



ASHEVILLE
WALDORF
S C H O O L

Parent Handbook

(828) 575-2557
ashevillewaldorf.org

Mission Statement

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

We dedicate ourselves to:

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

Our intention is to inspire:

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

Non-Discrimination Policy

In compliance with federal laws, Asheville Waldorf School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs.

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

History of Waldorf Education

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

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

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

Inception and Vision of Asheville Waldorf School

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

In the summer of 2009, eight individuals formed the initiating Board of Directors for Azalea Mountain School. On June 4, 2010, we became Azalea Mountain School, Inc., and were designated as a 501(c)(3) non-profit corporation. Work then began to find the space for our first classrooms in Asheville, North Carolina. These are located in a former school building owned by Trinity United Methodist Church in West Asheville.

In the fall of 2010, we offered our first program, the Morning Garden, one that is Waldorf-based for children from birth through three and a half and their parents. In the fall of 2011, Kindergarten through 4th Grade were added; in the fall of 2012, the 4th Grade expanded into a 5th Grade class. The school's founding vision is to grow into a full Kindergarten through 8th Grade Waldorf School—certified by the Association of Waldorf Schools of North America. In 2016 we became one step closer toward reaching this goal as the Azalea Mountain School received accreditation from Waldorf Early Childhood Association of North America (WECAN), as a developing member. After inner growth as an

organization and a year long self-study, on June 24, 2018, we became an Associate Member of the Association of Waldorf Schools of North America.

With these accreditations, we were officially able to call ourselves a Waldorf School, changing the school name from Azalea Mountain School to Asheville Waldorf School.

Organization

Waldorf Schools often do not use a traditional hierarchical governance structure. Asheville Waldorf School is built on a three-fold model. Three interrelated bodies work together to shape and govern the school; these are the Core Faculty Circle, the Board of Directors, and the Parent Organization (AWSNAP).

Core Faculty Circle

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

Board of Directors

The Board of Directors is responsible for the legal and financial well-being of the school. The Board is composed of parents, faculty, and community members. Board members, along with the School Administration carry out the school's administrative needs and duties. Board members also serve on committees that function to fulfill specific purposes. Currently, there are the following committees: Business, Hiring, Site, DEI (Diversity, Equity and Inclusion) and Social Harmony; their Chairs report to the Board on a monthly basis.

The Parent Organization

The Parent Organization, called AWSNAP (Asheville Waldorf School Neighbors and Parents), serves to catalyze and organize active parent involvement in the life of the school. Every parent or legal guardian is a member of the Parent Organization. The AWSNAP nominates parent representatives from among its members. One Grades parent representative and one Early Childhood parent representative occupies a seat on the Board of Directors with the right to vote.

Together, the AWSNAP reps form the leadership for the parent organization. They meet regularly with the Class Parents to plan AWSNAP events and activities. The term is two years.

The Chairs Circle

The Chairs Circle is a four member group usually consisting of the Grades Chair, EC Chair, Subjects Chair, and Administrative Chair. The Chairs Circle is responsible for the organizational timeline, professional development of faculty and staff, and works to make sure all working circles of the school are operating in a cooperative manner.

Social Harmony Council

The AWS Social Harmony Council's mission is to cultivate our human connection and interest in the other, promote social-emotional health, and support conflict engagement. Using Nonviolent Communication (NVC) and the model of Restorative Circles, we strive to support healthy relationships within the community. The Council aims to establish and promote a safe, positive, and respectful school climate in which members are able to resolve conflicts, stress, anger, and other troublesome issues in a productive and constructive manner. The Social Harmony Council includes faculty, administrative staff, and parents.

School Administration

The School Administration is the nexus of communication within the organization of Asheville Waldorf School. The School Administration is currently composed of the Administrative Chair, Administrative Office Coordinator, Business Manager, Admissions Director, and Marketing and Outreach Coordinator. This team meets weekly to oversee the administrative needs of Asheville Waldorf School. The School Administration has regular office hours and can be reached at (828) 575-2557 for concerns or to make an appointment.

School Code of Conduct

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

Our Core Principles

- We agree to be courteous to all, respecting the differences and the rights of others.
- We agree not to swear, bully, harass or in any way endanger or harm others, physically or emotionally.
- We agree to treat with respect our own and others' belongings, as well as the property of our sites, and our neighborhood.
- We agree to respect the learning environment of the school by protecting the sanctity of childhood, while engaging in classroom activities, parent volunteer efforts, and study and handwork groups.
- We agree to bring issues forward in a manner focused on solution, to be timely in arrival and departure, and to maintain positive communication.
- We understand that childhood is a time for the child to learn about the world we live in,

and to learn to relate to others. Feelings are strong in childhood, and we encourage children to express themselves in ways that help themselves and others. Anger is a natural feeling, but “people and things are not for hurting.”

- We agree to comply with the school dress code.

Confidentiality

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

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

School Policies

Public Transparency

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

Non-Discrimination Policy

In compliance with federal laws, Asheville Waldorf School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Student Evaluation

Waldorf education is concerned with the whole child as a developing human being. For this reason, Asheville Waldorf School does not rely on formal intellectual testing as an evaluation tool. For teachers' purposes, there are more accurate methods of evaluation. A child who is having developmental problems, for example, can show them in many ways in addition to academic performance. Strengths and challenges may actually show clearly through artistic activities, physical coordination, or speech patterns.

Communication between parents and teachers is vital in a Waldorf school especially when there are suspected concerns regarding development by parents or teachers.

For rising first graders in kindergarten, a screening is conducted and a report is mailed home at the end of the Kindergarten year. This lays a foundational picture of the child and their development as they enter into the grades program.

For students in first through eighth grade, parents will receive written reports at the end of the school year. The report conveys, in narrative form, the child's areas of challenge and areas of progress, and potential for the future. The report may aim at awakening forces of healing and growth within the child's own consciousness or it may be an evaluation primarily for the parents.

This report alone cannot take the place of regular discussions between parents and the teacher.

Conferences with teachers may be set up either at the parents' or the teacher's initiative. Without these consultations, parents miss a significant opportunity to learn about their child's progress. The school provides for planned parent-teacher conferences at school but parents are able to schedule conferences with teachers throughout the year. Please see the calendar for dates.

The school administers a Second Grade developmental evaluation. The results are communicated to the parents by our remedial specialists. If a student joins the school later than second grade, an age-appropriate evaluation will be administered (during the admissions process and once the student is in school). The purpose of these evaluations is to highlight any possible areas of developmental concern and bring them to the parents' and teachers' attention in order to initiate remediation.

Asheville Waldorf School will also do an overall assessment of the students' progress at the end of fifth or beginning of sixth grade. This will evaluate all aspects of the students' progress in relationship to their own abilities, the expectations of the curriculum, and the teachers' insights into the individual student's work.

At the discretion of the faculty, a family may be asked to obtain outside, expert evaluation for their child based on the teachers' observations of possible special needs. The school would request copies of these test results in order to best serve the needs of the students and might create an academic

accommodation plan specific to the student's needs. This would support a request for extended time testing on standardized tests.

Remediation, Tutoring and Special Needs

Asheville Waldorf teachers make every effort to meet children's needs within a classroom situation. The curriculum addresses the child's developmental stages and works in a multi-sensory approach to encompass various learning styles. It is, by its nature, supportive and is often considered therapeutic.

Nevertheless, some children have needs that require special consideration. In such cases, the teachers, together with the parents, seek appropriate help within a spectrum of possibilities from daily work in the main lesson with the class teacher to individual therapeutic work.

The school employs a Remedial Specialist to work with students as needed in conjunction with the class teacher.

The class teacher carries primary responsibility for a student who may need special support, initiating a conversation with parents and the remedial specialist and gathering information from colleagues involved in teaching that student. The faculty meetings devote time on a regular basis to finding the right avenues to address a student's particular needs. Respect for the individual stands at the core of these meetings. Special attention is given to confidentiality in such conversation.

While we strive to support the children as best we can, there are times when support or evaluations are needed from outside the school.

Asheville Waldorf School works in partnership with Buncombe County and Asheville City School Exceptional Children Services. Zachary Cohen is our contact and will help facilitate evaluations. Parents must take responsibility for initiating services through the city/county. Zachary Cohen, Preschool / Private School EC Instructional Facilitator may be contacted at 828-774-8785 zachary.cohen@ashevillecityschools.net

Parents are responsible financially for tutoring, therapeutic work, or other forms of remediation beyond the scope of what the school can provide. Some of these activities may be arranged during the school day, after consultation with the class teacher. Educational assessments or tutoring arrangements with the individual school districts are best made in consultation with the class teacher.

Standardized State-Mandated Testing

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

Compliance with State Laws Concerning Child Abuse and Neglect

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

Child Abuse Prevention Practices

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

1. All staff members (teachers, assistant and part-time teachers, staff and volunteers who are at the school 5 days a week) must receive and complete criminal background checks. (See NC General Statute 110-90.2)
2. North Carolina law requires that everyone report suspected child abuse, neglect or dependency. "Any person or institution who has cause to suspect that any juvenile is abused, neglected, or dependent shall report that case to the Director of the Department of Social Services in the county where the juvenile resides or is found." The law makes no exceptions to the reporting requirement, i.e., even in relationships that usually involve confidentiality, including attorney/client, husband/wife, etc. This requirement applies regardless of where the abuse may have occurred, at the child's home or at school. (See NC General Statute 7B-301)
3. At Asheville Waldorf School, it is the responsibility of the individual teacher to make the report of suspected abuse, neglect, or dependency directly to the Director of the Buncombe County Department of Social Services by calling (828)250-5500. The teacher has legal protection under the law from defamation. It is not the duty of the Board to investigate the situation. Allegations could be defamatory if made public to the Board and are unfounded. When a report is made, the Board President shall be notified.
4. Any person named as an alleged offender in a complaint shall immediately be required to cease contact with children at Asheville Waldorf School, until such time as the Board President deems it appropriate.
5. A representative of the Buncombe County Department of Social Services will meet with the full and part time teachers, staff and parent volunteers to present the NC Child Abuse and Neglect Reporting Law, and to answer questions about the teacher's responsibility. Teachers and staff may be required by the Board of Directors to participate in other training about child abuse prevention.
6. All full time teachers are required, and all part time teachers are encouraged, to maintain First Aid/CPR certification as a condition of their employment.
7. All visitors to the school will check in first at the office, and wear a name tag, while in the school.
8. Parents will sign permission forms for their children to participate in any off campus activity or field trip.

9. Parents will give specific names of those persons authorized to pick up their children from school.
10. Any volunteers, who are not parents, and who work with children on a regular and frequent basis, will have a background check.
11. The Board of Directors will be responsible for annual review and update of these policies regarding child abuse prevention.

Sexual Harassment Policy

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

Substance and Weapons Policy

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

Child Release Policy

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

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

Custody Matters

Asheville Waldorf School is legally obligated to communicate information or issues concerning students to all parents and/or legal guardians. AWS may not deny a parent who wishes to pick up his or her child or attend a class parent evening without a court order.

Cell Phone Usage Policy

- Please “silence” your cell phones before entering the school building.
- Cell phone use while inside the school building is to be kept to a minimum, and used only for specific school related needs, for example, emergency calls related to illness.
- Communications from parents to faculty members, or to a student are best when directed to and delivered by the school office staff. Please call the school office: (828) 575-2557.
- Students may use the school's office phone, with their teacher's permission.
- Students are not permitted to have electronic devices on the school premises.
- If your child is required to have a personal cell phone, please alert your child's teacher. However, the phone will be kept safe by the teacher, and returned to the parent at the end of the school day.
- If a teacher accepts text messaging to their personal cell phones, replies will be sent during discrete times, such as during breaks or lunch periods. Text-type communications should be limited to logistics during a school day.

Social Media Guidelines and Best Practices for Parents and Guardians

Social media refers to online tools and services that allow any Internet user to create and publish content. Many of these sites use personal profiles where users post information about themselves. Social media allows those with common interests to share content easily, expanding the reach of their ideas and work. Popular social media tools include Facebook, Twitter, Instagram, LinkedIn, blogs, YouTube and Flickr to name a few.

Social media can be a helpful tool to inspire us and connect the school with the greater community. We have so many wonderful things we do here that we need to celebrate and to promote. All content which is published by the Asheville Waldorf School Website, Facebook Page, Instagram, or other social media sites can then be shared on your own social media accounts. This provides Asheville Waldorf School with a tremendous amount of exposure and good will. We encourage parents and volunteers to engage in the following:

- Encourage participation and promotion of official Asheville Waldorf School events, activities, and programs
- Distribute advance notices of Asheville Waldorf School events and programs
- Encourage participation in fundraisers, food/clothing drives, and other events and initiatives
- Inform AWS families, friends, alumni, and supporters about news, events or programs
- Recognize special achievements or accomplishments of Asheville Waldorf School students, families and staff members

However, we respectfully ask that on your social media sites that you do not engage in the following:

- Converse about Asheville Waldorf School business or private discussions in a negative manner
- Air grievances with fellow volunteers, school administrators, teachers, parents, students or other individuals.
- Use inflammatory or inappropriate language, or personal attacks of any kind with respect to Asheville Waldorf School.
- Post photos of children at school events without the permission of their parent or guardian.

Asheville Waldorf School does not seek to censor posts or limit freedom of speech on its social media platforms or yours. However, we ask that you carefully consider what you are posting as it may affect the livelihood of the employees and well-being of students at the school.

Below are guidelines to follow when members of the school community are either representing or discussing Asheville Waldorf School in social media spaces, regardless of whether these are considered professional or personal spaces.

- Parents or guardians should make complaints through official school channels rather than posting complaints on social networking sites.
- Parents and guardians are to immediately bring any social media policy violations or concerns to school officials. Responding in kind to uncharitable communications through social media channels e.g., Facebook, merely perpetuates divisiveness.
- Asheville Waldorf School officials will not mediate social media issues between parents unless it directly affects the school.

Once a post is brought to the attention of the School and meets one or more of the criteria set forth, the Administrative Chair will contact the originator and suggest a meeting with the aggrieved parent and the appropriate member of the school according to the School's grievance policies. If a parent continues to violate the School's social media policy as outlined above, a meeting will be called with the parent and the School to determine if Asheville Waldorf School is a proper fit for the family and whether their enrollment may continue.

Financial Policies

The TADS Application Service

Asheville Waldorf School utilizes TADS (www.tads.com) to manage our application, tuition assistance, and billing in a paper-free manner. Any enrollment questions can be forwarded to the school office, (828) 575-2557, for resolution. All personal information regarding the child and family, including financial information, is entered on a secure TADS enrollment web page. Fees charged by TADS are paid through the TADS website. Once enrolled, payment of all school fees and tuition should be paid through TADS. Utilizing the TADS service ensures that personal information is secure, and handled in a confidential manner.

Application Fee

For each new student applying to Asheville Waldorf School, a \$50 non-refundable application processing fee is due for payment in order to complete the application process in TADS. The Application Fee amount is not adjustable and is only paid once.

Enrollment Fee

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

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

New Student Enrollment Fee:

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

Returning Student Enrollment Fee:

- 2-5 day Early Childhood \$300*
- 5-day Kindergarten - Grades \$300*

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

These payments can be made online through TADS.

Payment of Tuition

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

Tuition Due Dates

2022-23 School Year: The first payment is due: July 5, 2022. If paid in two payments, the second payment is due: January 5, 2023. If paying in 12 monthly* payments, each payment is due on the 5th of each month, beginning July 5, 2022.

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

Note: Families, who enroll their child(ren) within the first 30 calendar days from the first day of school, will pay the full tuition amount. Families who enroll their child(ren) after the first 30 calendar

days from the first day of school will pay a prorated tuition amount. However, the Application and Admission Fees are due for all new students, and are not adjustable.

Tuition Agreements

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

Tuition Late Payment Policy

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

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

- Contact the school office to arrange a meeting with the Business Committee. The purpose of the meeting will be to discuss the situation to see if it can be resolved to the satisfaction of all parties. If proactive action is taken, the school will do its best to find a mutually agreeable way to work with the family. The family must have a plan for payment to present to the school.
- If a payment is five (5) days past due, and a new arrangement has not been agreed to (in writing), TADS will automatically assess a \$50 late fee, and notify the responsible party(s) to this effect.
- If a payment is thirty (30) days past due, and a new arrangement has not been agreed to (in writing), the school will send a letter to the responsible party(s) to remind them of their obligation.
- If a payment is forty-five (45) days past due, and a new arrangement has not been agreed to (in writing), a second \$50 late fee is applicable. The school will continue to make every effort to contact the parents.
- If a payment is sixty (60) days past due, and a new arrangement has not been agreed to (in writing), the family will be required to keep the child at home. Please do not bring the child into school. If a child is brought to school despite this requirement, the class teacher is

required to instruct the office personnel to contact the parents for an immediate pick-up. In this situation, tuition and fees are still due, as if the child were in school, but a return to school cannot occur without a full financial reconciliation taking place. See below for the policy regarding the [Withdrawal of an Enrolled Child](#).

Asheville Waldorf School wants to keep every family in the school community. We all appreciate the striving made by many families to provide their children with an education inspired by Waldorf. Therefore, families are expected to be in contact with the school, if there is an interruption in meeting tuition payments.

All personal financial information is held as 'confidential' by the school, and is restricted to only those Board members and administrative staff specifically entrusted with it.

Tiered Tuition /Financial Aid

Asheville Waldorf School offers financial assistance in the form of a Tiered Tuition model for families unable to pay the full tuition. This is available to families with children enrolled in Five Day Nursery, Kindergarten and Grades classes. There is not a fund or an endowment of money from which to draw. Instead, Tiered Tuition simply means a lower tuition payment, allowing a child to attend the school, who could not otherwise attend. There is no limit in the number of families who can participate in the program.

Asheville Waldorf School asks families to consider that the payment of tuition is not the purchase of a commodity; rather, it is a contribution to the education of all the children. Hence, all families who demonstrate that they qualify for Tuition Assistance, are asked to contribute the maximum amount possible, so that all the children will have the best education possible as inspired by Waldorf education.

All families who wish to be considered for Tiered Tuition, must submit *yearly* Financial Aid applications on TADS, and supply all requested documentation. The Financial Aid application should be completed by the deadline provided during re-enrollment each year.

Asheville Waldorf School considers Financial Aid through Tiered Tuition when a family demonstrates need according to full disclosure of information on the TADS Financial Aid application, AND when the family has exhausted all other means of paying tuition. These other means include second jobs, optimizing employment, employment for previously non-working parents, selling a luxury item such as a boat or motorcycle, etc. Other means also include asking grandparents or relatives, who could contribute to tuition payments, to do so.

Though Asheville Waldorf School will make an effort to accommodate every family who wants to send their child(ren) to Asheville Waldorf, it may not be possible to accommodate every family's unique circumstances.

Volunteerism is not considered a trade for lowered tuition.

The Financial Aid through Tiered Tuition application must provide financial information for all parties contributing to the welfare of the child.

The school uses the information gathered from the TADS application, and from the confidential conversation, to make a Financial Aid proposal to the family.

The Steps in the Financial Aid Process:

1. In completion of the TADS Application for a child to be at the school, the applicant(s) indicates that they will be applying for Financial Aid.
2. The Admissions Coordinator makes contact with the applicant, and provides information on the school's general position on our Tiered Tuition.
3. Applicant then provides all the required information and documentation through the TADS Financial Aid application. .
4. Re-enrolling applicants are expected to complete the deadline provided during the re-enrollment window each year.
5. TADS completes its audit of this documentation, and provides its assessment to the Business Committee of the school. A further meeting with the Business Committee may be required.
6. The Business Manager sends the applicant the school's response to the Financial Aid application.
7. If the applicant decides to proceed with the financial proposal from the school, and all other required fees have been paid, the applicant will then be able to go into TADS and "set up" their agreement with their chosen payment method and payment frequency.

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

The AWS Scholarships Fund

This fund has been created to further assist families who are in need of additional assistance beyond our Tier-based Tuition and for families who have not qualified for the NC Opportunity Scholarship for other than financial reasons. *Qualifying for Tier II or III Financial Aid on time and applying for the NC Opportunity Scholarship (if applicable) on time are prerequisites to being considered for additional Scholarship Fund assistance.*

Sibling Discount

If your family is paying Tier I or Tier II Tuition, you qualify for our Sibling discount:

- One child – full Tier (I or II) Tuition cost
- Second child – 5% off
- Third child (or fourth, fifth, etc) – 10% off

Confidentiality

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

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

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

Returned Check Fee

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

Other Fees

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

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

Withdrawal of an Enrolled Child

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

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

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

Parents or guardians will be expected to have an exit interview conducted with the Enrollment Coordinator prior to leaving.

Changes in Program Choice

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

Refunds

In general, all fees and tuition payments should be regarded as non-refundable. The Business Committee will consider special circumstances, if they are first presented in writing. The Business Committee decisions on these issues are final.

Arrears

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

Re-enrollment

Normally, existing students have priority over new applicants for the following year. However, the right to reserve positions is not applicable, when more than 60 days of tuition is outstanding, and debts are unpaid beyond the last day of the school year, or if Enrollment Fees for the new year have not been paid when required in the TADS enrollment process. In addition, a student will not be permitted to re-enroll until his or her account is paid up-to-date.

Collections

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

Communications

Good communication between parents and teachers is not only desirable, it is essential. Class teachers, in particular, need to be able to talk to parents and to hear from them. We even recommend home visits.

For the sake of good communication, we would like to offer certain guidelines. In the case of an emergency, teachers would like to be available at any time; but parents may not realize how much time teachers spend preparing their lessons or how time is devoted to some other facet or operation of the school. So we ask our faculty to set aside time for "office hours" (several hours/week) and inform their class parents of those hours, and we ask parents, as much as possible, to limit their calls to teachers to those hours.

Please do not contact teachers early in the morning of any school day. You may call the front office (828-575-2557) to notify the school about any absence or tardiness, or any other information you wish your child's teacher to be aware of for that day. Our front office managers will be sure to relay any pertinent information to the teachers in a timely manner for you.

ParentSquare

ParentSquare is a safe and secure platform for all school-to-home communication. The two-way group messaging, private conversations, district-wide alerts and notices, and simple user interface keeps everyone connected, creating a vibrant school community. All teachers use our ParentSquare account to send messages to parents regarding field trips, class announcements, and reminders. It is also a hub for the school calendar, volunteer groups, admin announcements, etc. Each enrolled family must have at least one account linked to ParentSquare.

The School Newsletter

The school newsletter is published bi-weekly via ParentSquare and contains pertinent information for parents and students regarding upcoming events, important reminders, and AWSNAP and administrative announcements.

Parent Orientation

Early Childhood and Grades School host parent orientation prior to the first weeks of school. All parents are required to attend. Information regarding school administration and programming for the new school year is presented in these events.

Class Evenings

These class meetings are the essential communication vehicle between parents and teachers on behalf of children. There are three class evenings scheduled for each class. A specific class may decide to hold additional meetings as needed. Parents are asked to inform the class teacher if they are not able to attend a scheduled meeting and it is the parents duty to connect with the teacher to find out what was missed.

Parent-Teacher Conferences

Both our grades and EC classes hold individual parent-teacher conferences in October and follow up conferences in the spring. Please see the school calendar for dates and times. Teachers welcome discussion with parents and are always willing to schedule additional meetings as needed. Do not hesitate to contact your teachers should any questions arise about your child's social or academic life at school.

School Procedures

Inclement Weather Closings

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

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

- Early Childhood drop off will be at 9:45 a.m. Dismissal time remains the same.
- Grades classes will start at 9:45 a.m., with drop off at 9:30 a.m. Dismissal time remains the same.
- One hour delay” days legally qualify as regular school days.

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

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

Due to the unpredictability surrounding the Coronavirus pandemic, Asheville Waldorf School maintains the right to call virtual school days or cancel school days in response to virus concerns. This includes inclement weather days for any outdoor classroom. The school will make every reasonable attempt to make up these days, but is not bound to do so.

To ensure successful communication with all unforeseen changes, please keep the school's office staff up to date with your contact information.

Fire Drills, Lockdowns and Disaster Preparedness

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

Messages for Students

On rare occasions, you may find it necessary to get a message to your child during the school day. When this happens, call the Front Office as early as possible.

Rhythms of the School

Annual Rhythms

Seasonal Festivals

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

Birthdays

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

Monthly and Weekly Rhythms

Curriculum

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

Board Meetings

The Board meets monthly, on the first Tuesday of the month at 4:30 p.m. All Board meetings are open to the community. Committees meet on a regular or as needed basis.

Early Release Thursdays and Staff Development Meetings

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

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

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

Daily Rhythms

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

Early Childhood Schedules and Rhythms

School begins at 8:45 a.m., Monday through Friday.

Pick up is between 12:30- 12:45 p.m., Monday through Friday. A late pick-up fee of \$5 plus \$1 per minute will be enforced with recurring late pick-ups.

Example of the Daily Rhythm for Early Childhood

8:45 – 9:00 Arrival

8:55 –10:00 Outside play/games/walk

10:00 –10:10 Transition indoors

10:10 –10:30 Circle Time

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

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

12:00 –12:10 Tidy up

12:10 –12:25 Lunch

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

12:35 –12:45 Dismissal

Child Release for our Early Childhood Students

Early Childhood students must be signed out and in the care of their parent/guardian no later than 12:45 p.m. The signed “Release Form” signifies compliance with North Carolina law regarding length of school day for all Kindergarten students. Asheville Waldorf School must maintain compliance with the law that mandates that Nursery and Kindergarten students may be on campus a maximum of four (4) hours per school day. Noncompliance with this law results in fines, and possible closure of our program. Please be aware of this and understand that tardy pick up is not permissible in these Early Childhood programs: Nursery and Kindergarten.

To reiterate, our current status as an unlicensed child-care center with the Department of Social Services requires that children under our care must not be on the premises longer than four hours

each day. It is extremely important that parents pick up their children at 12:45 p.m. in order for us to remain in compliance.

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

Extended Day Rest Nest

Rest Nest is available for older kindergarteners, ages 5 – 7 years old, from 3:00 to 3:15 p.m. Every Thursday, our Rest Nest program will dismiss between 2:00- 2:15 p.m. for Faculty development. Led by an Early Childhood teacher, the Extended Day Rest Nest time includes lunch, quiet time (to either rest or process the learning from the day), and outdoor play. To enroll in Rest Nest once the school year has begun, first contact your child’s teacher, and they will let you know if there is space available as well as the next steps.

Grades Schedules and Rhythms

Drop off is from 8:25-8:40 a.m. School begins promptly at 8:40 a.m., Monday through Friday. Pick up is from 3:30 to 3:40 p.m., Monday through Friday.

Daily Rhythm for Grades

8:25 - 8:40 Arrival

8:45 –10:40 Main Lesson

10:40 –11:25 Snack and Recess

11:25 –12:05 Specialty Class

12:05 –12:45 Specialty Class

12:45 – 1:45 Lunch and Recess

1:45 – 2:30 Specialty Class or Extra Lesson

2:30 – 3:00 Reading

3:00 – 3:30 Clean up and Closing

3:30 - 3:40 Dismissal/Pickup

Absences and Tardiness

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

Attendance records will be maintained as required by State Non-Public Education law. Please call or text the school office at 828-575-2557 by 8:15 a.m. to report absences, late arrivals or pickups, or other pertinent communications. If you have to leave a message, it will be received and relayed to the teacher before the beginning of the school day.

Please report all illnesses, symptoms, and timing of the onset of an illness. (Please see [Appendix C](#) for further important information regarding the illnesses and “exclusion from school” policy.) This information is invaluable in caring for your child, and in protecting the other children in the school community.

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

Of course, it is ideal that student absences be kept to a minimum. Please contact either the school office or your child’s teacher, when you know your child will be absent from school. Advance notice is requested, if possible, when a student will be absent from a subject class, an assembly or performance, or festival events.

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

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

Grades Attendance Policy

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

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

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

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

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

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

Grades Tardiness Policy

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

If a student arrives late, a parent or guardian should walk the student into the building and wait quietly with them outside their classroom door until such time that the teacher can break from the class activity and let them in. If a parent has children in multiple grades classes, they are asked to wait with their youngest child.

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

Arrivals and Departures

Arrivals

Arrival procedures will be announced when we know more about site locations.

Departures

Parents/guardians will come to the classroom to obtain their child and his/her belongings. It is advised that the child's personal "school cubby" be checked by the parent to assure that necessary items or change of clothes are available for the next school day. Please refrain from talking about school concerns regarding your child, when your child or others are present. Instead, call or email the teacher to request a time to discuss your concerns or questions. Once the parent or legal guardian has arrived at the classroom, he/she is responsible for the child. If an emergency prevents an on-time departure, please call the school office at (828) 575-2557.

Late Pick Up Procedure for Early Childhood and Grades

Nursery and Half Day Kindergarten: In cases when a child is not picked up by 12:45 p.m. a staff member will call the parent/legal guardian. If no direct communication is made, the student's Emergency Contact Sheet will be utilized to call the designated "emergency contact" to request that the child be picked up. A \$20 fee will be added for every 15 min late.

Full day Kindergarten and Grades: In cases when a child is not picked up by 3:40 p.m. children will join aftercare and parents will be charged for care as well as a \$25 drop in fee.

Aftercare: In cases when a child is not picked up by 5:30 p.m. a staff member will call the parent/legal guardian. If no direct communication is made, the student's Emergency Contact Sheet will be utilized to call the designated "emergency contact" to request that the child be picked up. A \$20 fee will be added for every 15 min late.

Fees for Late Pick-Up for Nursery and Half Day Kindergarten Children

A late pick-up fee of \$5 plus \$1 per minute will be enforced with recurring late pick-ups. Asheville Waldorf School must abide by the NC state laws regarding child-care. All Nursery and half-day Kindergarten students must be signed out, and be in the care of their parent or guardian by 12:45 p.m. each day. State inspectors have the authority to close our programs immediately if children are not signed out/picked up by 12:45 p.m. each day. Please call the school office at (828) 575-2557, if you are going to be late for pick up.

Visitor and Child Sign-In or Out

All visitors to the school, including parents, coming at times other than morning drop off or afternoon pick up, **must come in the front door**, not through individual classroom doors. All visitors must sign in at the office, and wear a name tag, while in the building. When departing, all visitors must sign out at the office. Anyone picking up a child early, or arriving late will also need to sign in the child at the office.

Child Release

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

Grades classes are dismissed at 3:30 p.m. Parents/guardians are expected to follow the same car line as for morning drop off.

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

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

Aftercare Options

Aftercare is provided by the school from 3:15 - 5:30. More detailed information can be found on ParentSquare or by contacting the office at 828-575-2557.

The Aftercare program supports the need for childcare for our school and community's working parents, teachers, and staff. We try to continue and support the pedagogical work the teachers do with the children each day. We also expect that the children in afterschool care are able to abide by the school's playground rules and appropriate behavior and reserve the right to review our ability to provide care for any child in this mixed-age setting. The program is based outside. Snacks and seasonal craft projects will be provided.

In cases when a child is not picked up by 5:30 p.m., a staff member will call the parent/legal guardian. If no direct communication is made, the student's Emergency Contact Sheet will be utilized to call the designated "emergency contact" to request that the child be picked up. A \$20 fee will be added for every 15 min late.

Early Dismissal days

Aftercare is available for early dismissal days from 2:15 p.m. - 5:30 p.m.

Behavior Agreements & Expectations

Rules of Conduct

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

- Children obey adults.
- No verbal aggression and no use of swear words or inappropriate language.
- No physical aggression, including hitting or inappropriate rough play.
- No throwing objects that may harm another person.
- No continuous disruptive behavior in the classroom, including tardiness with arrival or departure.
- No running or yelling in the building.
- No damaging or stealing property.
- No chewing gum allowed at school.
- No possession of a dangerous weapon or device, including pocket and Swiss Army knives.
- No use or possession of illegal substances, including tobacco.

- No bullying. Bullying is defined as: physical violence and/or threat of physical violence, persistent verbal abuse, prolonged and aggressive exclusion of another from the group activity, intimidation, interference with the property of others, incitement or coercion of others to carry out any of the points mentioned here.
- Teasing is not allowed. Teasing is defined as an expression of hurtful words, gestures or actions that cause hurt feelings, exclusion or alienation. The following are the steps to follow in the response to teasing:
 - The child who perceives that he/she is being teased should ask the other child to stop the words, gestures or actions.
 - If that does not prove effective, then the child should immediately tell the teacher. Or, if a child tells his/her parents about a teasing event, we ask that the parents inform the teacher immediately.
 - The teachers clarify the situation and take appropriate action.
 - We would like to develop a sense of community in which all children can unfold their highest potential in the curriculum and also in relationships.

Playground Rules

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

- Children must be supervised in the playground at all times.
- No climbing on the playground fence.
- Children are to stay in the playground fenced area or in the pavilion, and are not allowed in the parking lot.
- Children are not to go into the playground, when coming to or leaving school, unless accompanied by a parent or the Aftercare teacher.
- No running with sticks.
- Wrestling, pushing, shoving, and rough-play are not allowed.
- If a ball or any toy goes over the fence, a teacher must be told. Children are not to go over the fence.
- No tying others up with ropes.
- No throwing sharp or hard objects. Only balls should be thrown.
- Dogs are not permitted on the playground at any time.
- Gum is not allowed on school grounds at any time.

Incident Reports

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

Behavior Policies for the Children

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

Early Childhood

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

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

If behaviors become endangering to others or distracting in the event of a focused group activity, a child may be excused from the classroom, with an adult. They might take a walk outside or sit in the hallway to calm down, and take some “deep breaths” until a sense of content returns. During group play, a teacher may sit and rock a child in a rocking chair, while singing a soothing song or telling a pedagogical story that reflects the events that have happened, and a way of resolving the conflict.

If a child does not respond positively to the above approaches, then the teachers will assess whether the child should go home early to rest, and set up a conference with the child's parents.

Daily behavior logs and check-ins may also be utilized to promote communication between teachers and parents. Teachers are constantly observing and assessing children's behavior, and strive to work with each child's parents to envision and hold a complete picture of what is taking place in each child's life, and ways we might collaboratively remedy any situations that arise. Parents can be of assistance by informing teachers of any behavior changes at home that may result in unusual behaviors by their child.

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

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

Grades

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

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

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

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

For Both Early Childhood and Grades Children

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

Corporal Punishment

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

Adult Conflict Resolution Process

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

The following is a guideline for working with conflict:

1. Speak directly to the person you are in disagreement or conflict with. We strongly suggest this step is done in person and not by electronic communication. Please refrain from discussing your concerns with other community members until you have spoken directly to the other person.
2. If you are unable to find mutual understanding, you may reach out to the Social Harmony Council for support.

Social Harmony Council Process:

1. Fill out a Restorative Support Request Form (in the front office) and place it in the SHC folder.
2. The Social Harmony Council will reach out for a brief inquiry circle to hear what is going on. They will meet individually with each person involved.
3. A larger circle with those involved will be held. Circles have the purpose of gaining understanding and also finding mutual agreements.

Classroom Issue – Communication Process

1. If the issue is classroom specific, involving a teacher, child or pedagogy, first speak to

the respective class teacher.

2. If an agreement on how to work together in a timely manner by the classroom teacher, the parent/guardian may bring the issue first to the Administrative Chair who will direct the parent/guardian to the Social Harmony Council, if needed.
3. If a resolution is not found through the Social Harmony Council in a timely or satisfactory way, the parent/guardian may bring their concerns to the Chairs Circle.
4. The parent/guardian will be scheduled to meet with the Chairs Circle to work towards a mutual resolution.

All members of Asheville Waldorf School shall follow the same communication process with parents/guardians and with each other.

Administrative Issues- Communication Process

1. If the issue is regarding a school policy or administrative issue, please contact the Administrative Chair *in writing* about your concern. The Administrative Chair will direct the issue to the appropriate person or work with the parent to find a resolution.
2. If the issue is not resolved or further support is needed, the Administrative Chair or parent may reach out to the Social Harmony Council.

General Issues – Communication Process

1. General issues, non-classroom related, may be reported in the form of a written letter that is delivered to the Administrative Chair. The Administrative Chair will forward a copy of the report to both the Social Harmony Council and the parent(s).
2. The parent will be scheduled to meet with the Social Harmony Council, with the goal of working towards a mutual resolution.

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

The Role of the Parent(s)

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

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

Parent Meetings

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

Parent Participation

Parents play an essential role in the life of the school. Trust is the foundation of our community. Vital community life arises through parent participation in school activities. This participation takes many forms, including attending school assemblies, festivals, concerts, and plays; volunteering for school fundraising events; attending parent/teacher conferences and class evenings; coming together for all-school meetings, lectures, and special events; taking advantage of opportunities for adult education; helping on class trips; offering other volunteer support; and becoming class parent representatives.

Parent/Teacher Association

The Asheville Waldorf School Neighbors and Parents (AWSNAP) serves as a vessel of support and nourishment for our families, and our school community. As a vehicle of parent involvement in the life of the school, AWSNAP seeks to:

- Foster communication within the school
- Provide a forum for discussion of school-wide issues
- Support fund-raising activities
- Encourage and support parent understanding of Waldorf education
- Support social life within the school community

All parents are warmly welcome to participate. Meetings times will be posted at the start of the school year. AWSNAP also has a private Facebook page: Friends of AWS. All families are welcome to join.

Parent Opportunities

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

Financial

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

Volunteer Hours

Each family is required to contribute volunteer hours as needed to provide for the optimal learning environment for the school. All families at Asheville Waldorf School are required to volunteer their

services for fundraising, festivals and classroom support. Parents, who generously volunteer, sustain the heartbeat of our school.

Teachers will at times reach out to you for assistance with special projects, field trips, and class plays. We thank you in advance for being willing to say, "Yes!" when this occurs. The opportunity to sign up for specific roles is available at our Mandatory Parent Orientations. For a more detailed job description of volunteer roles, please refer to [Appendix B](#).

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

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

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

Spreading the Word

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

Parent Enrichment Evenings and Open Houses

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

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

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

Parent Responsibilities

Sleep

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

Lunches and Snacks

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

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

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

Weekends

We recommend that you plan your weekend activities, so that you are home early on Sunday enabling your child to have sufficient time to rest. If your child has had a full weekend of lively, stimulating, and tiring activities, they will need time to rest and recover before Monday morning. Without this time, your child cannot be alert and responsive on Monday morning. The lesson planned for Monday morning is foundational for the lessons taught the remainder of the week, so it is important that your child is rested and primed to participate fully.

School Attire

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

Clothing should be well-fitted. The clothing needs to be free of advertising, sports logos, trademarked drawings, superheroes, cartoon characters, and commercial slogans. Midriffs, shoulders, and chests need to be covered (no spaghetti straps, or short tops). No underwear should be visible, including boxer shorts.

The appearance of children in class has a definite influence on the work and the social atmosphere. The focus needs to be on the children and the learning activities, not an article of clothing. Teachers reserve the right to decide if clothing causes a distraction in the classroom.

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

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

Screen Time and Media Recommendations

To support children's optimal learning, families are requested to limit screen time (including television, movies, computers, personal digital assistants and electronic games). The critical but delicate impulse for free imaginative play is deadened by the constant bombardment of media images from television, movies and video games.

Recent studies also show the debilitating and distorting effects of television watching (regardless of content, including so-called "children's programming") on the nervous systems and perceptions of growing children. Studies also indicate the contribution of television watching to learning disabilities. Indeed, the vivid and powerful images in much of today's children's television programming and computer video games override and severely limit the child's naturally occurring imagination and higher-order neural development. Computers, by imposing restrictions and distortions on the still developing emotions, minds, bodies, and egos of preadolescent children, work directly to counter the aims of Waldorf education for children younger than age 14.

Therefore, we strongly recommend limiting your child's time with electronic media. Most especially, we ask for no screen time during the school week, including in the morning and the evening before school. Each family's respect for the media recommendation has a far-reaching positive effect on the students' educational and social experiences in our school.

Joining the Waldorf Community

If you are interested in more information about Waldorf Education or the teachings of Rudolf Steiner please reach out to faculty or staff and they can connect you with additional resources, readings and information.

Parent Questions

For questions about calendar events, class evenings, parent involvement, volunteer opportunities, adult education offerings, etc. please contact the Administrative Chair, or visit the [school's website](#).

If you have a question or concern about your child's experience in the classroom, please contact your class teacher or subject teacher. Barring extraordinary circumstances, you may expect a response within 48 hours.

If you have difficulty getting in touch with your class teacher or after speaking with him/her you still have unresolved questions, please contact the Administration at info@ashevillewaldorf.org.

For questions regarding billing, please contact the Business Manager at businessmanager@ashevillewaldorf.org.

For questions regarding your child's enrollment or re-enrollment please contact the Admissions Director at admissions@ashevillewaldorf.org.

Health Information

Emergency Information

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

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

Injury Procedure

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

Immunization Records

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

1. Medical exemption in which a licensed physician certifies in writing that an immunization may be detrimental to a person's health. A form for this is available.
2. Religious exemption in which the parents submit a written statement of their bona fide

religious beliefs, and opposition to the immunization requirements, after which the child may attend the school without presenting a certificate of immunization.

Liability Insurance

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

Medications

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

Student Illness Policy

Please report all illnesses, symptoms, and timing of the onset of an illness to the Administration. This information is invaluable in caring for your child, and in protecting the other children in the school community.

Do not bring your child to school if she has had a fever of 100.4 or greater, or has been vomiting in the past 24 hours. Children should remain at home for 24 hours after a fever breaks.

If a child becomes ill while at school, parents will be contacted to pick up their child. Asheville Waldorf School does not have facilities or staff to care for children who are too ill to remain in class. At the beginning of the school year, please secure two or three support people, who are willing to care for your child in the event that you are unable to stay home.

Any child who contracts a contagious illness such as measles, mumps, chicken pox or strep throat must be kept at home until the illness is no longer in the contagious state. Please inform the teacher of the illness, so that other parents can be alerted. A note from your health care provider stating the date your child may return to class is required.

Any child who contracts a communicable disease such as head lice, pink eye, impetigo or pinworms must be receiving medical treatment before returning to class. In the case of head lice, all lice and eggs must be removed from the child's hair after treatment, and before the child returns to school.

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

School Health Incident: Biting

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

Appendices

Appendix A: Festivals

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

Michaelmas

Like most Waldorf communities, Asheville Waldorf School traditionally celebrates the festival of Michaelmas in September. The day is filled with strong imagery such as a fiery dragon being conquered by the heavenly hero St. Michael. The image of Michael doing battle with a dragon represents our need for strength and courage manifested against our lower, animal impulses at this time of year. In school, the children enjoy games of courage and strength, share presentations, plays, verses and songs, and possibly eat a bread dragon! During the beautiful festival, they press apples, watch a puppet show and make seasonal crafts. The purpose of this festival is to celebrate human will, inner strength, courage and initiative. It is this spirit of resolve and inner warmth that we seek to carry with us as we begin the school year.

Lantern Walk

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

Winter Spiral

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

May Faire

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

Appendix B: Volunteer Roles and Descriptions

Festival Coordinators and Assistants

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

Festival Volunteers

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

Work Day Volunteer

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

Laundry Helper

These volunteers share the responsibility for completing school laundry.

Fundraising

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

Field Trip Chaperone

Drive/chaperone for school field trips.

Class Parent(s)

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

- Welcome families and serve as a community member of the Parent Body. Get to know families and help facilitate the development of the community within the school community.
- Create a phone tree for class families.
- Serve as a liaison between parents and teachers, helping to keep open, clear and warm

communication among parents and teachers. Help facilitate Parent Evenings and provide information to parents

- Coordinate field trips.
- Serve as hospitality coordinator (sharing snacks for Parent Evenings or enrollment events).
- Help recruit parents for volunteer roles and support them in those roles.

Participation on a Committee

These volunteers serve as members of a committee, such as the Site Committee (whose purpose is to locate a Site for temporary, additional or permanent space for the School), the Social Harmony Committee, the DEI Committee and the Capital Campaign Committee (whose purpose is to hold the Vision of the School's future permanent location, formulate ideas, organize the structures, and motivate the school community to support the Capital Campaign, which will provide the funds to realize the vision).

Committee members are parents, who enjoy brainstorming, creating ideas, formulating plans, encouraging others, and working with fellow parents to achieve a committee's goals.

Appendix C: Illnesses and Symptoms

Exclusion Guidelines: When to Keep Your Child at Home

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

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

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

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

1. The child does not feel well enough to participate in usual activities (such as extreme signs of tiredness, unexplained irritability or persistent crying).

2. The child requires more care than program staff is able to provide without affecting the health and safety of the other children and staff.
3. The illness is on the list of symptoms or illnesses for which exclusion is necessary.

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

Asthma

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

Chickenpox (Varicella)

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

Conjunctivitis/Pink eye with discharge

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

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

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

Coughing and croup

Any severe, uncontrolled coughing or wheezing, rapid or difficulty breathing

Yes: Medical attention is necessary.

Coxsackie virus (Hand, Foot and Mouth Disease)

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

Diarrhea

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

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

Fever

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

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

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

Fifth's disease

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

Head lice

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

Hepatitis A

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

Herpes

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

Impetigo

Yes: Until after 24 hours following the beginning of treatment

Rash with fever

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

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

Respiratory or Cold Symptoms

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

- Mild: Stuffy nose with clear drainage, mild sneezing and mild cough.
No: These symptoms may relate more to allergies, or the end of a cold. The child may attend, if able to participate in all usual activities, and nasal drainage can be controlled.
- Upper respiratory complications: Large amounts of yellow/green nasal discharge and other symptoms.
Yes: Seek medical advice. Child may return, when symptoms have improved or with a note from the health care provider.

Ringworm

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

Roseola Infantum

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

RSV: Respiratory Syncytial Virus

Yes: Although frequently only a mild infection, RSV is highly contagious. See <http://www.ncbi.nlm.nih.gov/pubmedhealth/> for more information. As Asheville Waldorf School cares for young children, whose immune systems may not be fully developed and more susceptible, please keep your child at home. A note from the medical provider is required to return to school.

Scabies

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

Strep throat

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

Vaccine Preventable Diseases

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

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

Vomiting

Observe for other signs of illness and for dehydration.

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

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

Yeast infections

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