allow students to experience field trips without media intervention and let teachers communicate updates to parents.
- Photography is not discouraged, but the time for sharing is after the trip.

5.13 DISCIPLINARY POLICIES AND PROCEDURES

Students at Da Vinci Waldorf are expected to use self-control, put forth their best effort, follow school rules, and be courteous and respectful to everyone. Occasional difficulties in behavior are handled by the classroom and subject teachers on an individual basis. Although every effort is made to nurture appropriate behavior, teachers reserve the right to restrict student participation in recess, field trips, and other special school events. If behavioral difficulties persist and affect the learning environment of students, the child's parents will be notified. The parents, teachers, and the student will work together to find solutions to help the child improve his or her behavior.

The disciplinary process includes the following measures:

Adaptations will be made in the classroom to facilitate a positive change in the child's behavior. If these adaptations do not promote sufficient change in the child's behavior, classroom teachers will coordinate a meeting with parents to discuss the child's behavior. Parent/teacher meetings may be coordinated at any time in this process. At this point, changes in the child's daily rhythm and/or home life may be suggested by the classroom teacher, discussed with parents, and implemented by the parents at home. It is expected that parents and teachers will work together to foster appropriate behavior. Probationary restrictions may be implemented if the student's behavior is physically, emotionally, or psychologically threatening to other students or to him/herself.

DETENTION

- The goal of detention is to maintain a consistent and constructive working environment throughout all classes. The basic rules of school behavior must be observed in special subject classes as well as during main lesson, and consequences must follow if such rules are broken. Detention will be held as determined by teacher availability.

- If a student in grades 6-8 fails to follow basic school rules for behavior, s/he will be given a detention. For each infraction the student will call home and a notice of detention will be sent by email. The notice will state the reason as well as the time and date for detention.
- Students in 6th grade and up, who are behind in their schoolwork or fail to do homework, will attend detention when directed to by their teacher. A notice will be sent by email informing parents of the date for detention.
- Students are expected to attend the next available detention following the notice given to their parents. Excuses for changing the attendance day are limited to those that would cause hardship to the whole family such as airline tickets, weddings, funerals, etc. Unacceptable excuses are: sporting events and practices, lessons, concerts, and the like. If a pattern of non attendance at detention becomes evident, the steps for addressing children with challenging behaviors or poor academic effort will be initiated.
- Behavioral detention will be a time for silent self-reflection.
- If a student fails to serve an assigned detention that child will serve another detention in addition to the time designated for the original detention. In the unlikely event that a student fails to serve additional assigned detentions, a meeting with that child's parent(s), the teacher who assigned the detention, the class teacher and the grades chair will need to take place to discuss the issue.

SUSPENSION

If a student's behavior is persistently inappropriate, threatening, and/or detrimental to a healthy classroom environment, the student will be suspended. However, a student may be suspended for behaviors that are not of a persistent nature if the teacher deems suspension as the most appropriate action. The term of a suspension may vary from a portion of the school day to as much as three school days. All absences resulting from suspension will be defined as unexcused absences. Missed work is expected to be completed at home or in school during free time.

DISMISSAL FROM SCHOOL

While other disciplinary measures will typically be pursued first, a student may be asked to leave the school at any time if the faculty determines that the student's presence at the school has become a significant obstacle to the educational progress of fellow students or poses a serious threat to the safety of any other student, teacher, staff member, or her or himself. Dismissal may also occur if the faculty ultimately determines that it cannot serve the student satisfactorily.

5.14 DVWS ANTI-BULLYING POLICY (last reviewed 02/01/2023)

POLICY STATEMENT

DVWS prohibits acts of bullying, including cyberbullying. A safe and civil environment in school is necessary for students to learn and grow. Bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Bullying is contrary to state law. This policy is consistent with subsection (a-5) of Illinois Statute (105 ILCS 5/27-23.7) and DVWS Board of Trustees policies. This policy is consistent with federal and state laws governing student privacy rights and is based on the engagement of a range of school stakeholders, including students and parents or guardians. This policy is consistent with the policies of the school board, or non-public, non-sectarian elementary school. Nothing in this Section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution or under Section 3 of Article 1 of the Illinois Constitution.

CODE OF CONDUCT

DVWS expects students to conduct themselves according to their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

DVWS believes that standards for student behavior must be set cooperatively through interaction among the students, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff and community members.

DVWS believes the best discipline is self-imposed, and it is the responsibility of the DVWS faculty and staff to use disciplinary situations as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Faculty and staff members who interact with students shall apply the best practices designed to prevent discipline problems and encourage students' abilities to grow in self-discipline.

Students are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey the behavior guidelines set forth in the Parent Handbook.

BULLYING

Bullying means any severe or pervasive physical or verbal act or conduct, including communications in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to person or property

2. Causing a substantially detrimental effect on physical or mental health
3. Substantially interfering with academic performance
4. Substantially interfering with participation in or benefit from the services, activities or privileges provided by the school

Bullying takes various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive. Any gesture, written, verbal or physical act that takes place on school property, at any school-sponsored function, or with electronic means including but not limited to the phone or internet that:

1. Is motivated by any actual or perceived characteristic, such as but not limited to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristics; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school, or by the victim's participation in school.

Acts of bullying may also be a student exercising power and control over another student, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

CYBERBULLYING

Cyberbullying is defined as bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectric system, or photo optical system, including without limitation electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this section. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in [105 ILCS 5/27- 23.7(b)].

Bullying is prohibited through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or the orderly operation of a school. This item applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require a school to staff or monitor any non-school-related activity, function, or program.

CONSEQUENCES AND APPROPRIATE REMEDIAL ACTIONS

The following factors will be considered in determining the appropriate response to students who commit one or more acts of bullying:

1. the developmental and maturity levels of the parties involved
2. the levels of harm
3. the surrounding circumstances
4. the nature of the behavior(s)
5. past incidences or continuing patterns of behavior
6. the relationships between the parties involved
7. the context in which the alleged incidents occurred

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. An appropriate consequence will be determined after meaningful consideration of these factors. Consequences and appropriate remedial action for students who commit acts of bullying may include but are not limited to social work services, counseling interventions, restorative measures, suspension or even expulsion.

REPORTING PROCEDURES

Complaints alleging violations of this Policy shall be reported to the Administrator who will report to the Faculty Chair and teacher(s). All school employees are required to report alleged violations of this Policy to Laine Ambrose. All other members of the school community, including students, parent(s) or legal guardian(s), volunteers and visitors are encouraged to report any act that may be a violation of this Policy. Submission of a Behavior Incident Report Form is suggested. The Behavior Incident Report Form is available from the school office. A report can also be sent to the attention of the Administrator to info@davinciwaldorf.org or by calling the school at (847) 526-1372. An anonymous reporting can be made in writing in a sealed envelope, delivered to the school office. However, an anonymous reporting shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

INVESTIGATION

The Administrator, Faculty Chair, teacher(s), parents and, when appropriate, students will make all reasonable efforts to meet and

form a clear picture of the incident(s) within 10 school days after the date of the report of the incident was received. From these accounts a determination of whether the incident requires mediation and/or consequences will be made. All notes and determinations, including but not limited to discussion of social work services, counseling, other interventions, restorative measures, and/or suspension/expulsion will be written and shared with all parties, to the extent that they are consistent with federal and state student privacy laws.

DETERMINATION OF SCHOOL'S SCOPE IN A REPORTED ACT OF BULLYING

The DVWS team (Administrator, Faculty Chair and teacher(s)) will investigate the permissible scope and school's responsibility in addressing the act of bullying and recommend services available in the community, including counseling, support services or other programs, if indicated.

RESPONSE TO AN INCIDENT OF BULLYING

Some acts of bullying may be isolated incidents requiring the school to respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of bullying that require a response either at the classroom, school campus or by law enforcement officials.

Consequences and appropriate remedial actions for students who commit an act of bullying range from counseling interventions up to and including suspension or expulsion.

CONSEQUENCES FOR REPRISAL/RETALIATION OR FALSE ACCUSATIONS

Reprisal or retaliation against anyone who has reported an act of bullying is strictly prohibited. Any student who engages in any act of reprisal or retaliation will be subject to further investigation and disciplinary action up to and including suspension or

expulsion. This will be determined by the school team charged with bullying investigations.

Any student found to have falsely accused another of bullying for reasons of retaliation or bullying will be subject to investigation and disciplinary action up to and including suspension or expulsion. This will be determined by the school team charged with bullying investigations.

REVIEW OF POLICY (last reviewed 2/01/2023)

This policy will be reviewed biannually to assess outcomes and effectiveness by considering the following:

- 1. the frequency of victimization, if any
- 2. student, staff and family observations of safety at school
- 3. identification of areas where bullying occurs, if any
- 4. types of bullying being utilized, if any
- 5. bystander intervention or participation, if any

The information developed as part of this evaluation process will be provided to school administration, board, staff, parents, guardians, and students.

POLICY PUBLICATION

This policy will be disseminated annually to all school staff, students, parents, or legal guardians, along with a statement explaining that the policy applies to all bullying that occurs on school property and/or at school-sponsored functions.

5.15 ATTENDANCE, PUNCTUALITY, and ABSENTEEISM

ATTENDANCE

Regular school attendance is necessary for good learning. When children are absent, even for one day, they feel a loss. This education is experiential, and the missed experiences cannot be duplicated or made up. Please do not pull children out of school for extracurricular activities, appointments, or vacations; we want the children to feel school is important.

Four weeks of vacation are scheduled each year, as well as several holidays. **Excessive absence impacts academic performance and affects the whole class, not just one child.** The teacher is not required to provide work for children when academic time is missed due to illness, extracurricular activities or vacations. The school is not responsible for a child's academic progress when absences are excessive. Frequent absence may require tutoring to help the child keep up.

PUNCTUALITY

Punctuality is a gift we give ourselves and our children. If adults model good attendance and punctuality, the children will learn respect for others, reliability, and develop a strong will from being consistently punctual. Morning Circle, the first activity of the day, helps the class come together and focus its energy. Late arrivals disrupt the flow of the morning activities.

The doors open at 8:20 a.m. and the school day begins promptly at 8:30. Please arrive by 8:20 so the child can visit the restroom, get a drink of water, or socialize briefly before the day begins. The doors open at 8:20 to facilitate on-time arrivals of all students. Children who arrive after 8:30 will be required to wait outside the classroom until the teacher is ready to receive them inside. A child is on time if he or she is in the teacher's care by 8:30 a.m. Class teachers will impose consequences for tardiness.

A child who is tardy 5 times will incur 1 absence.

ABSENCES

For safety reasons, the office must know which students are on campus each day. Please inform the office **by 8:00 a.m.** if your child will not be in attendance for any reason. Please give the child's name, teacher's name, and the reason for the absence.

Absences in excess of 15 in one year is reason for academic probation. This may affect your child's class promotion for the upcoming year. Substantially incomplete work may also affect

class promotion. Exceptions will be given for extended, consecutive medical absences such as those requiring hospitalization. There is no exception for absence due to vacation.

5.16 DROP-OFF AND PICK-UP PROCEDURES

Da Vinci Waldorf School wants to ensure that the beginning and ending of a child's school day is a safe and smooth transition. We have initiated the following procedures and policies to reach our goal. We appreciate parents' commitment to protecting all children.

DROP-OFF

Early Childhood

Early Childhood families should pull through the circle drive to park and walk, holding their child's hand, to the main entrance. Care should be taken, as grade school parents will be driving through the circle drive to drop-off their children at this time. Walking across the driveway should be avoided, if possible. When you cross, please do so at the crosswalk marked by yellow lines and orange cones.

Grade School

In the morning, grade school parents should pull into the circle drive, let their child out, and watch them until they are inside the building. **If there is a line forming, please pull as far forward as you can in the circle drive rather than stopping at the sidewalk to let your child out.** Grade school children should enter through the grade school wing entrance. Parents may not walk grade school children to their classrooms. The building opens at 8:20 a.m. Before Care supervision is available as a contracted service if requested. Please plan to arrive by 8:20 so that traffic congestion is diminished and children are on time for school. If families arrive early, they may park and wait in the car with their child or accompany them to the play yard in the back. If a grade school child is crossing from the west side of the parking lot into the school, he or she should use the west sidewalk and avoid crossing the circle drive. **If your child needs assistance** to get in or out of the car/car seat, **please park**

instead of picking up/dropping off in the circle drive. This will help with traffic flow and avoid back-ups.

Parking Lot Safety

Parents must pay attention and drive at a low speed in the parking lot (no more than 5 mph) at all times. No cell phone use! **Please respect the direction and judgment of the attendants on duty.** Their main responsibility is to keep the children and adults safe while cars are moving around the drive. Do not idle your car for more than 5 minutes in the circle drive, out of consideration for the air quality. If you are waiting, turn your car off.

Accessible Parking

Please do not park or stand in these spaces without an appropriate sticker.

Parents are not to linger outside the front of the building or allow their children to play there at any time, as it poses a safety issue.

PICK-UP

Early Childhood

Children are released at 12:30 p.m. **Parking in the circle drive is not allowed at any time, as it is a fire lane.** Parents should park in the parking lot and walk to the pick-up location for their child. Parents should hold their children's hands from the building to their car. Parents should stay with and supervise their children closely.

Grade School

Children are released at 3:25 p.m. and will line up on the sidewalk in front of the building. They will be supervised by a teacher until their parents arrive. The supervising teacher will call the child's name when her or his parent pulls up in the circle drive and will direct the child to the car. **Please pull up as far as possible in the circle drive, and if a car ahead of you pulls out, please continue to move up. If there is no room in the circle drive, please park your car. If your child needs**

help getting into the car or a car seat, please park your car rather than picking up in the circle drive. Parking in the circle drive is not allowed at any time. If a parent or child needs to come into the building for any reason, please park in a parking space. If a child needs to cross the circle drive to a parent's car, a teacher will act as crossing guard to help the child cross the circle drive at the crosswalk. If you park facing Bonner Road, please walk to the grassy area in the middle of the circle drive to meet your child when s/he crosses, then walk with your child to your car. There will be two adults wearing safety vests at pick up time to keep children safe and keep the line of traffic moving. Please refrain from engaging them in conversation while they are on safety duty, and respect their judgment and direction regarding pick-up.

Pets

Please do not take pets out of your car during pick-up time. This is a distraction to the children and poses a safety issue.

Carpools

Carpool drivers should endeavor to park either near the West sidewalk or in the row facing the circle drive so that children will not have to cross traffic without a crossing guard. If you are driving a large car pool, it is better to park in these designated areas and let the children come to you than to get in the circle drive line, as these large groups tend to hold up the traffic flow.

5.17 LATE PICK-UP POLICY

- A late fee will be charged for pick-up after the following times:
 - 12:45 p.m. pick-up for Early Childhood.
 - 3:45 p.m. pick-up for grade school and Extended Day children.
- Early Childhood children who are not picked up by 12:45 will be brought inside the lobby area. Parents will pick them up there and pay the late fee in the office.
- The charge will be as follows: \$10.00 for 1 to 15 minutes late and an additional \$10.00 for each 15-minute period. \$20.00 for 16 to 30 minutes late; \$30.00 for 31 to 45 minutes late; \$40.00

for over 45 minutes late. These amounts will be charged to the family's [TADS](#) account.

- If the school is unable to contact the parents or other specified guardians within an hour of pick-up time, the police will be notified.
- One late pick-up fee will be charged for each carload; that is, if the driver of a carpool of four children is 10 minutes late, the driver will be charged one fee for the whole carload.
- Chronic tardiness will require a meeting between the family and the class teacher. Families will be considered chronically tardy if they pick up their child/children late three times within a calendar month. The goal of this meeting is to come up with solutions to the problem.
- As a solution to chronic tardiness, Early Childhood families may be asked to negotiate a contract with the Extended Day program, or to lengthen their existing contract hours.
- If the Extended Day program is not a viable solution, or if the family has difficulties in picking up grade school children on time, the family will be expected to submit a written plan that outlines a workable solution.

5.18 BEFORE SCHOOL CARE, EXTENDED DAY AND AFTERCARE PROGRAMS

BEFORE SCHOOL CARE

Before School Care is available for two drop-off times: 7:30 a.m. and 8:00 a.m. Registration is required for the entire year or with 24-hour advanced notice in case of an emergent need.

EXTENDED DAY

Extended Day offers care for Early Childhood children from 12:30-3:30 p.m. Children have lunch, play, and rest in our familiar, home-like setting. Extended Day allows parents to pick up younger children at the same time as grade school students.

AFTERCARE

Aftercare is available for both Grades and Early Childhood students from 3:30 - 6:00 p.m. after our regular school day has ended. Students play, have a snack, enjoy board games, work on homework, craft, read, or visit.

AVAILABILITY

Currently, both Extended Day and Aftercare are offered Monday - Friday when school is in session, however availability may be limited and days may vary based on the needs of the community.

SIGNING UP

Regular attendance in the Extended Day and Aftercare programs is requested and scheduled via [TADS](#) during the enrollment process prior to beginning the school year.

If you are interested in signing up for Extended Day or Aftercare, there are three ways to join and use these programs:

- **Contract for the full year.** Contact the office with your desired schedule to confirm space availability and choose a start date. The office will add your child to the roster, communicate attendance to teachers, and add charges to your [TADS](#) account. Cost will be prorated based on actual attendance. Contracted participation offers the lowest rate for these programs.
- **Schedule specific days as needed.** For occasional use, contact the office with your desired schedule at least 24 hours in advance to confirm space availability. Scheduled days may be paid for in the office by check, cash, an Aftercare/Extended Day pass, or added to your [TADS](#) account.
- **Drop-in attendance.** Drop-ins are welcome as long as space is available. Stop by or contact the office to confirm space availability. Drop-in days may be paid for in the office by check, cash, Aftercare/Extended Day pass, or added to your TADS account.

PAYMENT & POLICIES

- Before School Care, Extended Day and Aftercare requests are filled on a first-come first-served basis, and days fill up frequently.
- Before School Care/Aftercare/Extended Day passes are available in the office. We offer a “1-use pass” for one-time drop-ins and a “5-use pass” for occasional use at a discounted rate. Parents must purchase a pass before signing up for a slot in Before School Care, Extended Day or Aftercare. Passes may be paid for in the office by check, cash, or added to your TADS account.
- Current rates for Before School Care, Extended Day and Aftercare can be found on our website or by inquiring in the office.
- When picking up your child from Extended Day or Aftercare, please come into the building to collect your child and all of his/her belongings (lunch, hats, coats, backpacks, etc.) and be sure to let the teacher know that you are leaving.
- As these programs are a continuation of the day for the children, the same general requests apply to these programs that apply during the school day. These programs continue to facilitate imaginative play, free from the images of television, movies, video games, etc. This should be reflected in any items that the children bring with them from home (bedding, pillow cases, lunch containers, water bottles, etc.)
- A child’s parents and teachers together determine his or her continuing participation in the Extended Day and Aftercare programs. This is to ensure that the programs meet the needs of each and every child.

6 FAMILY AND SCHOOL IN EDUCATIONAL PARTNERSHIP

As Waldorf parents and teachers, we are joining together in a special partnership for the care and development of our children. Our shared goal is to understand and foster healthy child development in the light of Anthroposophy.

We encourage parents to share their questions regarding their child's development with us. Regular parent evenings, annual parent-teacher conferences, and visits during faculty office hours are essential so we can maintain the understanding and communication so vital to our mutual work.

6.1 EVENTS REQUIRING PARENT ATTENDANCE

PARENT ORIENTATION / BACK-TO-SCHOOL NIGHT (adults-only event)

At the beginning of each school year, the school hosts an orientation session for all returning and new parents. This is a time for parents to meet new and returning teachers and staff, learn about new school policies, and gather with their child's teacher and other parents from the class. Please watch the News email newsletter for details.

PARENT-TEACHER CONFERENCES (adults-only events)

Each year parent-teacher conferences are scheduled for EC and Grades students. Parents and teachers review the child's work and classroom experience in detail. Conferences are usually held in November and March.

CLASS MEETINGS (adults-only events)

Each teacher from Kindergarten to Grade 8 will hold a minimum of two class meetings during the school year. At these class meetings, the teacher shares important information about the class through various activities. For parents of grade-schoolers, class meetings are an opportunity to gain insight into the curriculum that is being presented to the students. These meetings also incorporate important class decisions about field trips, end-of-year trips, and fundraising to raise funds for such outings. The developmental needs of children of all ages are

addressed as well. These gatherings aid the families immeasurably in supporting the work of the teacher.

CURRICULUM NIGHTS (adults-only events)

Da Vinci Waldorf School faculty occasionally offer adult education evenings to parents. These events feature topics chosen to deepen parents' understanding of Waldorf education, anthroposophy, and child development. Da Vinci Waldorf School faculty welcome parents' requests for topics that they would like to see covered in the coming year.

6.2 ASSESSMENTS & REPORTS

Each grade school child is assessed by his or her class teacher as well as by subject teachers in a very individual and comprehensive way. Assessments include morning lesson book work, social interactions, movement and physical characteristics, and artistic work. Additionally, block reports are prepared for grades students.

CHILD STUDIES

Child Studies are regularly conducted by DVWS Faculty and Care Group members. A child's physical, social, and learning observations are presented to the whole faculty (with parental consent) in order to better see and clarify hindrances and strengths as well as to deepen teachers' abilities to understand and serve the child.

Class teachers and subject teachers prepare a **mid-year** and **year-end scholastic report** for each grade school student each school year. This narrative report describes the child's academic and social progress over the course of the year. These reports serve as the official transcript of the child's elementary Waldorf education.

7 BRIDGES BETWEEN HOME AND SCHOOL

Da Vinci Waldorf School teachers need the support of parents to ensure that children are well prepared to receive the full benefits of a Waldorf education. Their individual home lives are as essential to the children's growth as the quality of education they receive at school. We ask for your cooperation in the following areas:

7.1 RHYTHM

Rhythm is a fundamental principle of all life. We experience the rhythm of the year in the cycle of the seasons, rhythm of the month in the cycle of the moon, and rhythm of the day in the passage from darkness to light. Our bodies are also attuned to the rhythms of our breath and our heartbeat.



Young children are very sensitive to the rhythms of life. Establishing a sense of continuity and order in their daily lives gives them a deep sense of security and well-being. In order for children to come to school rested and refreshed, we encourage parents to maintain a calm, orderly rhythm for going to bed in the evening and rising in the morning. Many parents find that a regular nightly routine of story, song, or quiet conversation eases the child's transition into sleep.

We also ask that parents give special consideration to Sunday evening. In Waldorf schools, the activity or lesson given on Monday mornings lays the foundation for the entire week's work. For that reason, we ask parents to plan their weekends to allow for some "settling in" time on Sunday.

7.2 FOOD

Early Childhood students who attend the Extended Day program and all Grades students bring their own lunch from home. Grade school children must bring a morning snack with their lunch. Early Childhood children prepare their own morning snack in the classroom. Students in Aftercare must bring a hearty snack or second lunch.

We ask that lunches and snacks contain foods that provide the energy needed to carry your child through the day. This can be accomplished with simple, wholesome, unprocessed food. We are happy to provide lunch suggestions to parents upon request if they stop by the office or speak with their child's teacher. Please do not pack sugary drinks, soda, gum, or any foods that require heating or refrigeration. Be sure to pack the necessary utensils for your child's lunch as well. A refillable, non-glass water bottle should be available at school each day for each child.

7.3 BIRTHDAY INVITATIONS

If a child wishes to invite all of the children in his or her class, parents are welcome to distribute the invitations at school. However, if invitations are selective, we ask that parents extend invitations away from school and refrain from picking up only selected children from school to attend a party to which others are not invited. Your sensitivity is appreciated.

7.4 TOYS

Personal toys are to be left at home.

7.5 PLEASE LEAVE THESE THINGS AT HOME

In addition to toys, please leave the following items at home during **all** school-related functions including the traditional school day, detention, service outings, field trips, festivals, class plays and rehearsals, class trips.

- Sports equipment (sleds may be used in winter but must be stored in the shed and available for all children to share.)
- Electronic devices of any kind
- Weapons of any kind including, but not limited to:
 - Guns or knives **of any type**, including pellet guns, bb guns, pocket knives
 - Launching devices, including crossbows, bow and arrow, catapult, slingshot
- No skateboards are allowed during recess.
- Exceptions to this policy are at the sole discretion of the teacher.

7.6 MEDIA GUIDELINES

Why does DVWS have media guidelines?

- We nurture your child's capacities for creative imagination, independent thinking and positive action.
- Early exposure to media separates your child from authentic experience – it can promote a distorted and developmentally inappropriate view of the world.
- Parents consistently find that less media deepens family communication and fosters in the child a deeper connection to the world around them.
- We are committed to fostering age-appropriate media/digital literacy.

DVWS Media Guidelines

The Da Vinci electronic media guidelines are designed to support the objectives of Waldorf education, and to be workable in the homes and lives of our school families. Parents have consistently found that reducing the influence of media on their family life has encouraged family members to develop a livelier interest in one another, enlivened and deepened their communication, and fostered a deeper connection to the world around them. The school expects that each parent understands and supports the media guidelines for the good of their own children and their children's peers. Each family's respect for the media guidelines

has a far-reaching positive effect on the students' educational and social experiences in school.

The school reserves the right to request students reduce or alter their use of media if that exposure is undermining their education or the education of others.

For the purpose of these guidelines, "Electronic Media" includes television, movies, computers, social media and all other video and audio devices, including cell-phones and any electronic devices or screens used for games and music. The scope of "electronic media" will change as technology and its applications evolve.

In the interest of supporting a classroom environment where imaginations may flourish, the school asks that children's clothing, backpacks, lunch boxes, etc., be free of media images. For detailed clothing policies, please see [section 5.10](#).

Guidelines for Healthy Media Habits ~ A Developmental Perspective

Birth to Age Two

DVWS advocates for **no screen time before the age of two**. Children under age two benefit from having no exposure to movies, computers, cell phones, etc. The baby's brain is shaped by interactions with parents. Humans provide the relationships essential for healthy neurological and psychological development.

Age Three to Age Seven

Children enrolled in our early childhood programs benefit from the gift of a media-free childhood. Any media exposure must be very limited and reserved for special occasions and when family is together. Exposure to radio and recorded music is best limited and age-appropriate. At this age, children have a rich, imaginative inner life that does not need to be "cluttered" with media overexposure. For the young child, the social and emotional experiences and the neurological pathways they cultivate are a

cornerstone for healthy development. Let us allow our children to make their own magic!

Age Seven to Age Twelve (Grades One Through Five)

Consistent with Waldorf education's emphasis on learning through direct experience, children in the lower grades (1-5) benefit from no exposure to electronic media in their daily lives. Children in grades one through five are expected to be media-free during the school week with very limited and supervised use of electronic media on weekends and vacations. This is a time for very guided and gradual introduction of electronic media. DVWS suggests children not be given their own personal electronic devices (ipads, ipods, cell phones, computers) but may consider these for family use.

Age Twelve and Older (Grades Six Through Eight)

At this age, it is appropriate for students to have a gradual and guided introduction to the applications and use of electronic media. These students will still benefit from no exposure to electronic media during the school week and limited exposure on the weekends and vacations. Our upper grades students may be allowed to use computers for class projects with teacher permission. At this age, children might have their own devices, but parental guidance is still strongly recommended. DVWS recommends families refrain from children participating in social media sites (i.e., Facebook) at this age. This is also a time for children to learn "digital citizenship" or what might be referred to as "netiquette." Any access to electronic media at this age exposes our children to images that they may not be developmentally equipped to understand. What is accessible exceeds their abilities to manage it; hence, this is a time for strong parental involvement and supervision of any media use. Parents need to set limits and not rely on the child to self-monitor in this arena.

Cell Phones and Personal Electronic Devices at School

The use of cell-phones and electronic devices for any purpose by students is not permitted on school grounds between 8:00 a.m. until after dismissal time, during school activities, or on school-sponsored trips. We expect devices to be left at home. We

understand there may be reasons when a student may need access to a cell phone after school. If there is a need, please contact the office in advance to let us know your child isn't violating this school expectation. Depending on the class, teachers may collect these devices for safe keeping. Violation of electronic media use at school or any inappropriate use of these devices ("sexting," bullying, etc.) will result in faculty confiscating the device until a meeting can be arranged with parents. These infractions may result in detention, suspension, or expulsion from school.

Media: What Can We Do as Parents/Adults in the Lives of Our Children?

Parental Guidance is an imperative! Parents have a vital role to play in fostering a culture of discipline around the issue of electronic media.

Resources:

Consuming Kids, the documentary

Simplicity Parenting by Kim John Payne

The Big Disconnect by C. Steiner-Adair

Interview with Sherry Turkle on "Being Alone Together"

<http://billmoyers.com/segment/sherry-turkle-on-being-alone-together/>

The **reference site "Common Sense Media"** to check the appropriateness of media sites for your child.

8 COMMUNITY SPHERES & DVWS GOVERNANCE

Da Vinci Waldorf School is an independent, self-administered, collaboratively-led institution. Legally we are a 501(c)3 Illinois nonprofit corporation. We recognize four adult spheres of responsibility which provide essential support for the healthy functioning of our school and community: the Faculty, Board of Trustees, Administration and Parent Body.

The **Faculty** sphere of responsibility rests most strongly in the cultural realm of the school. The Faculty deepens the pedagogy and helps realize the mission of the school via curriculum development, teaching, teacher selection, teacher evaluation and mentoring, student selection, implementation of pedagogical strategic planning and mission renewal. The Faculty works in concert with the Board of Trustees in its responsibility for the selection and evaluation of the Administrator.

The **Board of Trustees** sphere rests primarily in the legal and economic realm of the school. The Board of Trustees keeps the mission of the school in focus and supports the Faculty and Administrator. Decisions involving legal affairs, strategic planning, budget approval, fiscal oversight, fundraising leadership, and risk management fall within the scope of the Board's responsibilities. The Board, along with faculty, is responsible for the selection, hiring, and evaluation of the Administrator.

The **Administration** sphere rests primarily in the rights and responsibilities realm of the school. The Administrator manages and develops resources in service of the mission of the school. She or he is responsible for implementing Board of Trustees and Faculty-approved policies, plans and budgets. Additionally, she/he works to implement strategic plans, acts as a liaison with parents, and facilitates the smooth day-to-day operations of the school. Administrative activities also include, marketing, enrollment, bookkeeping, facilities maintenance and matters of health and safety.

The **Parent sphere** endeavors to provide a home environment compatible with the goals and philosophy of Waldorf education. Parents support their child's class and teacher by attending all class meetings and parent evenings, as well as helping with class activities and special events. Parents deepen their understanding of Waldorf education through class meetings, study groups, and lectures. All parents are members of the Parent-Teacher Organization (PTO) and can support the school by their involvement in this vital group. [See the Parent Teacher Organization \(PTO\) section](#) within Committees and Groups (8.4) for a full description of the PTO and its function.

8.1 PARENT INVOLVEMENT

SCHOOL DECISION-MAKING

Parents as a body will be assembled when issues or decisions involving a class configuration, change in class teacher, or a major change in curriculum or student policy are concerned. The purpose of these meetings is to inform parents of the situation and solicit comments and ideas from the parents. The value of these meetings will be to hear parent perspectives that will contribute to the decision-making process. While parents will not make the decision, their voices will be heard, if possible*, before the decision is made. This will eliminate any surprises and will allow the factors behind the situations to be as clear as possible.

*In the event of an emergent decision, parents will be given an opportunity to ask about the circumstances around the decision and review the process.

PARENT VOLUNTEERING

Just as volunteer commitment is an integral part of all private schools, volunteers are the lifeblood of Da Vinci Waldorf School. We thrive when our community of parents, teachers, and friends help accomplish the many tasks that are a part of operating a school, including service on a committee or the Board of Trustees, building maintenance, classroom support, and fundraising. As a result, everyone benefits in ways both tangible and intangible: Waldorf education is made available to the children of our area,

tuition can be kept lower, and parents find a warm community life where their skills are needed and appreciated. Each K–8 family at DVWS is expected to contribute 20 or more hours of volunteer service throughout the year. Preschool families are expected to contribute at least 10–15 hours. This is managed on the honor system and not officially tracked.

Festivals: In Waldorf schools, we strive to foster a deeper understanding of humanity’s relationship with the wonder of nature. Celebrations of seasonal festivals provide opportunities to come together as a community and better understand ourselves in relationship with the natural world. DVWS’s festival life is held by the Faculty who work with the PTO and others to plan and organize the festival events throughout the year.

Finance: The Finance Committee’s mission is to secure and protect the financial needs of the school in the past, present, and future while allowing the creative spirit within to freely flourish and grow. FiCom is responsible for the financial operations of the school including bookkeeping, banking, tax filing, record keeping, tuition adjustment and budget tracking.

Marketing: There are many ways to be involved in the outreach, retention and growth of our school and Waldorf education: special events, press releases and flyers, advertisements, news articles, newsletter, the school website, the school’s blog, Facebook page, brochures and information packets, networking and outreach. Administration guides these efforts and always needs a helping hand.

Development: Raising funds and finding support is essential to the school’s success. Annual fundraisers, events and grant seeking, application, reporting are important.

Building and Grounds: The Building and Grounds mission is to maintain the use, upkeep, and aesthetic of the interior and exterior spaces of our school as well as assess future physical needs of the school. There are many areas of this operation that can benefit from parent involvement. Any ideas for changes or additions to the building or grounds should be channeled through administration.

In the Classroom: Consider being a class parent, chaperone, helper or a behind the scenes assistant. These roles are essential and much appreciated by teachers.

The Board of Trustees, Faculty, Administrator, and PTO Chairs, with the input of the entire parent community, work together to refine the vision of Da Vinci Waldorf School.

8.2 ORGANIZATIONAL AGREEMENTS

- Those who take up the responsibility of leadership roles at Da Vinci Waldorf School do so in the spirit of servant leadership (see Robert Greenfield's work www.greenleaf.org, guided by the principle of service to the whole).
- Da Vinci Waldorf School exists by virtue of the support of a wide community of parents, alumni, friends, and all who share our vision of Waldorf education. The health and growth of our school depends on the strength of these relationships.
- Da Vinci Waldorf School is a 501 (c) 3, non-profit organization. The Board of Trustees has the legal responsibility to provide legal oversight of the Faculty and the Administration in accomplishing the school's mission.
- The Faculty provides leadership for the cultural impulse of Waldorf education to the whole school through meditative and consensus building work together and through active collaboration with the Board of Trustees and Administration. The Faculty takes a leadership role and holds responsibility for making the mission of the school a reality. The Faculty is responsible for ensuring the professional development of all teachers.
- The teachers strive to manifest Waldorf pedagogical principles in the education of students at Da Vinci Waldorf School.
- Parents entrust teachers with the responsibility of bringing Waldorf education to students and determining the needs of the whole class. To accomplish this, teachers expect parents to support the principles of Waldorf education. The complementary viewpoints of parents and teachers are

essential to understanding and guiding the development of each child.

- Organizational and operational affairs are carried out by the administrative staff in service of the mission of the school.
- The Administrator serves in an ex officio capacity on the Faculty and is the agent of the Board in the day-to-day operations of the school and supervises the administrative staff.
- The collaborative relationship among the faculty, Board of Trustees, and the administration is coordinated and expedited by two leadership circles: the School Executive Committee (Faculty Chair, Early Childhood Chair, Grades Chair and Administrator) and the Board Executive Committee (Board Officers, Administrator, and Faculty Chair). Together these groups facilitate policy implementation, provide complementary perspectives, strengthen communication, and make representational decisions on behalf of their larger circles of governance.
- The Faculty relies on the Level Chairs and Administrator to keep the Faculty aware of its responsibilities.
- The Faculty collectively decides matters of pedagogical principle; thus the School Executive Council makes decisions about the implementation of existing principles and policies.
- The Faculty Chair serves in an ex officio capacity on the Board.
- The Parent Teacher Organization offers a formal social structure for all adults in the Da Vinci Waldorf School community. It provides a conscious framework for the school community and actively encourages each of us to participate in community life. It supports the parent-teacher partnership and community development.

8.3 COMMITTEES AND GROUPS

SCHOOL EXECUTIVE COUNCIL (SEC)

(A collaborative committee)

Committee Purpose: SEC is responsible for the timely handling of the day-to-day planning, problem-solving and communications involving student experience. It holds the

mission and strategic plan of the school, sets the agenda for the Faculty meetings and inservice work, collaborates in developing the school calendar and program schedule. Fosters healthy communication and manages personnel allocation.

Committee Membership: Faculty Chair, Grades Chair, Early Childhood Chair, and Administrator.

BOARD EXECUTIVE COMMITTEE (BEC) **(A collaborative committee)**

Committee Purpose: The primary purpose of the BEC is to address emergency issues if they arise.

Committee Membership: Board President, Vice President, Treasurer, Secretary, Faculty Chair and Administrator.

PROFESSIONAL DEVELOPMENT COMMITTEE (PDC) **(A faculty committee)**

Committee Purpose: The purpose of the PDC is to serve Da Vinci Waldorf School by ensuring support of faculty mentoring, professional development, evaluations and collegial support. Oversees new faculty orientation and ongoing development for the faculty as a whole.

Committee Membership: Faculty members from EC, Grades and Subject Classes, Administrator.

CARE GROUP **(A faculty committee)**

Committee Purpose: To support the individual growth, development, and well-being of the students in the school. Activities include child study, class study; the study of child development and soul care. The Care Group also provides classroom and collegial support for teachers; coordinates tutoring, remedial programs, and outside services for individual students; reviews assessments; communicates with parents regarding needs for remedial support or tutoring.

Committee Membership:

- Educational support specialist/remedial educator
- Representatives from early childhood and grades faculty
- Therapists and specialists

PARENT TEACHER ORGANIZATION (PTO)

Committee Purpose: The mission of the PTO is to encourage and support our community of parents, faculty and staff in serving our school. The PTO encourages involvement from every member of the school community by being the hands, heart and head of our community.

Committee Membership: All parents and teachers at Da Vinci Waldorf School are members of the PTO. A volunteer chair and council along with room parents serve as leaders.

The PTO

- participates in community activities.
- leads and supports initiatives to improve the school's welfare.
- provides perspective on what is working and not working in the school and helps address issues.

FINANCE COMMITTEE**(A Board of Trustees Committee)**

Committee Purpose: The task of the Finance Committee is to oversee, enforce and report on the policies and functions carried out by the bookkeeper and the board that are financial in nature. FiComm reviews accounts, taxes, payroll, loans and supports in making financial aid decisions. In collaboration with Administration, the annual budget is developed with the Faculty before being approved by the Board.

Committee Membership: The Treasurer of the Board, bookkeeper, Administrator, parent and faculty representatives.

DEVELOPMENT TEAM

(A Collaborative Committee)

Committee Purpose: To raise funds to support the mission of the school. To develop a culture of giving within our community, alumni and supporters within the established methods of 1. Annual Fund 2. A take home fundraiser 3. A spring social/auction fundraiser event 4. Giving Circle

Committee Membership:

- Board Member or Treasurer
- Faculty Representative
- Committee members from the school community

The committee is open to new members wishing to participate.

9 GIVING AND PARTNERING

Below are a few examples of ways that you can contribute to our school's fundraising efforts directly or indirectly. We are always looking for new fundraising ideas and especially need volunteers to champion these initiatives. We are always in need of airline miles for our teachers to use when they travel for training. **If you have miles to donate, have fundraising or partnership ideas, or if you are able to donate your time to help with fundraising efforts, please contact our Administrator, Laine Ambrose, anytime at 847-526-1372 or by email at lambrose@davinciwaldorf.org.**

9.1 CHARITABLE GIFTS

We ask that each of our families consider Da Vinci Waldorf School their favorite charity. All monetary donations to Da Vinci Waldorf School are tax-deductible. Please realize that what you and your extended family give has a dual impact—benefiting your own child and building a much-needed educational alternative for children in our community for the future.

THE GIVING CIRCLE

The DVWS Giving Circle is an annual opportunity for all community members to contribute to a fund, then gather together, share goals and dreams for our school, and cooperatively decide how to use the fund to make those goals and dreams come true. Please consider joining our Giving Circle each year. All community members are invited to invest their values and lend their voice to the future direction of Da Vinci Waldorf School.

COMPANY MATCHING GIFTS

Your tax-deductible contribution to the school may be fully or partially matched by your employer. Please check with your HR department! If your company offers a gift matching program of any kind, please get in touch with our Administrator and she will help navigate the process. **lambrose@davinciwaldorf.org.**

9.2 PARTNERED FUNDRAISING

RAISERIGHT www.raiseright.com

To sign up, or if you have any questions, please contact Morgan Branson by email at mbranson@davinciwaldorf.org.

Raise money for the school and toward your child's tuition without devoting time to selling products, asking for donations, or planning events. Earn rebates on everyday purchases, just by changing your payment method. Gift cards or instant e-cards purchased via www.raiseright.com. With RaiseRight, you're paying face value and you're getting face value. You raise money simply by changing your payment method. Recruit grandparents, and other close family members and friends to participate.

BOX TOPS FOR EDUCATION

If you have questions, please contact Morgan Branson at mbranson@davinciwaldorf.org.

Many grandparents, aunts and uncles, neighbors and friends are inveterate box top clippers. Clipping is no longer required. Download the Box Top App, choose Da Vinci Waldorf School as your school. After you shop, open your Box Tops app on your phone and scan the receipt. The app will automatically pick up any box tops items you have purchased and apply that money to the school account. Get the word out! Encourage friends to download the app! At 10 cents each, the dollars can add up quickly. Please check the list of qualifying products because there are natural food products and many paper goods that you may use on the list.