



Memorandum

To: SFWS Parents

From: Administration and College of Teachers

Date: July 15, 2009

The Parent Handbook is being revised in substantive ways for the 2009-2010 school year. If you have any questions, please contact Cory Powers (415-931-2750, ext 309) in the administrative offices at the grade school.

Pending updates include, but are not limited to:

- Split Parent Handbook into two versions for the grade school and high school campuses. Both will contain common all school information.
 - Changes for both campuses
 - Revise Governance and Roles section to clarify recent changes in the school's structure
 - Include one page school contact sheet for quick reference
 - Revise Tuition section to reflect current contract language and suspension of Building Fund Loan
 - Changes for grade school campus
 - Revise daily hours to reflect new 4th grade dismissal time
 - Add sections from the Upper Grade Handbook regarding Discipline Slips, etc
 - Add Policy regarding Class Orchestras in Grades 4-8
 - Add new Health Guidelines
 - Revise After School Program section to reflect new rate scale
 - Changes for high school campus
 - Change Student handbook to Student/Parent Handbook
 - Include All School Section with Governance and Tuition policies
 - Revisions to student section to reflect changes in community service, grading periods, etc.
 - Explanation of expanded Advisor roles
 - Additional or modified policies re: leaving campus early, campus visitors, detention, tardies, etc.

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Additional handbooks are required for Upper Grade (6-8) and High School Students which must be read and signed by both student and parent.

MISSION

San Francisco Waldorf School is an independent, co-educational, non-sectarian school providing education from Nursery through Grade 12. The school is fully accredited by the Western Association of Colleges and Schools (WASC) and by the Association of Waldorf Schools of North America (AWSNA).

MISSION STATEMENT

With love and devotion we strive to nourish
The unique capacities of every student
That in each may awaken
The creative intelligence to envision the future,
The compassion to understand one another,
And the courage to be an active participant
In our common human experience.

ACCREDITATION

Accreditation

Our entire school is accredited by the Association of Waldorf Schools of North America (AWSNA) and the Western Association of Schools and Colleges (WASC) through 2015.

In October of 2008 we will be undergoing re-accreditation with a site visit by the WASC/AWSNA team. The self-study is completed and we look forward to the final results of this energizing and productive process.

As part of the accreditation process we have developed the following Student Learning Expectations:

Student Learning Expectations

Over their school career, we expect that students will develop capacities of active, creative thinking; sensitive, compassionate feeling; and self-directed, purposeful activity.

1. *Thinking*. Students should be able to:
 - a. Assimilate and organize ideas and knowledge in a living, imaginative way;
 - b. Apply analytic and synthetic thinking to observed phenomena;
 - c. Communicate clearly and effectively, both orally and in writing;
 - d. Solve problems creatively;
 - e. Live in and work on difficult questions without expecting an immediate solution.
2. *Feeling*. Students should be able to:
 - a. Show reverence for all forms of life;
 - b. Listen with interest and respect;

- c. Experience the essence of common human striving through the discipline of the fine arts;
 - d. Appreciate and celebrate the diversity of human beings, and the uniqueness of each individual.
 - e. Be conscious of and care about global human needs.
3. *Willing*. Students should be able to:
- a. Set and achieve goals based on their ideals;
 - b. Commit themselves to developing their fullest capacities;
 - c. Integrate their educational experience into the practical aspects of daily life;
 - d. Demonstrate sound judgment and values in the affairs of life;
 - e. Initiate positive social activity.

We expect that, by integrating these capacities within themselves, our graduates will have gained a measure of self-knowledge, an interest in self-development, and a positive, healthy orientation to the world.

HISTORY

The initial impulse for San Francisco Waldorf School arose in 1978 when a small group of parents and friends drew together to meet the need in the Bay Area for an education based on Rudolf Steiner's pedagogical philosophy.

San Francisco Waldorf School first opened its doors at 325 Arguello Boulevard in September 1979, under the pedagogical direction of R. Monique Grund, an alumna of the Waldorf school in Basel, Switzerland, and a founder of the then 28-year-old Ecole Perceval, a Waldorf school in Chatou, France.

In August 1980, San Francisco Waldorf School moved to its present location at 2938 Washington Street. One kindergarten, two teachers, and eighteen very dedicated families grew into our present three kindergartens, and grades one through twelve--and over four hundred children.

We are proud to have graduated twenty eighth grade classes and sent them on to a great array of select local public and private high schools and colleges and universities, including our own high school. San Francisco Waldorf High School opened in temporary quarters at Fort Mason Center in September 1997 and then moved to 245 Valencia in July of 2000. In October 2006, San Francisco Waldorf School purchased a permanent high school site at 470 West Portal Avenue. The high school moved into the West Portal site in September 2007. Nursery classes, added in September 2003, began occupying their own site at 3105 Sacramento Street, three years ago. We also have parent and infant/toddler classes that have been growing for the past six years. These classes meet at 1530 Green Street and at the Washington Street campus.

San Francisco Waldorf School is a 501(c)(3), tax-exempt, nonprofit organization. SFWS is open to all children without regard to race, color, religion, sex, national origin, medical condition or handicap, or any other legally protected status. This policy of non-discrimination covers school programs and activities, including, but not limited to, academic admissions, financial aid, educational services and employment.

— ROLES AND ORGANIZATION IN THE SCHOOL —

Introduction

San Francisco Waldorf School, one of over 65 full member schools of the Association of Waldorf Schools of North America, is independently incorporated and self-administered. The school is governed as a legal and fiscal entity by the Board of Trustees. The Faculty carries the responsibility for all aspects of student life including the hiring and evaluation of teachers, admissions, academic standards, and curriculum development. The Administration is responsible for finance, development, business matters, and communication. The Grade School Parent Association/High School Parent Council oversees the development of parent participation in the life of the school through social and cultural activities.

Board of Trustees

The Board of Trustees is the governing body of the San Francisco Waldorf School Association whose primary activity is providing Waldorf education in San Francisco. The Board meets regularly to discuss long-term planning, the establishment and aims of financial stability into the future, and to ensure that the Association is fulfilling its business and legal obligations.

The Board is presently composed of parents, former parents, and friends of the school who have demonstrated an understanding for and commitment to the aims of Waldorf education. There are also members from the College of Teachers. Under the by-laws of the corporation a College member is the Board Second Vice-President. Board members contribute a considerable amount of time, energy, expertise and financial resources for the future development of the school.

Decisions or policies that affect the budget, such as tuitions and salaries, or that have legal implications are decided at Board meetings. All Board meetings are public; the times and locations are printed in the regular announcements sent to all parents. It remains at the discretion of the Board President to meet in executive session when particularly sensitive matters are to be discussed.

Faculty

The Faculty is responsible for bringing to life the content of the Waldorf school curriculum in the classrooms. Drawing upon Rudolf Steiner's indications, the accumulated experience of teachers through the over eighty-five active years of Waldorf education, and a selective collaboration with current educational trends, the faculty strives to make the spirit of Waldorf education relevant for modern times and our present cultural situation.

The full faculty meets weekly on Thursday afternoons following the grade school faculty meeting. The high school faculty meets every Tuesday. The focus of their discussions centers on faculty and curriculum development, and all aspects of the lives of the students. There is also time spent reviewing general school business and administrative matters. Faculty committees report at the meetings. The high school, grade school, and kindergarten teachers meet separately to discuss issues pertaining to their specific areas of responsibility. The class, kindergarten, or high school teacher is responsible to the school for his or her class. If a parent needs to discuss a child or share concerns about the class, the first person to approach is the child's teacher. In the high school, teachers serving as class sponsors may also be contacted.

College of Teachers

The College of Teachers is a committee of the faculty and consists of those faculty members who are able to deepen their commitment to the spiritual reality of San Francisco Waldorf School and the intentions of Waldorf education worldwide.

With the help of René Querido, a College of Teachers was formed in the spring of 1987. The founding of this body marked a significant event in the life of the school and the colleagues who strive to bring forth anthroposophy and Waldorf education to the school community.

The College holds the ultimate responsibility for the education of the children, the spiritual well being of the school and the school's relationship with the wider community. Any time after completing a year at our school, a teacher may request to join the College or the College may invite her or him to join. Membership reflects a commitment to this particular Waldorf school with its particular faculty and parent-student body, and to anthroposophy as a guiding principle for life.

The College is the group of teachers who have freely dedicated themselves to work together to carry the tasks usually performed by a principal or headmaster, in such a way that spiritual imagination, intuition and inspiration can inform their activities and decisions. Their purpose is to become, as much as possible, a "sense organ" for the school in all its aspects.

Here at San Francisco Waldorf School the College of Teachers strives to deepen its spiritual understanding and interconnection through ongoing study and meditative practice. We are helped to avoid inefficiency and to strengthen social working in the

school community through our interrelationship with a variety of faculty committees, our Board of Trustees, Administration, and Parents Association. Every committee includes at least one College member whose commitment is to help the group align its work with the ideas and vision of the school as a whole and to represent the committee in its reports and recommendations to the College.

The College itself is composed of individuals who are secure in their pedagogical training and teaching, have made a commitment to Anthroposophy and San Francisco Waldorf School, and are willing to make the necessary sacrifice of time required in assuming responsibilities, not just for their own classes but for the school as a whole.

The College strives to become an informed heart for the school. Its healthy functioning obviously depends not only on the activity of its members, but on the support of all of the teachers, staff, board members and parents, and the entire school community.

In its role as informed ear of the school, the College is the appropriate group to which parents may address concerns (in writing) if other avenues within the school community do not provide answers or solutions.

Administration

The **Head of Administration** takes responsibility for the administrative leadership of the school, and works with the Administrative Committee to fulfill that responsibility. Members of the Committee include the Head of Administration, the **Business Manager**, the **High School Dean** and the **Grade School Chair**.

The Head of Administration and the staff make sure the school is run effectively and in keeping with its guiding principles. Virtually all school business--financial, communications, facilities management--passes through the office. Thus, the office is a good first place to go if you have questions regarding these areas.

Because our school is currently on two campuses, there are two such offices to which parents can go: for Kindergarten and grade school matters to the office on Washington Street, for high school matters to that at West Portal. Both sites are overseen by the Head of Administration. You can contact staff at either location to have your questions about the school answered or routed in the most effective way. The school's Business Office is located next to the Nursery at 3107 Sacramento Street.

In the grade school, a full administrative staff supports the Head of Administration. The **Office Manager**, coordinates daily office routine, handles most operations and matters relating to the facility. She is also responsible for communications, including the Weekly Announcements. The **Receptionist/Registrar** receives incoming communications, welcomes visitors and keeps student records. Similarly, the high school administration is kept running by the **High School Administrator**. In supporting positions are **Administrative Associate** and **High School Registrar**, who is responsible for high school student records and transcripts. The **Grade School Enrollment Director**

is responsible for all admissions, enrollment, and retention through 8th Grade. High school admissions are handled by a separate **High School Enrollment Director**.

There are some staff members whose charge encompasses the whole school from early childhood through high school. Again, the Head of Administration helps oversee these functions, which work out of the Business Office. The Business Office is overseen by the **Director of Finance and Strategic Planning**. The **Assistant Director of Finance** handles tuitions and related parent finance matters. The business office also has a Human **Resources Associate/Tuition Assistance Coordinator** and part-time bookkeepers for **Accounts Payable and Accounts Receivable**.

The **Development Office** is responsible for coordinating community relations and fundraising efforts for the school. The **Development Director** works in conjunction with the Development Committee of the Board of Trustees and the College of Teachers on both long-range strategies and current-year plans for raising money and outreach. The **Development Associate** maintains the donor database, volunteer information, and the school calendar. The Development Office is also initiating alumni activities and is located at our grade school campus. Visitors are welcome.

The Parents Association

Parents Association meetings are open and all interested parents and faculty are welcome – all parents of children enrolled in San Francisco Waldorf School or High School are members of the Parents Association.

The Parents Association serves as a school-wide organization to support the work of the faculty, board and administration of the school. All parents of students in the school are members of the Parents Association. The goals include:

- **Community building** through festivals, new parent orientations, diversity awareness, newsletters, mentoring and special events.
- **Fund raising** through the scrip program, benefit events and the sale of Waldorf related products.
- **Parent education** through lectures, classes, study groups and special presentations.
- **General support** of the school's operations such as the library, building, grounds and gardens.

High School Parent Council

The Parent Council works on facilitating communication and support among all of the different groups in the SFWHS community: faculty, students, administration, and parents. All parents are encouraged to join and support the work of the Parent Council. The goal of the Council is to have ten members: a chair, a secretary, and two representatives from each of the four high school grades

Several subcommittees operate under the umbrella of the Parents' Council. They are:

- ***Healthy Lunch Program***- because the school is in a facility which lacks a kitchen, parents and students join forces to have at least one lunch prepared at a parent's home each week, which is healthy in product and served at the School.
- ***Hospitality Committee*** - parents help in the preparations (including refreshments & flowers) for open houses and other high school events.
- ***Sports Booster Committee*** - parents organize fundraising activities for sports teams.
- ***Library Committee***

The goal of the Parent Council is to facilitate communication and support among all constituents of the School community: faculty, administration, students, and parents. In doing so, the Council hopes to contribute to achieving a collective goal - to create a truly unique academic and creative learning environment for our high school students.

The Council also serves as a focal point to strengthen the San Francisco Waldorf High School presence in the Bay Area community. As such, the school is a member of the

Parents' Coalition of Bay Area High Schools. The Council has at least one Parent Representative to attend and participate in Coalition activities.

Committees

The Board of Trustees, College of Teachers, Faculty and Parents Association have constituted several important standing committees. Other ad hoc committees and task forces are formed as deemed necessary. The following are some of the committees active during the school year.

Affordable Tuition Program Committee

The Affordable Tuition Program Committee is responsible for developing and administering tuition assistance policy governing grant allocation. This committee meets between January and mid-March and as needed thereafter to allocate funds as designated by the Board of Trustees. Application for Affordable Tuition includes filing a Financial Statement with School and Student Services for Financial Aid in Princeton, New Jersey, completing a San Francisco Waldorf School Tuition Assistance Application, and the submission of supporting documents such as Federal Tax returns. It is the school's view that financial assistance should help make Waldorf education accessible to those who wish the education for their children regardless of financial capacity. However, the school operates with limited finances, so we ask each family to contribute toward tuition costs.

Development Committee

The Development Committee works in conjunction with the College of Teachers and the Board of Trustees in planning and enacting long and short range strategies to generate financial and community support to sustain the school. It is also the Development Committee's responsibility to organize and maintain the school's annual fundraising calendar and to coordinate the entire school's fundraising activities. All community solicitations and fundraising activities must be submitted to the Development Director for approval prior to inclusion on the annual fundraising calendar and notification of the community. Staff, College and Board members serve on this committee, along with parent volunteers.

Festival Committee

Because the festivals play an important part in the life of the school, the Festival Committee meets weekly to plan assemblies and special events for the faculty and the school community. This committee works to bring the appropriate mood to each season and to deepen the understanding of the festivals for all.

Finance Committee

The Finance Committee serves the Administration, the Board of Trustees and the Faculty and enables these bodies to make sound financial decisions. It is the body responsible for formulating and reviewing the budget and monitoring the cash

flow of the school. Chaired by the Board Treasurer, its members include one or more representatives of the College of Teachers and the Board of Trustees, and the Head of Administration.

Library Committees

Under the chairmanship of the Librarians, the grade school and high school libraries have grown enormously in recent years. Each committee is composed of a part-time librarian, faculty members, and any and all interested parents. The library is open to our children through the dedication of parent volunteers, who take the opportunity of learning from our librarians while meeting our students and finding out more about our curriculum.

The Care Group/Individualized Learning Committee (ILC)

The aim of the Care Group at the grade school campus is to support the teachers in their work with children with special needs. The Care Group also oversees tutoring, therapeutic eurythmy, and medical and consultation services. At the high school, the ILC makes certain that students with learning differences are accommodated appropriately and that all necessary documentation is in order for requesting extra time for standardized tests. The ILC works directly with high school students to help them become responsible for their own learning.

In past years, we have received IASA/ESEA Title I Non-Public Schools Funding enabling us to have a part time tutor at school. Occasionally, the Care Group or ILC works with parents so that they can better understand their children's struggles and can work with them at home. Tutoring and extra lesson (Waldorf remedial exercises) sessions are organized by the Care Group or ILC as the need arises, as is therapeutic eurythmy.

Teacher Development Committee

The Teacher Development Committee is a committee of the College of Teachers responsible for teacher development and evaluation, and, together with the whole College, for pedagogical standards. This developing work includes mentorship and partnership relations between teachers, intra-classroom visits, and arranging visits from outside master teachers.

Most of our full-time faculty attend the annual West Coast Teachers' Conference and each year our school has at least one representative at the National Conference. When international teachers' conferences are held in Dornach, Switzerland, we have been able to send at least two representatives. Our proximity to Rudolf Steiner College (Fair Oaks, California) has enabled us to participate in many of the special workshops they offer. Further, our faculty has instituted mentorship and curriculum sharing by which we hope to ensure pedagogical strength and benefit from the extensive background and experience of our colleagues.

— FUNDRAISING PROGRAMS AND VOLUNTEERING —

As tuition and fees never fully cover the cost of each child's education, the school depends on a strong base of volunteer support to help with fundraising, special events, assistance for the class teacher or sponsors (in the classroom and on field trips), and with many other aspects of the maintenance and operations of the school. The school's fundraising programs are overseen by the Development Office, with help from the Parents Association and include the Annual Fund, Scrip, Small Business Alliances, foundation and corporate support, Market Fair, Winter Fair and the Spring Benefit Auction. Additional ideas and fundraising requests must be submitted to the Development Office to be included on the school calendar. The school expects each parent to make a commitment to participate in the life of the school by contributing time, skills and money to the best of their ability. Our goal is to find a way for each parent to feel they have made a contribution to the school. Volunteer work helps build community spirit, is critical to the long-term stability of the school, and demonstrates to your children that their education is important to you. In addition, working with other families on school projects and events is fun! All parents have received a Volunteer Form outlining specific tasks and areas of need. Please make sure to fill out the volunteer form and return it to the school office indicating the areas in which you will be able to participate.

*All use of school letterhead for special events and fundraising activities must have the prior approval of the Head of Administration.

TUITION POLICIES

The function of tuition is not only to enable your child to benefit from Waldorf education, but also to support all aspects of the school's operations. Timely payment of tuition is important for the well being of the whole school, and each family's participation is a critical part of the school's fiscal and pedagogical success. In order to maintain the high quality of our education, it is critical that parents by prompt and complete with their scheduled payments.

At the time of signing your tuition contract, you will be asked to choose a payment plan. If you choose to pay your tuition in one-payment or two-payments, you will be billed directly by our Business Office, and there is a small processing fee. You will receive a bill prior to the due date of the payments. You may also choose to pay your tuition in ten monthly installments using a third party processing company contracted by the school. You may choose to pay by check or by automatic withdrawal from your bank account.

Where do I go with my questions?

All tuition and payment questions should go to the Assistant Director of Finance. For simple matters of balance due the Accounts Receivable bookkeeper can also provide answers. Questions about Tuition Assistance paperwork can also go to the Tuition Assistance Coordinator.

Unpaid accounts

The school is responsible for collecting unpaid tuition. You will be sent a late notification reminder after ten days. At thirty days you will be sent a second notification asking that your account be brought current. If payment is not then made, the business office will attempt to contact you by phone to resolve the matter. If the business office is unable to reach you and the situation remains unresolved, **your child will not be able to attend classes until the outstanding balance is paid.**

If you anticipate financial difficulties, please contact the Assistant Director of Finance to see what can be worked out. If possible, we prefer not to compromise a student's education over financial matters.

Please note that all tuition must be paid in full or an acceptable payment plan must be in place for 8th or 12th grade students to complete their year and receive their diploma.

Tuition Insurance

A tuition insurance fee is included as part of your tuition. If a student is withdrawn for any reason before the end of the school year, tuition insurance covers the balance from the first day of the month following the official withdrawal. All tuition owed to the School prior to the date of withdrawal is due in full. Should a student withdraw in the

beginning or middle of a month, the full month's tuition balance is due and payable. **Tuition insurance does not cover unpaid balances due.** All questions regarding tuition insurance should be addressed to the Business Manager.

Re-enrollment fees

Each Spring current families are asked to re-enroll for the following year. A non-refundable portion of the following year's tuition will be collected at that point to guarantee each student's space.

Affordable Tuition Program

Philosophy

San Francisco Waldorf School is firmly committed to the principle that economic and financial considerations should not determine who can or cannot attend the school. For this reason, all families in need of some tuition reduction are invited to apply to the Affordable Tuition Program. In order to implement this commitment and make the school accessible to children of all economic backgrounds, the school offers tuition grants based on need. Because we stand ready to assist families at all levels of need, each year approximately one-third of the enrolled students receive an offer of tuition reduction through the Affordable Tuition Program. In return, we seek families who are committed to making this important investment in their children's future.

Procedures

Selection: All Affordable Tuition requests are considered separately from the admissions process. Admissions decisions are made without regard to the financial circumstances of a candidate's family. Affordable Tuition awards will be made solely on the basis of financial need, as determined by the required financial statement forms. It must be stressed, though, that requests often exceed the program's resources, and families may be asked to stretch beyond the payment level they might have offered.

Renewal: Affordable Tuition grants to families are made annually and **a new application is required each year**, as family circumstances and the Program's allotment may change. Although the needs of returning families are given first consideration, we welcome applications from new families.

Evaluation of Need: Financial need is determined according to the guidelines and formulae established by the School and Student Service for Financial Aid (SSSFA) in Princeton, New Jersey. All applicants for financial aid, both new and returning families, must submit a current Parents Financial Statement (PFS) to the SSSFA in Princeton with a copy to the San Francisco Waldorf School. This provides a fair method for determining the reasonable contribution which each family should make toward the education of its children and ensures that each school to which the student applies will have similar data on which to base its decision. The Affordable Tuition Program uses the SSSFA as a guide in determining the amount of the yearly award. Please note,

however, that figures returned by Princeton are for guidance only, and do not necessarily represent the Committee's final determination.

How to Apply: Application forms for Affordable Tuition should be requested at the time that an application is made to the school, and as early as possible. New forms are usually available from either school office in early November. Please address the Business Office with any questions you may have. The school's form is as important as that of SSSFA and must be complete and accurate when submitted.

Please note: The timely submission of the required forms is crucial to the decision process and late applications or failure to submit required documents may jeopardize the chances of receiving aid. The deadline for the **2009-2010** school year is January 15, 2009.

BUILDING FUND LOAN PROGRAM

\$2,000 Interest-Free Loan Required

The Building Fund Loan Program is an integral part of San Francisco Waldorf School's ongoing financial program to purchase our campus. In conjunction with a bank loan of about \$2.1 million, and a loan from Friends of San Francisco Waldorf School Trust, the Building Fund Loan Program allowed the school to purchase its Washington Street campus in June 1994. The school requires that every family coming into the grade school participate in the purchase process by making a one-time non-interest-bearing loan to the school of \$2,000.

To accomplish both our financial goals and the inclusion of every enrolled family regardless of financial circumstances, we have established several plans through which the loan can be made. The \$2,000 loan can be made in full on July 1 preceding the enrollment of your child, or can be made in two installments of \$1,000 each on July 1 and December 1. In the case of families who qualify for financial aid or who can show a temporary hardship, other payment plans can be worked out through a conversation with the Business Office. Details of this financing are available by request from the school office. In all cases, the principal of the loan will be repaid in full by June 30 following a family's youngest child's graduation or a family's leaving the school.

Requests for a refund of the principal must be made in writing to the Business Manager. We welcome your conversion of the loan to a gift at any time. Every gift to the Building Fund substantially reduces our debt and assures the financial stability of the school's future.

HOURS OF OPERATION

School Schedule

Class hours are as follows

Kindergarten	Monday - Friday	8:30 am - 1:00 pm
Grades 1- 3	Monday - Wednesday, Friday	8:30 am - 2:30 pm
Grade 4	Monday - Wednesday Friday	8:30 am - 2:45 pm 8:30 am - 2:30 pm
Grades 5 – 8	Monday - Wednesday, Friday	8:30 am - 3:20 pm
Grades 1-8	Thursday (<i>for Faculty Meetings</i>)	8:30 am - 1:15 pm
High School	Monday - Friday	8:15 am - 3:00 pm

After-school care is available until 5:30 pm for children in kindergarten through grade five.

At the grade school we ask, unless there are specific meetings or work in a classroom, that parents leave the campus at 8:30 am. We also ask that parents wait out front for the students to be dismissed. A staff member will gladly assist when a child needs to leave at other than scheduled times.

*It is particularly important that children arrive on time.
Latecomers miss beginning the school day together with their classmates.*

LIBRARIES

Grade School Library

The grade school library holds over 8,000 catalogued volumes and is managed by part-time **Librarian**. The librarian helps students locate books for pleasure reading or to supplement their class work. The grade school library is heavily dependent on parent volunteers for its operation. Volunteers assist and read to students, and help the librarian with cataloguing, covering and shelving books in our very busy, lively and beautiful space. The library committee at the grade school is comprised of the librarian, two faculty liaisons, and interested parents.

High School Library

The high school library media center currently holds over 3,000 books, CD's, and videocassettes, and is managed by the **High School Library Media Teacher**.

The library media center's mission is "to be a place for contemplation and quiet study, while giving room to learn in groups or gather as a community for gaining greater knowledge and insight into the world. Through reading, speaking, seeing, hearing and creating at the library, the community of San Francisco Waldorf High School will grow in spirit, beyond the walls of the school and into the world abroad."

As per the WASC accreditation recommendation, the library media center is focusing its efforts on growth and development—creating an online, searchable catalog of its materials, developing and supporting an online-learning experience through the many uses and resources of the World Wide Web, and educating students on how to best acquire, evaluate and use all media resources available in today's world. Through guidance and instruction on library media center materials, students learn to see and integrate themselves into the world beyond the walls of the school.

The library media center is overseen by the Library Committee, which can include parents, students, teachers, administrators, and is chaired by the Library Media Teacher. Parental involvement is encouraged in the day-to-day activities of managing the materials and facilities. Please phone the Librarian at the high school to volunteer.

FIELD TRIPS

Field trips are taken throughout the grades and high school. The first “overnight” adventure is a trip to Live Power Farm in Covelo in third grade. The class teacher, who must call upon responsible adults to provide transportation and additional supervision, carefully plans all trips. These trips are conducted in conjunction with the pedagogy of the curriculum and not only offer the students an opportunity to experience their studies in another setting, but also allow parents, students, and teachers to share experiences in a less formal way.

The class teacher traditionally presents the pedagogical intention and curricular background of a given field trip during a parent evening. This is a good time to ask questions.

Accompanying adults are given an overview of the planned activities with a general time frame. Clear behavior expectations for the children and a discussion of ‘disciplining strategies’ are very helpful in ensuring a harmonious field trip experience for all involved.

The teacher prepares and plans class trips based on guidelines given in the Faculty Handbook. These include:

- insurance and safety guidelines for all adults who drive children on a field trip **(parents must complete a form before driving for any field trips);**
- instructions to all participating adults regarding safety issues and legal responsibilities when supervising children during trips;
- instructions on first aid issues and check lists which ensure that all accompanying adults are aware of the specific dietary and health needs of individual children;

Participating in field trips with children can be a wonderful, unforgettable experience! Enjoy!

COMMUNICATION

Out of its wish for open and honest communications within the community, the College of Teachers has formulated an effective procedure to follow when a parent has a problem or concern. The first recourse is to your child's class teacher. You can phone the school and leave a message (please minimize calls to teachers at home), send a note, or arrange a meeting. If you are uncomfortable going directly to your child's class teacher, you can speak to another teacher with whom you have rapport, and that teacher can help facilitate your communication. In some instances a class parent may be helpful in this way. Grade school parents may also speak with **Grade School Chair**, and High school parents may also speak with the **High School Dean**, or any faculty member. If you cannot resolve your problem, then you can take your concern to the Head of Administration who communicates weekly with the College of Teachers. College meetings are completely confidential, and deliberations are treated with the utmost respect.

We take parent communications very seriously, and welcome them as an important gauge of and balance to our work with your children. We value your commitment to our school and appreciate your willingness to work together with us as we honor that commitment through open communication.

A word on email communications: Email is a useful tool for communicating matters pertinent to the class such as meeting times, field trip information, or schedule changes. It requires a high level of prudence in how things are stated and exactly what is shared. Please consider all communications to school email lists just as you would a personal letter to each addressed individual on the list, but with the knowledge that everyone on the list is interpreting the communication from their experience and perspective. It is important that considerable discretion be exercised in all emails. Please also remember that some people choose not to use email on a regular basis or at all and may therefore miss important information. This is a timely and evolving topic in schools and workplaces throughout the country and the Parents Association is working in conjunction with the school administration to develop helpful guidelines for class parents.

Grade School Parent/Teacher Communication

Evaluations

Evaluation takes several forms in the Waldorf curriculum. Each is important and contributes to the parents' fuller understanding of their child's progress. Class meetings, class reports, and teacher-parent conferences are all part of the evaluation process.

Class Meetings

Class meetings are held on Monday, Tuesday or Wednesday evenings. These meetings are an integral part of the school life. They are an important bridge between home and

school, and offer parents an opportunity to view and talk about their children's work and to participate in the type of activities done in the class. These meetings include discussion on various aspects of Waldorf education. They also serve as social gatherings for parents. Attendance at these meetings is essential. If you are unable to attend meetings, you should notify your child's teacher.

Class Reports

The teachers at the end of the school year write the class report to the parent(s) of each child. A class report is an in-depth essay on the overall social and academic development of the child through the school year. In addition, an objective report accompanies the class report in grades seven and eight, in order to comply with the high-school admissions process. Students also receive a mid-year progress report in grade eight.

Teacher-Parent Conferences

These conferences are scheduled annually (or twice a year in the Kindergarten) to discuss the development and well being of your child and are necessary to maintain clear communication between parent and teacher. You or your child's teacher may request a conference at any time during the school year. In addition, parent or teacher may request a meeting of the class teacher and the child's subject teachers to establish a complete picture of the child.

PUBLICATIONS AND WEBSITE

We are engaged in a program of increasing our visibility in the wider community through print publications (Announcements, Seasonal News) and our website. It is our policy to permit use of photographs and/or video images of the students and their work in our publications. For privacy and safety reasons, subjects in the photos will be identified by no more than first name, age, and grade level.

We have a file for model release forms for all students so that the staff can feel free to use photos of our students in our usual publications. Please request a form from the Development Office if you have not filled one out.

EMERGENCY AND SAFETY

Fire

In accordance with San Francisco City regulations and under the guidance of San Francisco Fire Department, monthly fire drills are conducted so that the students learn how to exit from the school building in a safe and expedient manner.

Earthquakes

The faculty and staff are fully prepared to meet the event of a major earthquake. The Earthquake Preparedness Committee has implemented a plan that has sufficient water, food, and blankets on campus for all the students. There are also stores of first aid equipment and supplies and communications gear. The multi-purpose auditorium at the grade school or the gymnasium at the high school will serve as headquarters in the case of a major disaster. The students have participated in periodic earthquake drills. We welcome donations such as blankets and flashlights. The school urges parents to remain calm and not to call the school immediately following an earthquake. You should receive a business size Earthquake Emergency Procedure Card to be carried with you at all times. On it are basic instructions for what to do. Parents are instructed to call either the Portland (503-234-9660 or 503-684-3021) or Denver (303-777-0531) or Honolulu (808-377-5471) Waldorf Schools to give and receive any messages regarding the children and yourselves. Please note that this is the procedure only in the event of a major earthquake in which the phone system is not working and the normal emergency communication procedure cannot be implemented.

We ask that each family work out in advance an earthquake emergency plan. Make sure that your child understands the plan by reviewing it periodically.

Chemical and Environmental Sensitivity

Some students and parents in the San Francisco Waldorf School community are individuals with severe allergies, environmental illness, multiple chemical sensitivity or related disabilities. In order to assist the school's efforts to accommodate such people, the College of Teachers requests that you bear this in mind when selecting personal care products such as perfumes, colognes and creams. To allow environmentally sensitive persons to attend school events, we ask parents, guardians and children to refrain from wearing fragrances.

Sexual Harassment Policy

It is the policy of San Francisco Waldorf School to provide a school 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 student shall be subjected to sexual overtures or conduct, verbal, visual or

physical, which is intimidating, hostile, offensive, or unwelcome. Such conduct by adults or students is deemed unacceptable behavior and will not be tolerated by the school.

To receive a copy of the full details of this policy (confidentiality, complaint procedures, etc.), please make a request in the office.

AIDS and Other Serious Infectious Illnesses Policy

The school recognizes that serious infectious illnesses, such as Acquired Immune Deficiency Syndrome (AIDS) and its related conditions have a tragic impact on those afflicted and involve significant and sensitive issues for students, faculty and staff. The school also recognizes that both employees and students who contract such serious infectious illnesses may wish to continue their employment or education at the school.

At the same time, the school is committed to satisfying its obligation to provide a safe and effective educational and working environment for its students, employees, and visitors. Accordingly, the school will take appropriate precautions to ensure that any health and safety concerns arising out of an individual's illness are managed in accordance with current medical knowledge and procedures.

To receive a copy of the full details of this policy (accommodations for employees, accommodations for students, safety of the community), please make a request in the office.

———— COMPLIANCE WITH STATE LAWS CONCERNING ———— CHILD ABUSE

Like doctors, therapists, and other professional care givers, teachers and other school employees are legally responsible for the well being of the children in our school and are mandated by California law to report any signs of abuse to a child in our care to the child protective services. This law requires that we immediately report behavior, comments or physical markings to the proper legal bodies. Furthermore, we are legally bound to cooperate with authorities regardless of who initiates a report. In addition, under California law, parental permission is not required to authorize the interview of one of our students on school premises by a law enforcement representative.

We ask parents for their support with this critical subject which demands a raising of awareness and consciousness from adults who are entrusted with the care of children. Of course we want what is best for the individual child and ask that the community support the school in this endeavor. Whenever such a situation might arise, we ask that you protect the child by respecting confidentiality and by holding him or her in a compassionate and soul supporting spirit which does not ostracize or further victimize an innocent child.

UPPER GRADE /HIGH SCHOOL HANDBOOKS

All sixth through eighth grade students are given an Upper Grade Handbook, which outlines the discipline policy for those grades. Issues such as the dress code and P.E. regulations are also covered in the handbook.

High school policies are found in the separate High School Student Handbook.

Students in sixth through twelfth grade are required to sign a form stating knowledge of and agreement with all school policies.

HIGH SCHOOL HISTORY & PLACEMENT

Introduction

San Francisco Waldorf High School opened in the fall of 1997 after intense preparation by parent and faculty committees. We began with eighteen students and two full-time teachers with a cell phone, in two rooms at Fort Mason, which we rented by the hour. This year, in our current facility in the Annunciation Cathedral (425 Valencia Street) near Market in the Mission District of San Francisco, we open our doors with over 110 students, over 40 teachers and coaches, and four staff members.

Our high school is the completion of the Waldorf School curriculum introduced by Rudolf Steiner in 1919 and embraced by the founders of San Francisco Waldorf School in 1979. Our students come from diverse elementary educational programs and demonstrate a serious interest in the world and ability to challenge themselves as well as serve others. Imaginative thinking, social conscience, cultural-artistic consciousness, and environmental stewardship are the school's guiding ideals.

During our pioneering years, nearly 50% of our graduating eighth graders chose to enter our high school together with other Waldorf students from Marin, the East Bay, the Peninsula, and Santa Cruz, as well as students from the city's independent and public schools. We are now entering the high school's twelfth year and an era in which we hope to see most, if not all, of our 8th graders continue in the high school.

The SFWHS four-year course of study is academically rigorous and prepares students well for the challenges of college and other career choices. Courses are taught in blocks supplemented by year-long skills classes of math, English, Spanish or German, PE, eurythmy, and music. One of the hallmarks of Waldorf education is the integration of the arts into the science, math, and humanities courses, and the interweaving of various disciplines in recognition of the organic unfolding of human thinking.

Waldorf high school graduates have an established reputation among colleges throughout the country and are highly sought after by many colleges and universities. Graduates are valued for their critical, analytical, and imaginative thinking capacities. The many courses in art and music taken by Waldorf students develop reflective and observational skills, serve to mediate thinking and production, and deeply enrich the

inner development of our graduates. These characteristics see their full development in the four years of high school, the crown of the twelve-year Waldorf curriculum.

HIGH SCHOOL POLICY AND REMINDERS: High school policies and reminders are outlined in the High School Student Handbook, which is distributed during the orientation period. Please contact High School Administrator, Barbara Allen, for specifics.

ADMISSIONS ADVICE: Because of the tremendous competition for admissions into Bay Area independent high schools, this process has become a stressful time for 8th graders throughout the Bay Area. Families should try to put this application process in perspective, and allow their children to enjoy the Eighth Grade and the many wonderful experiences it has to offer. Considering our high school as the optimal choice for continuation of your child's Waldorf education will greatly diminish the stress of the high school admissions process for both students and parents.

San Francisco Waldorf High School Admissions

When our students continue to attend SFWS from kindergarten through grade 12, they take full advantage of the Waldorf curriculum. Our eighth graders are given top priority for matriculation into the 9th grade. Currently, students and parents are required to reconfirm their commitment to Waldorf education and our school by going through an application process for the high school.

The Early Admissions process allows students to relax and enjoy their final year in the grade school, knowing they are securely placed in SFWHS by Thanksgiving.

We endeavor to make our admissions process informative and simple. The process includes the following: attendance at an Open House, class visit and interview, parent and student application forms, student self-portraits that express something they would like to share about themselves, academic work sample about which the student is especially pleased, and class teacher reports and recommendations. Our High School Enrollment Director Lisa Barry will answer any of your questions about this process.

Other Secondary School Placement

Prior to the inception of our high school, we provided extensive high school placement counseling. The goal was to find a place for each of our 8th grade graduates in the high school of their choice. Now with our own high school as a strong presence in the independent school community offering an excellent opportunity for our 8th graders to continue their Waldorf education, we envision that most of our students and their families will consider our high school as their first choice.

If you wish to consider other high schools, our **9th Grade Admissions Counselor, Patty Townsend**, can provide information about your options for high schools in the Bay Area. The counselor maintains a file of current catalogs and information on these high schools. You may wish to attend the San Francisco Independent

High School Fair in September. If you plan to visit other high schools, please inform the class teacher in writing of planned absences for these visits.

All independent high school applications including those non-early decision applications to San Francisco Waldorf High School are due in January, and decision letters are mailed in March.

GRADE SCHOOL POLICY AND REMINDERS

San Francisco Waldorf School's policies on attendance, promptness, early arrivals, planned absences, causes for suspension and dismissal, dress-code policy, and the effect of media are discussed in the following pages. **High school policies are addressed in the separate High School Handbook.** San Francisco Waldorf School is a drug, alcohol and smoke-free environment. No use of such substances is permitted at anytime by anyone on the school grounds.

Attendance and Promptness

All classes start promptly at 8:30 am every school day. The doors open at 8:10 am. We recommend that the children arrive at 8:20 am in order to be ready to begin at 8:30 am sharp.

For your child's protection, parents are required to notify the school office on the same day your child is to be absent from school. **Please call and leave a message before 8:30 am** so that your child's teacher can account for all class members. The child will also be expected to return to school with a note signed by a parent explaining the absence. If the school does not receive a call and note, this constitutes an unexcused absence for the child.

Early Arrivals

The school is officially open to receive children at 8:10 am. We request that children not arrive earlier than 8:10 am. Early morning childcare is NOT provided.

Absences

In a Waldorf school, each lesson block is a carefully designed, complete unit of study. Given the breadth of the curriculum, even a few days unattended in class can adversely affect your child's education. A rhythm is disrupted, and missed work cannot always be completed. It is very important that you consider the effects of an absence from school upon your child. Therefore, the faculty has established the following procedures.

Planned Absences

- A written request for an absence must be submitted to your child's class teacher in a timely manner. The teacher will respond after the College has reviewed the matter.
- Medical and dental appointments should be scheduled outside of school hours whenever possible. If treatment is necessary during school hours, a doctor's note is required.
- When making plans for future vacations, keep in mind what is best for your child. Please support regular attendance at school.

Excused Absences

- Illness. A doctor's note is required for extended illnesses.
- Medical or dental appointments, if given prior approval by the class teacher.
- Planned absence that has been requested in writing and pre-approved.

Unexcused Absences

- Missing of a class or school day without being excused or having an approved reason, whether the absence is student- or parent-initiated, is an unexcused absence. Three unexcused absences are grounds for suspension or dismissal.
- When a child is absent and the parent does not make contact with the school before 9:00 am of the day of absence, the absence will be considered unexcused.
- Excessive absences, even if excused, can be grounds for suspension or dismissal. Work missed during absences must be made up by the student in consultation with the class teacher. This is especially important in the upper grades.

Suspension and Dismissal

Parents are informed immediately upon serious behavior problems or incidents. A child may be suspended from the school if a serious problem arises. Suspension is a term that should not be confused with punitive measures. It is meant to be a separation from the group in order to achieve—for the child, class, and teacher—a clarity about the existing situation, so that a new beginning is possible.

Cause for suspension may include:

- Chronic tardiness
- Chronic absenteeism
- Vandalism
- Leaving the school grounds without permission
- Disrespectful or disruptive behavior
- Foul language
- Substance abuse

A child may be dismissed from school if any of the above behaviors continues to a serious degree.

Weapons Policy: A student found with a weapon at school will be automatically suspended for one day. A second violation: the student is expelled.

Media

In order to cultivate your child's imagination and reinforce the work that is done in the Waldorf School, we ask that kindergarten and lower grades children watch no television, video, movies or computer games. We also recommend that older children have limited exposure to media. If parents feel that their older children should participate in any of the above media activities, they should do so using discrimination

and in very limited amounts. Further, please do not expose young children to radio or tapes on the way to and from school.

For more information on the damaging effects of media on your child and on his or her senses, contact your class teacher for recommended reading.

Cameras at School Events

Parents are requested to please refrain from photographing and video taping special assemblies and class plays. Contact your class teacher for special arrangements.

Grade School Cell Phone Etiquette

While recognizing the necessity of cell phones as a communication tool, the school must draw some limits to prevent interruptions and intrusions into our daily routine.

Student Use: Students may not use cell phones on campus, nor may they use cell phones off-campus during school hours such as at the park or on field trips. If a student carries a cell phone in his/her belongings it must remain turned off and tucked away until after school.

Adult Use: Cell phone use in the interior areas of the campus is distracting to others and should be avoided. It also sets a poor example for the students. If it is necessary to use a cell phone on campus, the adult should find a quiet space or empty room where no one is disturbed, or the phone should be used out in front of the school.

Dress Code

The following principles of appropriate dress are central to our dress-code policy: warm and dry, neat and clean, and modest and functional. These concepts are grounded in each class teacher's judgment of the age-appropriate needs of each grade and of unique class requirements. Within each of these general concepts many specific school-wide criteria have been identified. Following are further recommendations and the consequences of violation of these policies. Please call your child's teacher if you are uncertain about something.

Warm and Dry

Children should wear clothing appropriate to the unique climate of our city. In cold weather, both a jacket and a lighter sweater or shirt are needed to maintain proper warmth outside or in the classroom. Legs need to be covered with tights, leggings, or long pants. Middle-length shorts are acceptable only during our occasional hot spells. On rainy days in the lower grades (grades one through four) a raincoat, hat and shoes that will keep feet dry are necessary. Umbrellas can be awkward and dangerous in the lower grades. In the upper grades (five through eight) an umbrella is acceptable protection.

Neat and Clean

The children need to learn that school dress is not the same as weekend or casual attire. Clothes should not be oversized or excessively tight fitting. Hair must be worn out of the eyes. Haircuts must be traditional and not “statements” involving head shaving or mixed and unusual lengths. Hair coloring is out. Clean clothes, hair, and body hygiene are basic principles.

Modest and Functional

Children need to dress for participation in a wide range of school activities. In the lower grades, skirts need to be worn in conjunction with tights, leggings, or pants. Leggings are acceptable only when worn with modest tunics to mid-thigh, or in combination with a skirt or dress. In the upper grades skirts are acceptable but cannot be too short, tight, or have slits. Pants must rise to a moderate (and modest) waist level, and they may not drag on the floor or be un-hemmed. Spaghetti straps or off-the-shoulder styles are not functional. Shirts and blouses, which are low cut or expose the midriff, are inappropriate. Shoes in the lower grades should have non-slip soles and should be sturdy enough for vigorous outside play. Very long skirts and dresses are hazardous in the lower grades. Clothing or accessories that provide distractions in the classroom or become unsafe during activities are not acceptable.

Festival Dress

Certain occasions - festivals and assemblies, for instance - call for "best dress" to reflect the mood of the event. We ask that no blue jeans or T-shirts be worn for dress-up occasions.

Further Recommendations and Restrictions

Labels: Our San Francisco weather can change substantially during the day. All clothing that may be taken off during the day should be labeled with the child's name.

Unacceptable attire includes clothing that displays:

- Advertising or slogans
- Large lettering or numbers
- Large brand names or insignias
- Cartoons
- Large pictures, photographs, or caricatures
- Day-glow or vibrant juxtaposed colors

Other restricted items:

- Sports attire
- Undershirts alone
- Tank tops
- Make-up, perfume, dyed hair, fingernail polish
- Long earrings and excessive or gaudy jewelry and chains
- Pants should not drag on the ground nor be too baggy

Consequences

In the lower grades, if a child is not appropriately dressed, on the first occurrence alternative clothing is provided and the class teacher calls the parents seeking their cooperation. On a second occurrence, the child stays in from recess, the parents are called, and a form letter is sent. On the third occurrence, a conference is arranged with the parents.

In the upper grades, any infractions will result in a Discipline Slip.

Note: teachers will clarify any “gray area” in the dress code through specific case-by-case decisions.

———— DROPPING OFF AND PICKING UP CHILDREN ———— AT THE GRADE SCHOOL

We wish to continue our good driving practices as established throughout the years. Abiding by these rules is not only essential for establishing and maintaining good relationships with our neighbors; **it is crucial to the safety of your child.**

A staff member, volunteer parent, or upper grade student will be in front of the building to receive your children until 8:30am; however, parents are responsible for making sure their child enters the proper class.

We strongly recommend that parents form carpools whenever possible to reduce the volume of traffic. It is essential to minimize traffic congestion in front of the school at all times. Therefore, please adhere to the following rules:

- Approach the school from Divisadero Street (moving west on Washington Street), pull up to the school's curb, keeping to the right of the orange cones. Your child may then safely exit the car directly onto the sidewalk.
- **Parents should drop off and pick up children on the north (school) side of the street only.** Cars that stop or park on the opposite side of the street not only cause hazardous and congested, single-lane driving conditions, but also expose children to a very dangerous traffic situation.
- To cut down on congestion, you may drop off and pick up older children (grades five through eight) at the west corner (Washington at Broderick).
- **Double-parked cars must not be left unattended.** Children should be dropped off as quickly as possible and cars should move on.
- Before you accompany your child into the school you must find a LEGAL parking space.
- **Parking in the school or neighbors' driveways is illegal. You risk being towed and ticketed if you park in the driveways or across sidewalks.** In addition to the legality, parking in driveways is the cause of our most serious problems with neighborhood relations. Imagine the person who has allowed just enough time to drive to an important appointment. When they are forced to look for the driver of a car that is blocking them in, they become very unhappy and express their anger towards the school in general.
- **Please do not use Bloomers' yellow-zone as a parking space.** Bloomers need this zone for their deliveries and pick-ups.
- **Motors should be turned off** when waiting for children so as not to disturb the neighbors or pollute the air.
- Pay close attention to the signs showing street cleaning hours on both sides of the street when parking.
- When cars are lined up to drop off or pick up children, please stay in line.

For security purposes, all entrances to the school, with the exception of the school office, will be locked from the outside after 8:30 am. The school office has its own entrance. Children arriving late must enter through the office.

Your children may be picked up at the front of the building at 1:00, 1:15 (Thursdays only), 2:30, 2:45, or 3:20 pm. For the safety of the children, if they are not picked up within fifteen minutes after the dismissal time, they will be placed in the after-school program and charged accordingly. **Children will not be left in front of the school building unsupervised.**

AFTER SCHOOL PROGRAM INFORMATION

The **After School Program (ASP)** is designed for kindergarten through fifth grade children, from 1:00 pm to 5:30 pm Monday through Friday. Kindergarten children enjoy their own afternoon program, separate from the graders. The school also provides special weeklong programs during the Teachers Conference week in February and during one week of Spring Vacation. Please consult the school master calendar for exact dates.

On our present grade school campus, we are usually filled to capacity in the afternoons. The library and all classrooms are fully scheduled and occupied. That is why the ASP is limited beyond fifth grade. Older children (sixth through eighth grade) are expected to go home at dismissal time. Some children, however, have music, sports, tutorial or other lessons. As a courtesy for these special circumstances, the school attempts to provide space. **As all children must be supervised on campus grounds and the school is liable for their safety, they must therefore be signed in and out of the ASP, and parents will be automatically charged for the time before and after lessons.** We hope this is clear. Please call the office or the ASP to arrange for your older children to remain on campus around their lessons. If we can accommodate you, we will certainly try.

In general, while we would like to see all the children go home to their families after school, we know that such an ideal situation is not always possible. Therefore, we attempt to provide a home-like environment that is nurturing for the children and also supportive of the Waldorf pedagogy and curriculum. A rhythmical program of activities for the children is essential to their well being and security. We ask, therefore, that parents minimize “drop-ins,” or sporadic attendance in the Program. We ask you to sign your child up for a particular schedule and to stick to that schedule. All scheduling changes should be communicated to the school office only, except for emergencies such as late pick-ups. **The After School Program direct phone number is 931-2750 ext 320.**

Regular school policies regarding dress, behavior, and bringing toys to school also apply to the After School Program. Please note that children who are absent from school will also be assumed absent from the After School Program. Attendance is taken after school dismissal time.

The parent or caretaker picking up a child after school **must sign the child out** in the office until 4:30 pm and at the ASP table from 4:30 to 5:30 pm. This sign-out procedure is intended to protect the children and keep you and the staff aware of the hours you have purchased and used.

While special circumstances may alter our schedule on specific days, the following is a sample of a “typical” day in the After School Program:

The Program starts at 1:00 pm when the Kindergartners are dismissed from their classes. The children go out to play until 1:30 pm, when they come in for a rest and story time. Quiet indoor play continues until 2:30 pm when the lower grades are dismissed. At 3:00 pm, kindergartners eat their after-school snacks. If your kindergarten

child stays after 3:00 pm, she needs to bring food for this after-school snack. Please give your child enough food: A commonly heard phrase is, "I was hungry, so I ate my snack for lunch."

After snack, at about 3:15–3:30 pm, the activities of the day begin. This may be a special craft project, game time in the gym, a cooking project for the late 4:30 pm snack, or a trip to the park. At 4:15 pm the children all pitch in to clean up the spaces they have used, both indoors and outside. At 4:30 pm the late snack is served. The last hour is usually a quiet one with children relaxing or engaged in indoor activities, depending on the weather. At 5:30, the last children leave, and the staff finishes cleanup and begins to prepare for the following day.

Please note our park schedule: Kindergarten children go to Alta Plaza Park Monday and Wednesday from 3:15 - 4:15pm. First through third graders go to the park on Tuesday (3:00 - 4:15pm) and Thursday (1:45 - 4:00pm). This schedule allows both groups of children ample room in our play yard. Please sign your child out at school, gather personal belongings, and meet your child at Alta Vista Park if you pick up during these times. Be sure always to speak to a staff member before taking your child. This is for obvious safety reasons, but it is sometimes forgotten, and then we worry!

Sometimes there will be special activities and adventures offered on particular afternoons throughout the year such as swim days, circus class for grades 3-6, or outings to different places. Parents will be notified in advance.

It is vital that we be able to contact you or another responsible adult in case of a medical emergency. **Please make certain that the information on your emergency card in the school office is current.** Please note: Kindergarten children staying for nap should bring a small-sized pillow and a blanket to leave at school. We want your children to feel at home in the After School Program.

Pay-For-Use Payment Plan

The hourly rate is \$7.00 for pre-paid time, \$9.00/hour drop-in rate.

We ask that parents sign up for the ASP by purchasing a minimum of 10 hours at \$7.00 per hour. **It is the parents' responsibility to purchase hours in a timely manner.** We will reserve the right not to allow a student to participate if the parent(s) do not pre-purchase blocks of time. Please note that all unused hours will be credited to your next academic year's After School account, or you can request a refund before July 1, 2009. If you have more than one child attending the After School Program, you should purchase hours for each. **The drop-in rate of \$9.00 per hour is automatically charged** for those children who are not registered and scheduled or who have run out of pre-paid time. So even if you only use the program occasionally it is worth it to purchase time ahead. It is critical that you note the time your child has spent in the program when you pick him or her up, otherwise you will be charged the maximum for the day.

The Office Manager will handle all changes, corrections, or additional need for ASP use in the office. You need to sign up ahead of time on an ASP form so that the ASP staff can plan appropriately.

If you have any questions about the pre-payment system, please contact the school office. For questions regarding the After School Program itself, please contact the After School Program Coordinator.

After School Program Regulations

To contact the After School Program directly, please call 931-2750 ext. 320. This is the only school phone number which will reach the program after 4:15 pm. **NOTE: Any child (K-8th) remaining at school 15 minutes beyond the normal dismissal time becomes part of the After School Program as a "drop in" and is therefore subject to the following After School Program fees and regulations:**

- No child will be enrolled until a completed After School Program Registration Form has been submitted to the school office and pre-paid hours have been purchased.
- You must sign your child out in the office or with the After School Program staff when you pick up your child. If a child is not signed out, you will be charged until 5:30 pm.
- No child will be released from the program except to the person(s) listed on the After School Program Registration Form. Any changes must be sent in writing or phoned in directly by the parent.
- Children placed in the After School Program who are not prepaid or scheduled are subject to a "drop-in" charge of \$9.00 per hour per child.
- If a child in the After School Program is to leave school by himself or herself, the parent must grant permission to do so on the Registration Form.
- Important: To provide an accurate daily count for taking role in the After School Program, you must notify the school office (931-2750) by noon each time:
 - a) Your child is scheduled to stay, but will not be attending that day,
or
 - b) Your child will be attending on a non-scheduled day.

As a courtesy, the ASP provides childcare for a child enrolled in our school whose parents must attend a scheduled one-hour conference with the teacher. The child is welcome to join our program for this meeting. Please arrange this with the ASP coordinator and note it when you sign out your child after the hour conference.

Summary of After School Program Charges:

- \$7.00 Per hour for scheduled and pre-paid use of the After School Program.
- \$9.00 "Drop-in" charge per child per hour for non-prepaid or unscheduled use of the After School Program.

By-laws

Parents Association of San Francisco Waldorf School

I. Name

This organization shall be known as the Parents Association of San Francisco Waldorf School, hereinafter referred to as the Association.

II. Goals

The goals of the Association shall be to convene the parents of students of San Francisco Waldorf School as a service organization to support the school, the Board of Trustees, the administration, and the faculty of the school. This Association shall at all times act in consonance with the policies and procedures established by the Board of Trustees and College of Teachers.

III. Membership

Membership shall be automatic for all parents or guardians of students attending the school. An annual fee shall be charged for this membership.

IV. Parent Council

A. *Duties:* The Parent Council of the Association shall set policy and direction for the Association, determine objectives, and work in harmony with other bodies at the school. The Council shall inform the Board of Trustees and the College of Teachers of all policy, budgets, election results, and bylaw changes. Minutes of meetings shall be submitted to Board of Trustees and College of Teachers.

B. *Composition:* The Council shall be composed of no less than two, but no more than four, Co-Chairs, one Finance Chair, the Chairs or Co-Chairs from each of the Standing Committees, two representatives to the Board of Trustees, and one to three parent(s) from each of the classes from Kindergarten through high school. One to two members of the faculty, chosen by the College of Teachers, shall serve in an advisory capacity.

C. *Term:* All Parent Council Co-Chairs shall hold a 13-month term. All Co-Chair terms shall commence in April or May and end in April or May of the next year. The final month will overlap with the new Co-Chairs taking charge and the outgoing Co-Chairs being advisories to the new co-chairs. Parent Council Board representatives shall agree to serve in that capacity for a three-year term.

D. *Election of Co-Chairs:* Nominations for Co-Chairs shall be made by the nominating committee and by any Association members. The nominating chairperson shall be appointed by the Co-Chairs and shall be responsible for forming a committee of three from the general membership for the purpose of nominating new Co-Chairs. A general

meeting and election of Co-Chairs shall be held in the spring of each year.

V. Duties of Co-Chairs and Board Representatives

A. On an agreed upon rotating basis, any of the Co-Chairs shall convene and chair the meeting of the council and the general membership, ensure the efficient operation of the Association to meet its goals, and be ex-officio member(s) of all committees. In the absence of one Co-Chair, another Co-Chair shall assume his or her responsibilities on the Council.

B. The Finance Chair shall be responsible for coordinating the accounting and depositing of funds of the Association, and for reviewing the accounts of the Association on a quarterly basis with the Board of Trustees.

C. The duties of Recording Secretary shall rotate among the Council Co-Chairs. These duties include recording the minutes of the meetings of the Council and the general membership and notifying the appropriate bodies of scheduled meetings.

D. The Board representatives shall represent the Parents Association as active and voting members of the Board of Trustees. Parent Association Board representatives shall make a three-year commitment and assume the same responsibilities for carrying the school as other Board members.

E. Class representatives and committee co-chairs shall be responsible for organizing the parents of their respective class for the various activities of the Parents Association.

VI. Meetings

A. *Parent Council meetings:* The Council shall meet in September and at such other times as appropriate. All meetings shall be open to all Association members and school faculty.

B. *General membership meetings:* The general membership shall be convened by the Co-Chair of the Association in the fall, and at such other times as appropriate.

C. *Annual meeting:* The general membership meeting of the Association in the fall shall constitute the annual meeting. A Co-Chair shall chair the entire annual meeting and the Parent Council shall conduct elections. The agenda of the annual meeting shall be as follows:

1. Call to order by the Co-Chair;
2. Opening remarks;
3. Minutes of the previous Parent Council meeting and of the previous annual meeting;
4. Business arising from the minutes;
5. Presentation of the slate of Co-Chairs from the nominating committee;
6. General election;
7. Other business;
8. Adjournment.

D. *Special meetings:* Special meetings of the Parent Council may be convened by any two members of the Parent Council with at least 7-days notice. Special meetings of the general membership may be convened by a Co-Chair or any fifteen members of the general membership with at least 7 days notice. A Co-Chair shall be responsible for notifying all members of each respective body.

E. *Quorum:* Business of the Parent Council shall require at least three members and business of the general membership shall require a majority vote of those present.

F. *Procedure:* All meetings shall be conducted according to Robert's *Rules of Order* or *How To Make Meetings Work* by Michael Doyle.

VII. Event and Committee Chairpersons

All event chairpersons shall be appointed for one year and shall be appointed by the Parent Council. As many chairpersons will be appointed as deemed necessary by the Council to complete the goals of the Association. Events shall be defined as a fund-raiser or other function planned for the common good and interest of the Association.

VIII. Chairperson Duties

The president shall inform all chairpersons of their duties, which include:

1. Chairperson responsibility
2. Committee life
3. Committee composition
4. Committee reporting

IX. Ad Hoc Committees

Ad hoc committees may be appointed by the Co-Chair for any special project. The chairperson of an ad hoc committee shall be informed by the Co-Chair of his or her duties that will include the four items in Section VIII. above.

X. Funds of the Association

All funds of the Association shall be deposited in the Association's account. The signature of two of the following members shall be required to draw funds for Association expenses: Co-Chairs, Finance Chair, and Faculty Advisor(s). All funds raised by the Association shall be donated to the school with enough funds retained to cover normal operating expenses and for fund-raising events. Any disbursement of Association funds must have the approval of the Parent Council. Proposals for funding of special projects or events must be submitted in writing to the Parent Council. The proposal must include a description of the project or event, its budget, and benefit to the school. In the case of dissolution of the Association all funds and assets shall revert directly to the Board of Trustees.

XI. Amendments

Amendments to these bylaws may be made by approval at a regular meeting of the general membership upon motion of any member, duly seconded, at which at least fifteen members are present, with a majority of those present voting in favor of said amendment, provided such amendment is approved by the Board of Trustees and College of Teachers.

These By-Laws were revised during the 1998-1999 school year and subsequently approved by the Board of Trustees