



Santa Fe Waldorf School Community Handbook

Elementary School & Middle School
2020-21



Santa Fe
WALDORF

Global K-12 for Unstandardized Minds



Santa Fe Waldorf School Community Handbook Elementary (Grades 1-5) & Middle School Edition 2020-21

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Middle School Office Hours

7:45 a.m. - 3:45 p.m. Monday through Friday

Snow Delays and Closings: 505.983.9727

Please listen to the recorded message, find updates on our website, or watch local media stations for current school closure information.

COMMUNITY DIRECTORY INFORMATION is always available on the Santa Fe Waldorf School Parent Portal: <https://santafewaldorf.bigsis.com/portal/>

For questions about access to the Parent Portal, please contact the Business Office at 505-467-6443.

COVID-19 Changes: Due to the unusual, and ever-changing nature of the current school year resulting from the coronavirus pandemic, certain sections of this handbook may not apply. Wherever possible, these inconsistencies are anticipated and indicated by section or subsection within the handbook.

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Campus Closures Due to COVID-19 Community Outbreaks

The Santa Fe Waldorf School will, in case of a government-mandated campus closure, offer a Distant Learning Program (DLP) for Grades 1 to 12 that will start the same day of the mandated closure and will continue until restrictions are lifted and in-person classes can resume.

If a positive COVID-19 case happens in our community (a student, faculty, or staff member), the school will announce a full closure for one week. We will ask the groups and individuals with whom the infected person had contact with, to get tested (with the support of the NMDOH, the tests will have no cost). If we have enough reasons to support the idea that it is safe to open certain sections or grades, we will reopen those sections one week later. Otherwise we will extend the full school closure for a total of two weeks. If this happens, the DLP will also start the same day of the campus closure.

No tuition discounts or refunds will be offered for Grades 1-12 while the distant learning program is in place. Refunds for cancelled trips and/or the athletic program will be issued on a case-by-case basis and at the sole discretion of the Santa Fe Waldorf School.

College of Teachers

Daisy Barnard, Chair
Micayla Durán
Katy Eagan
Brenna Farrow
Thomas Keppel
Molly Mackinnon

Jill McCormick
Gerson Pérez
Chris Sciarretta
Karleen Whitcomb

Section Chairs

Karleen Whitcomb, Early Childhood
Micayla Durán, Grades 1-8
Chris Sciarretta, High School

Board of Trustees

Andy Smith · President
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Micky Leach · Vice President
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Ex-officio (non-voting) Members

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Staff

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Flavia Purpura-Pontoniere · Middle School & High School Office Coordinator

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Greg Sammis · Faculty & Staff Support

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Cynthia Shore · SFWS Community Magazine Editor

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Juliana Werner · Communications Manager & Administrative Support

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Note: Faculty and staff have different schedules for checking school-related email. Please check directly with your child's teacher for his/her schedule and protocol for email correspondence.

Who To Contact - At A Glance

Accounts Payable	Lucie Bureau
Accounts Receivable	Thomas Keppel
Admissions Information & Materials	Kate Pavuk
Advertising & Communications	Janine Pearson
Aftercare	<i>N/A at this time due to COVID-19</i>
Alumni Relations	Cynthia Shore
Annual Fund	Kate Pavuk
Athletics	Daniel Wendland
Board of Trustees	Andy Smith
Bus Reservations	Carole Cressman
Campus Manager	Carole Cressman
Campus Facility Rental	Carole Cressman & Thomas Keppel
Care Group	Elliot Ryan
Class Fund Inquiries	Thomas Keppel
College of Teachers Chair	Daisy Barnard
Community Magazine	Cynthia Shore
Development	Kate Pavuk
Early Childhood Aftercare Liaison	Katy Eagan
Early Childhood Licensing	Carole Cressman & Katy Eagan
Early Childhood Section Chair	Karleen Whitcomb
Early Childhood and Elementary School Office	Devon Corbet
Employment Postings	Juliana Werner
Facebook Postings	Juliana Werner
Fundraising Events	Kate Pavuk
Grades 1-5 Section Chair	Micayla Durán
High School College Guidance	Taylor Romens
High School Faculty Chair	Chris Sciarretta
High School Office	Flavia Purpura-Pontoniere
High School Student Support	Elliot Ryan
Human Resources	Thomas Keppel
Immunization/Exemption Records	Devon Corbet & Flavia Purpura-Pontoniere
International Exchange Program	Chris Sciarretta
Library	<i>N/A at this time due to COVID-19</i>
Media Relations	Gerson Pérez & Carole Cressman
Outreach	Kate Pavuk
Parent & Child Program Leader	Erin O'Neill
Parental Concerns	Class Teacher or Academic Advisor (HS), Section Chair, College Chair

Payments (tuition & fees)	Thomas Keppel
Purchasing	Lucie Bureau
Reimbursement Requests	Lucie Bureau
Scrip	Janine Pearson
Student Contracts	Thomas Keppel
Student Records/Transcripts	Christopher Sciarretta
Substitute Teaching in Elementary School	Devon Corbet
Theater (Costumes & Props)	Brenna Farrow
Website Updates	Juliana Werner
Website Updates (Athletic)	Flavia Purpura-Pontoniere
Wilderness/Outdoor Education	Matthew Burritt & Carole Cressman

Welcome to the SFWS Community

As members of the Santa Fe Waldorf School community, parents, staff, and teachers work together from the inspiration set forth in the founding of the first Waldorf school in 1919. Then and now, the timeless ideals of the good, the true, and the beautiful guide us in raising our children at school and at home. It is a shared labor of love, and we, your teachers and staff, express our gratitude for the trust you have bestowed on us in choosing a Waldorf education for your children.

We hope that this handbook will facilitate your understanding of the arrangements surrounding the daily rhythms, organization, and policies of the school. Equally important, we hope it will help you understand and support the Santa Fe Waldorf School. Ultimately you and your children contribute significantly to the vitality of this community; we invite and encourage you to explore the foundations upon which this education was developed.

*The heart of the Waldorf method is that education is an art —
it must speak to the child's experience.
To educate the whole child, heart and will must be reached, as well as mind.*
Rudolf Steiner

Statement Of Purpose

Based on the pedagogical principles of Rudolf Steiner, the mission of the Santa Fe Waldorf School is to cultivate the intellectual, social, emotional, physical and spiritual capacities of the developing individual through an age-appropriate early childhood through twelfth grade curriculum.

We educate the whole child in a balanced and healthy way. Our students engage in rigorous academics and gain a fundamental connection to the natural world, an appreciation of themselves and others, and the ability for moral discernment. Waldorf graduates become

thoughtful, fulfilled citizens who think imaginatively, communicate effectively, relate compassionately, and initiate healthy change in the world.

Diversity Statement

The Santa Fe Waldorf School is nonsectarian and does not discriminate on the basis of gender, race, color, religion, disability, sexual orientation, or national and ethnic origin in its educational, administrative, admission, athletic, and school programs and policies.

The Santa Fe Waldorf School is committed to working toward a diversified social atmosphere that nurtures understanding and an experience of the common humanity of all the world's peoples. We honor and embrace the palette of differences within humanity and welcome people regardless of race, ethnicity, gender, creed, religion, sexual orientation, and physical or medical condition. By so doing, we aspire to a peaceful evolution of humankind which honors and celebrates diversity.

Diversity, Equity, & Inclusion Statement

“The purpose of art is to lay bare the questions that have been hidden by the answers.”

— James Baldwin

Waldorf pedagogy, with its emphasis on creativity and imagination, is often described as “the art of education.” But is this art currently going far enough to “lay bare the questions that have been hidden by the answers”? Santa Fe Waldorf School is asking itself this question right now.

Our school's Statement of Purpose concludes with the following sentence: “Waldorf graduates become thoughtful, fulfilled citizens who think imaginatively, communicate effectively, relate compassionately, and initiate healthy change in the world.” We believe that this is true — seeing it every day in our students and alumni — and are committed to ensuring that it remains true in our rapidly-changing world. However, recent events have brought to light, yet again, the fact that our country is still very far from achieving the kind of society we educate our students to expect. It is becoming clear that far more is required of us than a color-blind, purely idealistic approach to social justice. The very first Waldorf School was founded as a social justice experiment 101 years ago. Looking back to our roots, we see that any authentic Waldorf School must also be a place where social justice — and its critical components of Diversity, Equity, and Inclusion (DEI) — is actively articulated in every aspect of the school. It is not enough to teach students to be thoughtful, compassionate citizens. We must also show them concrete examples of diversity, equity, and inclusion every day.

Santa Fe Waldorf School believes that in order for Waldorf education to remain true to its original purpose and inspiration, it must reflect the spirit of the time. The spirit of our time is calling for a radical embrace of diversity, equity, and inclusion. We intend to align ourselves fully with this spirit, and want to invite every member of the community to join us. Find out more [here](#).

Introduction To Waldorf Education

Excerpted in part from *An Introduction to Waldorf Education* by the Rudolf Steiner College, Fair Oaks, CA

“The first Waldorf school was founded in 1919 in Stuttgart, Germany when Emil Molt, a wealthy industrialist and owner of the Waldorf-Astoria Cigarette Factory, asked Rudolf Steiner to help him create a school for the families of his workers. Steiner was well known at this time for his ideas on education and for his spiritual-scientific research leading to an understanding of the nature of man and the world. This path of knowledge he called anthroposophy, from the Greek, anthropos (man) and sophia (wisdom). Waldorf education is designed to develop the full spectrum of human wholeness — hand and heart as well as mind. It aims to support a harmonious development of the three soul faculties — willing, feeling and thinking — taking full account of the physical and emotional growth phases of the child. There is a particular emphasis on the development of the will during the first seven years. The children learn most by what is worthy of imitation, through activities. During the grade school years (Grades 1—5), the feeling life of the child is nurtured through the guiding authority of the teacher who integrates artistic and imaginative elements into the learning process. During the middle school years (Grades 6—8), the thinking capacity is just starting to develop. Math and sciences meet the budding intellect which develops further in the high school. During the high school years (Grades 9—12), the faculty of thinking is more directly emphasized by challenging the adolescents to individual judgment and to more conscious participation in their education. Through Waldorf education, Rudolf Steiner hoped to cultivate in young people capacities of heart and mind and the strength of will to enable them to meet the challenges of their own time and of the future. He laid the foundation for an art of education in which the teacher, ever aware of the inherent dignity and individuality of each child, would strive to awaken and draw out the child’s individual gifts. This is in keeping with the true meaning of ‘to educate’ from educere, ‘to draw out’ rather than to put in. Children are taught in chronological age groups of mixed ability. The school is co-educational and non-denominational, and, by welcoming students of diverse social, ethnic and religious backgrounds, it attempts to reflect and serve the whole of society.”

Santa Fe Waldorf School History

The Santa Fe Waldorf School was founded in 1983, following several years of preparatory work by a group of parents and interested community members who wished to see Waldorf education as an option for the children and families of Santa Fe. The school opened its doors with an enrollment of fifty children in two kindergartens, a first grade, and a combined second and third grade.

Although the school was initially located in a rented space on Canyon Road, by Thanksgiving of the inaugural year a group of courageous Board members had negotiated the purchase of the present site – five wooded acres on the southeast edge of Santa Fe with a solar/adobe building, originally designed as a private school. With the exception of one cycle, the school added a new grade each year after its founding until a full eight grade school was established in 1989.

The school's growing enrollment necessitated the construction of two additional buildings that now house two kindergarten classes and two upper grades; an additional classroom and more office space were added to the original building in 1989. Extensive remodeling of the main building and further building and site changes, including a pedagogical garden, a new two-classroom edifice, and the renovation of the upper grades building, were realized from 1993 to 1996. As the result of a tremendous community effort, the school purchased an adjoining five acres to the west of the school in late 1996. Then, in 2003, three acres on the south end of the campus were purchased for the high school building site.

The year 2001 saw the addition of the school's first Ninth Grade and in 2004, its first senior class. A new preschool was initiated in October of 2004. The school's first senior class graduated in June of 2005.

Accreditation

The Santa Fe Waldorf School is fully accredited by the Association of Waldorf Schools of North America (AWSNA), the National Council for Private School Accreditation (NCPSA), and the State of New Mexico. It is also a member of the New Mexico Athletics Association (NMAA) and the Waldorf Early Childhood Association of North America (WECAN). Our school bears the status of *Recognition of Accreditation Candidacy* in the Independent Schools Association of the Southwest (ISAS)

Governance

Leadership and governance at the school is divided among three primary bodies: the Board of Trustees, the College of Teachers, and the Administration. Each body works in a collaborative way, and consensus is the preferred decision-making method.

The Board Of Trustees, Board Committees & the Executive Committee

The Board of Trustees represents the legal and corporate entity of the school and is responsible for overall governance, long range and strategic planning and for ensuring the financial vitality of the school. The Board meets bi-monthly and member profiles are available on the school's website.

In addition to the Board's executive and at-large members, the Board of Trustees oversees a number of strategic board committees and task forces including, but not limited to, the: Governance Committee, Executive Committee, Finance Committee, Philanthropic Development Committee, Alternative Revenue Group, Site Committee and Strategic Planning Committee.

The Executive Committee is comprised of the Board Officers and the School Administrator. It meets bi-weekly to discuss and address issues arising in the areas of marketing, finance, strategic planning, staff, fundraising, and legal compliance. The Executive Committee is mandated by the Board to respond to such issues quickly and/or to determine when issues must be addressed by the entirety of the Board.

School Administrator

The School Administrator provides oversight and leadership to the life of the administration and the school as a whole. The School Administrator works collaboratively to develop and carry out the school policies and procedures. The School Administrator works with the Board, College of Teachers, Section Chairs, College Chair, and administrative team to advance the short and long-term strategic goals of Santa Fe Waldorf School. The School Administrator is the sole employee of the Board of Trustees and reports to the Board.

The College Of Teachers & the Section Chairs

The College of Teachers is comprised of faculty/staff members and concerns itself with pedagogical research and study as well as assuming responsibility for the pedagogical well-being of the school. They provide guidance to the faculty as a whole and are the group responsible for faculty evaluations, decisions about hiring and firing of faculty, and addressing larger concerns over pedagogical policy. The College of Teachers meets weekly and members are listed at the beginning of the Directory in this handbook. The College of Teachers (or College, as it is commonly referred to) also has mandated college committees and working groups regarding the curriculum and pedagogy.

The Section Chairs serve as liaisons to their respective areas of the school. They meet weekly with the College Chair and School Administrator to contend with issues that need immediate attention and to support in the prioritizing of the agenda for the weekly College of Teachers meetings. Additionally, they guide the weekly meetings of faculty within their section.

The College Of Teachers Chair

The College is guided by a chair who not only communicates College business and administers the College meetings, but also takes up the responsibility of supporting the resolution of parent, student, and faculty concerns when they have not come to a successful resolution through prior efforts at direct communication with teachers and section chairs. The College Chair is supported in such work by the members of the College of Teachers, the Section Chairs, and the School Administrator.

Professional Staff

The school employs a number of professional staff members. Senior staff members include the Business Manager, Development, Marketing, and Admissions Coordinators, and Campus Manager. They provide leadership and coordination in their respective areas and are directed to accomplish designated tasks. They also support and advance the work of the Board of Trustees and mandated committees from both the Board and the College.

Additional staff positions include Early Childhood/Elementary School Office Coordinator, Middle School/High School Office Coordinator, Communications Manager & Administrative Support,

Bookkeeper, and maintenance personnel. Together with senior staff members, they support the logistics of day-to-day school operations.

Festivals & Events

The Santa Fe Waldorf School does not seek to teach any particular religious view. Students from a wide range of religious, ethnic, and cultural backgrounds are welcomed and differences are respected. Seasonal festivals are observed in the classroom and at school assemblies. The curriculum itself, through the study of different mythologies and ancient cultures, provides many opportunities to learn about the world's great religious traditions. We strive to bring a universal nature to our celebrations of festivals through their connection with the rhythms of the earth; the associated ceremonies and rituals help reveal the deeper significance of life. The living rhythms of the year, though taken up in each class in different ways, help provide a common foundation for the children. The nature of the festival is universal. The teachers do not seek to explain all this to young children, but allow them to take these things quietly into their hearts. Children love preparing for the festivals by decorating the room, baking treats, learning special songs, etc., all of which can be replicated and reinforced through activities at home. Special stories help bring the deeper significance of the season to the children in a pictorial way. Following are descriptions of the school's major festival celebrations.

Lily Ceremony — August

Waldorf schools around the world mark the beginning and end of each school year with a ceremony highlighting the passage of first and twelfth graders. Here we honor that passage through the exchange of a lily for the first graders from the twelfth graders.

Michaelmas — September/October

In Celtic tradition, St. Michael represents the unconquered hero, fighting against evil and the powers of darkness. The experience of nature during autumn, that of a "passing away" illuminated by brilliant color, heralds Michaelmas time. Celebrating Michaelmas, we strive to stimulate our will to fight for the good so that the children realize that not even the smallest good deed is ever lost, whether it is noticed or not.

All Hallows' Eve — October

All Hallows' Eve is celebrated with a spirit of playfulness and gives the opportunity for roleplaying and make-believe. Imaginative tableaux based on fairy tales, fables, and other curriculum themes are set up outside along a path for the younger children in the school community to view in an evening of magical fun.

Day Of The Dead & All Souls' Day — November

The Day of the Dead and All Souls' Day, November 2nd, are observed in different ways throughout the school to honor and remember those important people in our lives who have crossed the threshold.

Martinmas & Lantern Walk — November

The story of St. Martin, who shared his cloak with a poor man, has inspired the tradition of a lantern walk, the sharing of lantern songs, a simple treat, and warmth with friends. Students in Early Childhood through Grade Three make lanterns in their classrooms and join their families in an evening lantern walk.

Advent, Hanukkah, & Christmas — December

Advent, from the Latin “to come,” includes the four Sundays just before Christmas. In Christian tradition, one candle was lit on the first Sunday, two on the second, three on the third, until the light of four candles heralded the coming of Christmas. The Jewish Festival of Lights, Hanukkah, falls during this time of year as well. We approach these festivals from a wider spiritual context, recognizing all such festivals mark the triumph of inner light over outer darkness. It is a time of preparation and joyful anticipation.

Advent Garden — December

Younger students participate in the walking of the Advent Garden spiral at the beginning of Advent. In a partially darkened room, lit by candles and fragrant with pine, each child goes, one at a time, to the center of the garden. Each child lights his or her candle, then places it somewhere on the pathway to light the way for the next child. It is an outer image of the inner journey each of us makes through the darkness toward the light.

St. Nicholas — December

We remember St. Nicholas and all he did to help people, especially children, by surprising those in need with gifts of food, money and treats. It is traditional for children to leave their shoes outside the door the evening of December 6th in order to receive a golden nut or small gift from St. Nicholas. St. Nicholas often pays a visit to classrooms, giving advice and encouragement to the children.

Santa Lucia — December

On December 13th the Second Grade celebrates the Swedish festival of Santa Lucia by processing through the whole school with a gift of song, candle light, and sweet bread.

Holiday Faire — December

Every year the SFWS holds a Holiday Faire to celebrate the holiday season with the school community and the wider community. Participants are encouraged to dress in holiday attire and to enjoy holiday activities such as making seasonal craft items, playing games of chance or skill, shopping for holiday gifts, and enjoying a meal or a cup of freshly pressed apple cider with their children and friends.

As the annual Holiday Faire is an energetic community outreach and fundraising event, everyone’s participation creates the special ambiance of this memorable festival. As Faire goers come from throughout northern New Mexico, a concentrated and extensive commitment of volunteer effort is needed to ensure the success and enjoyment of the event. The Holiday Faire Chair and SFWS staff will contact all Class Parents about their class’s activity for each year’s

Faire in early October, as well as provide a Holiday Faire Handbook with logistical considerations and past inspirations for each activity at the event.

The Shepherds Play — December

The Shepherds Play is one of a trilogy of medieval plays that date back to at least the 11th century. They were originally performed by the villagers of the little island of Oberufer in the Danube, between what is now Hungary and Austria. This unique play, which offers a generous portion of humor and singing, is presented each holiday season by the faculty and staff as a gift to the children and community. Parents are advised that the performance lasts about an hour, and its language is not always easily understood though the pictures it offers are nourishing for all.

Grandparents & Friends Day — May

Grandparents and Friends Day is scheduled in tandem with May Faire and, when possible, with the Spring Concert. These days allow friends and relatives to learn about the school and keep abreast of new developments on campus.

May Faire — May

May Faire honors an ancient festival marking the changing of the seasons. The tree of life was part of this ritual. The tree of life is today the Maypole, bedecked with ribbons and flowers. The ground is strewn with the blossoms of spring, and the children, many wearing flowers, dance and sing around the Maypole. Songs, dancing, games and food all add to the gaiety of the day.

Rose Ceremony — June

At the end of each year the first grade class bids the graduating seniors farewell with the passing of a rose. This lovely ceremony is the counterpart to the Lily Ceremony that begins each academic year.

Assemblies & Concerts — Various

Children share their work with each other at periodic in-school assemblies. Additionally, music students take part in two annual concerts held off-site at the St. Francis Auditorium at the New Mexico Museum of Art. Both the Winter and Spring Concert offer music students a chance to perform in a public setting and are a celebration of the great diversity of musical offerings at SFWS. Concert dress is required for both the Winter and Spring Concerts.

Class Plays — Various

Each grade in the elementary school produces a play each year. The presentations reflect some aspect of the year's curriculum and provide a vehicle for deepening the work completed in the main lesson. The eighth graders also present a marionette performance with marionettes they created and clothed during their seventh & eighth grade handwork and woodwork classes.

Student Birthday Observances — Various

Student birthdays are often marked with celebration in a Waldorf classroom, following a set ceremony in the early childhood years and then forming into a tradition annually shaped by the

direction and discretion of the class teacher in grades 1-8, and the class sponsor(s) in the high school. Parents of the student celebrating the birthday are often invited to be part of the festivities, especially in the younger years.

Further Festival Resources:

Festivals, Family and Food, Diana Carey and Judy Large

Festivals with Children, Brigitte Barz

Celebrating the Festivals With Children, Friedal Lane

The Children's Year, by Cooper, Fynes-Clinton, Rowling

A Parent's Guide to the Winter Festivals, Valerie Hope (handout)

Parent Involvement

Parent Involvement In A Waldorf School

The Waldorf School culture is enlivened by an understanding of the importance of help freely given in the spirit of service. At the Santa Fe Waldorf School, parent involvement includes many indispensable projects and tasks ranging from fundraising, special events and projects, to caring for buildings and grounds, and planning for the future. We encourage parents to be involved, as it is an excellent way to make friends in the community and to learn more about the school and Waldorf education.

The Role Of Class Parents

Each class from preschool to grade 8 has one or two class parents who agree to assist the teacher and class. Class Parents have a great deal of responsibility and require the support of the parents in the class to whom tasks will need to be delegated. The Class Parent can manage and coordinate activities, but not necessarily execute them all. There are volunteer sign-up sheets for the Class Parents in the Grades Office customized for each particular class.

General responsibilities of a Class Parent include:

- Coordinate support for the class teacher in selected activities
- Keep the lines of communication running smoothly among parents and with the teacher
- Delegate specific responsibilities to parents in the class (should a parent in the class be unable to fulfill a responsibility he/she volunteered for, finding a replacement is the job of that parent, not the Class Parent.)
- Attend invitational meetings called by the Administration, including the Philanthropic Development Committee and the Holiday Faire Committee
- Welcome new families and make sure they are informed about class and school events
- Set up the class phone tree and email list and keep them updated
- Sign up families for volunteering responsibilities throughout the year, with special consideration for class meetings, festivals and Holiday Faire

- Contact all parents regarding upcoming events for the class and the school (phone and emails)
- Take notes at parent evenings or delegate someone to do so (usually on a rotating basis)
- Coordinate and delegate support for field trips and class plays (which does not imply themselves being chaperones)
- Coordinate and delegate specific grade commitments as directed by the teacher
- Act as a communication point for school-wide events
- Plan/organize teacher appreciation for holidays and end of year
- Ensure that annual notes are prepared for each event/field trip/festival to be passed along to the next grade class parents
- Coordinate optional snacks/beverages at parent parent evenings

Parent Evenings

Parent evenings enhance familiarity with the Waldorf curriculum and the specific teaching and learning processes for the child's age group. There are parent evening curriculum guidelines which the teachers follow in order to ensure parents are well informed about all aspects of school life. The parent evenings serve as an important bridge between home and school, offering parents an opportunity to talk about their children's work and to participate in the type of activities experienced in class. Not only do these meetings include discussion on various aspects of Waldorf education, but they also serve as social gatherings for parents. Parent evenings are held three or four times a year. Parents are advised of the date and time through a memo sent home with the student or by email. Attendance is vital and strongly encouraged. If you are unable to attend, please notify your child's teacher.

Parent Enrichment

By choosing Waldorf education, Waldorf school parents are encouraged to learn as much as they can about the philosophy and principles underlying the education, the values held therein, and the policies governing the school. Waldorf schools are unique in their pedagogy and governance; parents are responsible to understand these unique features. The faculty provides opportunities to help parents deepen their understanding of the practice and principles of Waldorf education and Anthroposophy, as well as Rudolf Steiner's work in other fields. Adult enrichment lectures, workshops, and seminars are ongoing. Announcements about upcoming courses or lectures will be included in our online school calendar and weekly community e-mail.

Guest Speakers

Periodically, guest speakers from within the Waldorf movement and from wider educational circles visit our school, consult with our teachers and/ or Board members, and meet parents. The themes that they bring to their presentations are reflective of their larger perspective regarding the development of Waldorf education throughout North America and beyond.

Study Groups

Study groups are offered occasionally by faculty members, parents, or friends of the school for those wishing to investigate various aspects of the Waldorf movement: raising children and child development, the overview of Waldorf education, Rudolf Steiner's body of work and other Anthroposophical materials.

Political Activities

Santa Fe Waldorf School encourages community members to accept the personal responsibility of good citizenship, including participation in civic and political activities. We accept the basic democratic principle that all are free to make their own decisions in civic and political matters. As a 501(c)3 organization, SFWS may not lobby on behalf of any political cause. Participation in civic and political activities is considered a personal matter. Therefore, all such activities or solicitations may not be carried on anywhere on the SFWS premises, or as part of SFWS sponsored events. Santa Fe Waldorf School defines political activities as actions in support of any individual candidate for political office, political party, or political issue.

Charitable Giving

Annual Fund

An independent school's operating budget based upon tuition income alone typically covers 80-85% of the operating budget. Generous donations to our Annual Fund are very important to build the bridge between our revenue and expenses. The funds raised through the Annual Fund are invested right back into our school community in many ways such as financial aid support, program enhancement and development, campus improvements and often where the need is greatest. Each year our school's goal is for 100% participation from our entire school community. We encourage our parents and families, staff, faculty, grandparents, alumni, alumni parents and other supporters in our community to consider making a meaningful gift so that we can continue providing the best curriculum, materials, and training to ensure an incredible Waldorf Education and experience for the whole child.

Gifts to the Annual Fund may be made in cash or by check by delivering your gift to the Development Office, by credit card on the school's donations website, or through appreciated stock. For more information, please contact the Development Coordinator at 505.467.6426.

In-Kind or Tangible Gift Donations

Since the school's inception, parents who own or have connections to local businesses have helped the school greatly by offering services and supplying items such as landscaping, building and classroom supplies, wilderness gear, computers, athletic supplies and items for specific events such as the Holiday Faire. Donations of goods are valued by the donor, and have some

tax-deductible advantages. Forms for your personal records are available through the Development Office.

Securities

Gifts of appreciated securities (stocks, bonds and mutual funds) can provide significant tax savings for donors. Contact the Development Office for further details.

Bequests

A bequest through your life insurance, banking accounts, will or estate documents can provide very important gifts in support of the educational mission of the Santa Fe Waldorf School. Contact the Development Office for further details.

SCRIP Program

The SCRIP program is a simple, no-cost way to support SFWS whether you're buying groceries at the neighborhood market or looking to find a gift online. By being mindful of your shopping habits and ordering SCRIP from any of more than 750 vendors directly online from Great Lakes Scrip Center, you can help support the academics, arts, and athletics that make Santa Fe Waldorf School such a dynamic school. SCRIP provides a mechanism by which a percentage of your purchases is rebated to the school. SCRIP never expires and is good at any store location throughout the country. Please refer to the school's website for more information about online SCRIP opportunities.

Rewards Programs

In addition to ordering SCRIP, many other outlets provide reward programs which in turn rebate a percentage of total purchases in a given time frame to the designated organization. While these programs typically take 5-10 minutes to complete your enrollment, once done, each time you shop and 'swipe your rewards card,' you will be helping to contribute to SFWS. Please contact the Development Office for further details.

Special Event and Class Fundraisers

All fundraising events and activities at the Santa Fe Waldorf School are the primary responsibility of the Development and Marketing Coordinators and the Board-mandated Philanthropic Development Committee (PDC). Any event or activity initiated by any other group, class or person must be reviewed and approved by the Development and Marketing Coordinators and PDC in advance of the activity or its promotion.

Communication At SFWS

All-School Emails

The school sends out all-school email announcements weekly during the school year and bi-weekly during the summer months. These weekly eBlasts contain reminders, important notices and a window into the lively life of the school. These are sent to all parents for whom we have email addresses. Those who experience any difficulty in receiving these emails should check their spam settings within their email accounts to identify Santa Fe Waldorf School as a valid contact. Any additional support questions should be directed to the school's Administrative Assistant.

Email Communication

Each teacher and staff member has a school email address to be used for school-related business, consisting of the first initial of the first name, last name, followed by santafewaldorf.org, i.e. tkeppel@santafewaldorf.org.

As a school, we affirm our commitment to face-to-face communication as the best possible method of communication when concerns arise. Emails are very easy to misinterpret, so please do not use email to attempt to resolve conflicts.

Class Parent Emails

Class Parents are periodically called upon to send emails to all parents in a class on behalf of the teacher. It is each Class Parent's responsibility to utilize email addresses only for such communications and, when doing so, remembering to protect other's privacy by using the BCC function for all individuals receiving the email.

School Bulletin Boards

The school has a bulletin board in the Grade School building and in the main parking lot for additional announcements. Materials posted require prior approval by the school office and a date. They will be removed after the event or within thirty days.

Faculty and Staff Mailboxes

Please leave notes or other written materials for faculty or staff at the Grades Office or the Middle School/High School Office. The office staff will see that your messages are delivered.

Letters and Notices Mailed or Sent Home

Clear communication is vital to our school. Important letters will be mailed home and/or sent by email. Your student's teacher may send letters or messages home as well. Ask your child's teacher about his or her procedure in this regard.

Student Phone Messages

Please do not call with a message for your child unless it is an emergency. Students may not use the school phone during the school day except for emergencies or if they have obtained the permission of a school employee.

Contacting Faculty

Please respect each teacher's privacy by directing your phone calls during the appointed times given by the teacher.

Instruction In The Elementary & Middle Schools

Class Teacher

The Class Teacher generally remains with the same group of children for several years and in some cases for all eight years of elementary (Grades 1-5) and middle school (Grades 6-8), teaching many of the main subjects. In this way the class teacher maintains continuity over time through familiarity with the students' ongoing development. The child finds stability and continuing guidance in this relationship.

Main Lesson

A morning Main Lesson is the longer block lesson that begins the day. The subject — be it algebra, Greek history, botany, or physics — is taught for a three- or four- week block of time. This approach allows for a concentrated in-depth experience, and gives the children time to “digest” what has been learned.

Textbooks & Main Lesson Books

Textbooks are not generally used in the elementary grades. Instead, the teacher creates daily presentations and the children make individual books for each subject taught; recording and illustrating the substance of their lessons. These books, meant to be artistically pleasing, help the students to connect personally with the material they are learning.

Curriculum Overview

Waldorf schools offer an age-appropriate, holistic and integrated curriculum that can be recognized from school to school. Each year, to meet the particular needs of a class or the programs, modifications and changes may be evident. A general curriculum overview is available in the Grades Office and the [BigSis Parent Portal](#) (click on Parents tab > Documents > Curriculum overview).

Curriculum Beyond The Main Lesson For Grades 1-8

Form Drawing • Painting • Sculpture • Theater Arts • Music (Singing, flute or recorder playing, string groups, orchestra, jazz and chorus) • Spanish • Handwork • Woodworking (Grades 5-8) • Movement Education • Eurythmy¹ • Gardening • Wilderness Education¹ .

¹ The Eurythmy program was temporarily suspended in the 2020-2021 school year because of the public health emergency derived from the COVID-19 pandemic. Additional changes in the curriculum may occur for this same reason.

Spanish

Spanish is taught beginning in first grade, giving the children insights into other cultures and a basic foundation in conversational Spanish and core grammatical conventions.

Sciences

The sciences are taught experientially — that is, the teacher sets up a demonstration, calls upon the children to carefully observe, ponder and discuss, and then allows them to discover the conclusion — the law, formula, etc. Through this process, rigorous, independent thinking and sound judgment are trained.

Humanities

A humanities curriculum, which begins with stories in Early Childhood, in First Grade with fairy tales and folktales from all over the world, takes the children through the full sweep of cultural heritage. By living into these cultures through their legends and literature, the children gain flexibility and an appreciation for the diversity of mankind.

Handwork, Woodwork, Practical Arts

Handwork and woodwork are unique subjects in the curriculum of Waldorf elementary and middle schools. These subjects help children develop an appreciation and respect for things that are human-made and also give the students an opportunity to make something practical and beautiful. They also learn concentration, dexterity, and attention to detail. Throughout all the grades, an effort is made to use materials from nature. Understanding the origins of the materials helps to develop a love, respect, and appreciation for the trees, plants, and animals whose wood, fibers and fleece have provided them with the tools for their work. Throughout the years, the basis for each project relates to the children's developmental level and the content of their other lessons. The awakening of this union of practical and creative powers provides a foundation of perspective and skill that serves the child in all fields of life.

Music Overview

Music permeates and harmonizes life in a Waldorf school through a curriculum designed to develop the innate musicality in every child. In Grade 1 children sing and learn to play a simple pentatonic flute²; both activities continue through the elementary school years. In Grade 4, the stringed instrument is introduced and in middle school students may choose to select a brass/woodwind instrument or remain with their stringed instrument.

Music is taught not only for the actual skill of playing an instrument or singing but also because it brings a strong harmonizing and humanizing force to the students. Music is taught by the class teachers and by music specialists beginning in Grade Four.

² Because of the high COVID-19 transmission risk associated with wind instruments, flutes will not be taught during the current school year.

Parents can reinforce the joy of learning music by taking children to concerts, creating music with them if possible, and listening to them play. Sing with your children, even if you think you cannot! Your enjoyment is what influences your child.

Instrumental Music

We believe it is important for each child to have the opportunity to play an orchestral instrument and to be part of an instrumental ensemble. Much is developed while studying an instrument: self-discipline, listening skills, music appreciation, and cooperation. All students in Grade 4 take up a stringed instrument -- the violin, viola, or cello. In Grade 5, students may also choose to take up stringed bass. The emphasis in these grades is on creating good playing habits, group playing techniques and musicianship.

Private instruction is required for participation in orchestra starting in Grade 4 and continuing through Grade 8 to ensure progress for all. An instrument must be rented or purchased, private lessons arranged weekly (Grades 4-8); home practice times need to be established in a rhythmic way for the child to experience success and for the instrumental music classes to go well. Students who forget their instrument and/or music will be assigned Service Time.

Maintaining the instrument in good repair is the parent's responsibility. Private lessons for strings (four lessons suggested) begin during the summer between third and fourth grade to promote greater and ongoing accomplishment with these instruments. It is also best for the child's progress that lessons continue through the summer. A list of music teachers is available in the hallway outside the Grades Office. It is only possible to maintain a quality program with the support of the parents. This is particularly true for an instrumental music program.

General Policies — Grades 1-8

Student Reports

The student reports written by the teachers are in-depth accounts of the students' overall social, artistic, and academic development. All teachers provide a progress report for the Fall and Spring Parent/Teacher conferences and an end-of-year narrative report for the students. Student reports are accessed through the [Parent Portal](#) of the school's integrated database system, BigSIS. End-of-year reports are provided to any student who has attended through January 31st or longer.

All student reports, once they are filed, are permanent. In the rare instance when a supplemental report is deemed necessary by the teacher, an addendum may be submitted. The original report and the addendum will both remain permanently in the file.

Transcript Requests

Official elementary and middle school transcripts are mailed or faxed directly to the school requiring the transcript. A request to the Registrar for a transcript must be received ten business days before the due date in order to assure its arrival at the requesting school by the date due. A parent may request a copy of the student transcript/reports, but the parent's copy will be stamped "Unofficial Transcript Issued to Parent" across the text of every page. If a student's tuition account is in arrears, student reports/transcripts will not be issued until arrangements are made with the Business Office. Transcripts and recommendations will be mailed only if the family's accounts are in good standing.

Parent-Teacher Conferences

One of the most essential forms of communication between parent and teacher is through face-to-face dialogue. Parent-Teacher conferences for Grades 1-8 school are scheduled in the fall and spring. These days are scheduled for parents only; no grades or early childhood classes convene. Please check the current school calendar for the precise dates annually. If at any time in the school year parents perceive a need to speak to any teacher about their child's work or well-being in school, a meeting can be arranged. Please contact the school office for details.

Currently, the school is still making every effort possible to reduce in-person interaction with parents and visitors in general. Following this principle, the Parent-Teacher Conferences for the fall of 2020 (Nov 5th and 6th) will be scheduled via Zoom. An announcement will be made later this year regarding the format of the spring of 2021 Parent-Teacher Conferences (March 25th and 26th).

First Grade Home Visits

First grade class teachers generally visit the child's home after a child has been enrolled. The visit serves to reinforce the ideal of parent and teacher working together in guiding the child in his or her development. It also assists in creating clear communication between home and school. The home visits will be arranged between the teacher and each parent and are expected to happen during the fall semester.

Class Trips

As of October 16, 2020, all class trips are suspended due to a surge in COVID-19 cases in the State of New Mexico. The Task Force will determine when class trips can be resumed.

Each class teacher plans for field trips and camping trips for the children beginning in Grade 3. Parental assistance is often needed in transporting or chaperoning the students. A *Chaperone Contract* must be filled out by all parents volunteering as chaperones. These forms are available in the Business Office. One-day field trips are announced through letters sent home or by email.

Photo & Video Policy

Waldorf students love to perform, and they benefit most from being fully immersed in the experience. Therefore, we try to avoid students being distracted by an awareness of the audience and of themselves as individual performers. Especially for the younger children, viewing a recording of their performance detracts from the inner experience they had during the performance itself. Likewise, the school values the audience experience as well, and realizes that photography and filming during performances can prove distracting to those viewing a performance. Therefore, in the interest of preserving the wholeness of students' experience whenever possible, the school requests that parents refrain from videotaping any school performance, event, or class play without the express permission of the school and/or the faculty member hosting an event. Any person whose actions while photographing prove distracting may be asked to refrain from any further photography by any employee of the school. All photographic devices, including cell phones, should not be set to flash or make noise during any school event.

Social Media Courtesy

In this day and age, it is not unexpected for some parent members of the school community to engage in the use of electronic social media sites. Parents are reminded that any posts on social media of content related to activity at the Santa Fe Waldorf School should, in no way, imply that they represent the school, its employees, agents, volunteers or Board members. Additionally, great care is requested when posting images or content that contain members of the school community other than one's direct relations, and it is recommended that permissions be sought directly from the subjects (and/or their legal guardians) prior to the posting of any such content.

Lost & Found

Abandoned items are placed in our lost-and-found box. If your child has lost something, come in to check on it promptly; we periodically take unclaimed items to a charitable organization. To aid in the prompt return of lost items, we ask that you please label your child's clothing.

No Dogs On Campus

Requests to have service and/or therapy dogs on campus must be submitted to the [Campus Manager](#). Otherwise dogs are not permitted on school campus or on school field trips for obvious health and safety considerations.

Party Invitations

Invitations to social events should not be distributed at school unless the event includes every student in the class.

Chaperone/Volunteer Driver Expectations

From time to time, parents may opt to volunteer as chaperone drivers for school trips. In such cases, the school requires that all children be individually seat-belted when participating in school-sponsored field trips. All volunteer drivers are required to complete a *Chaperone Contract*, as well as provide proof of insurance and a valid driver's license to the school's Business Office. The school holds volunteer drivers and chaperones to accountability with regards to upholding school policies and procedures for the duration of any school-sponsored field trip.

Snack & Lunch Guidelines

Please provide healthy snacks and lunches for your child. Avoid sugary items; juice or milk is preferable to soda or caffeinated drinks. It is advised that lunch boxes do not display media images, cartoon figures or prominent written messages. If you have any questions, please speak to your child's teacher.

Pack It In — Pack It Out

Any trash or non-recyclable materials or containers must be returned home each day. For those utilizing a lunch service the responsibility for taking containers home for cleaning and recycling still resides with the student.

Toys

The school provides all playground equipment. Please ensure that your children's toys are left at home. Additionally, skateboards, scooters and in-line skates are not allowed on campus.

Restricted On-campus Visits

Due to the current Public Health Emergency, parent visits are not allowed on campus at this time. If it is absolutely necessary to meet with a teacher or staff member on-campus, the visiting parent should receive prior authorization from the person to be visited and inform the corresponding Office Coordinator prior to their arrival. Immediately upon arrival, visitors are required to go to the Office Coordinator to fill out the COVID-19 questionnaire and to have their temperature taken and recorded.

Building Community Through Communication

Understood in its fullness, a Waldorf school offers an opportunity to be part of a community that supports the growth of its members, particularly the children, through open and honest communication and trust. Parent communications are taken very seriously and seen as an important gauge of the success of our work with the children. We value parents' commitment to SFWS and appreciate the willingness of all parties to work together. When we communicate

respectfully, openly and honestly, we can succeed in developing a community in which issues are resolved constructively, effectively, and in a timely fashion.

Addressing Concerns

Challenges in communication arise frequently in human relations; recognizing that challenge is essential. **If a parent has a problem or concern regarding the classroom or instruction, the first step is to speak to the teacher directly.** Likewise, if the problem or concern involves another adult in the school community, **please address that individual first.** It may be helpful to have a third party present in these discussions.

In a meeting set to discuss and resolve a conflict, we expect students and adults to speak respectfully, to refrain from verbal harassment, and to listen with an open mind and heart to the perspectives of others. If inappropriate communication occurs, the meeting may be ended and tried again at another time.

If this approach is not appropriate for addressing the concerns, the next step is to contact the Section Chair to make an appointment for further conversation. In that way the concerns can be addressed directly or directed to the appropriate people for resolution. The School Administrator should only be approached with organizational or administrative questions or concerns, not with pedagogical issues (everything related to a student's learning experience).

Conflict Resolution Procedure

The College of Teachers (COT) is to address pedagogical, classroom, faculty/staff, student and parent issues that have not been resolved by the process described in the previous section. It is expected that concerns will have followed the process outlined above prior to their broader consideration by the College of Teachers, as person-to-person communication is deemed the most effective method for resolving conflicts at the school.

The Executive Committee or the Board of Trustees are to address any issues related to the organizational or administrative function of the school that have not been resolved by the process described above involving the School Administrator. The College of Teachers will bring any unresolved issues to the Board of Trustees. Throughout any process of resolving conflict it is expected that all parties will engage in respectful dialogue and active listening. The school strives to encourage an ethical climate in which individuals work through disagreements and misunderstandings in a reasonable and timely fashion. For our community to be healthy and vibrant, parents, as well as faculty and staff, must feel safe in speaking to each other.

Aftercare and After School

*Please note that due to the current Public Health Emergency restrictions, **aftercare is currently not available.** All policies indicated in this section will apply only when the aftercare service is reestablished.*

Aftercare Sign-Out

A parent or a designated adult **MUST** sign children out personally with the Aftercare teacher when children are picked up. (Please refer to [Important Security Policies](#) concerning arrangements for pick-up by someone other than the parent.)

Aftercare Billing

Billing will be submitted to the Business Office monthly from the Aftercare personnel. You will receive a monthly bill and if your account is set-up for automatic bank withdrawal, no check payment will be necessary. Aftercare charges may be tax-deductible; please ask the Business Manager if you need a summary of your aftercare payments at the end of the calendar year.

Aftercare For Volunteers

A parent requested to volunteer after school should check to see if there is space in the Aftercare program for his or her child. If not in Aftercare, the child(ren) must be supervised by the parent. The volunteer parent will not be charged for Aftercare while performing volunteer work for the school. A voucher for the Aftercare coverage can be obtained from either the Grades Office of the Middle School/High School Office.

After School Music Lessons

After school music lessons are currently not available due to COVID-19 restrictions.

Student Resources

Elementary School Library

*Please note that **library use is currently not available** due to COVID-19 restrictions.* Through the efforts of dedicated volunteers, the school maintains a library as a resource for students, parents and faculty. The library also offers a growing collection of books for parent education in human development, family life, and Waldorf schooling. The continued growth of the library is supported by parent financial contributions, volunteerism, and used book donations made throughout the year.

Educational Support Program

Waldorf education provides an integrated, developmentally appropriate program that seeks to address the educational needs of children. In general, the supportive methods of Waldorf education meet the learning needs of most children. If a child has learning differences or learning challenges beyond the scope of the regular classroom methods, the Care Group (a College-mandated faculty group which oversees student needs school-wide) will discuss the recommendations to be given by the class teacher to the parents.

The school makes no guarantees regarding the identification of all of a child's learning issues. In many cases, the need for further evaluation or supportive therapies or tutoring will be recommended. Occasionally, the school is faced with the question of a child's class placement within the school or even whether or not the school is actually the appropriate setting for a child's needs. Were such a concern to arise, the Care Group and the College of Teachers would engage in a process of discernment regarding the situation.

Enrollment & Reports

Re-enrollment

Re-enrollment for the following school year typically begins in February. At that time, parents of SFWS students who plan to return to the school the following year are asked to re-enroll by signing an enrollment contract for the upcoming school year to reserve a place in the class.

Withdrawal

If a student is voluntarily withdrawn from the school, the family is asked to inform the Class Teacher of their intention to withdraw the student from the SFWS and to submit a written notice of withdrawal to the Business Office. The Business Office will then calculate the balance due based upon the contractual obligation of the family.

End-Of-Year Reports

End-of-Year Reports are written by the teachers for any student who has attended through January 31st or longer. Reports are available through the [Parent Portal](#) of BigSIS. Upon acknowledgement that all financial responsibilities have been met, the End-of-Year reports will be sent to the parents after the close of the school year. If tuition is delinquent at the end of the school term in June, registration for the next year will not be considered official. Report cards, transcripts or diplomas will be withheld until the tuition bill is brought to a current status.

Arrival, Dismissal & Attendance

School Offices

There are two primary offices to assist parents and students in Grades 1-8. The Grades Office, which serves families with children enrolled in Grades 1-5, is located in the adobe building that houses the school library and lower grades classrooms. Middle school families (Grades 6-8) are to utilize the Middle School/High School Office located in the high school building. Each office is managed by an Office Coordinator who serves as a point of contact and information for students, parents, and faculty/staff.

Arrival & Dismissal

The beginning and ending of the school day is staggered to support the safety of our students (avoiding the mixing of groups).

Drop-off Times:

8:10 to 8:30 a.m. Grades 1-4
8:00 to 8:20 a.m. Grades 5-8
8:10 to 8:30 a.m. Grades 9-12
8:25 to 8:45 a.m. Early Childhood

Due to the Public Health Emergency restrictions this year, supervision is not available for students arriving earlier; all students must arrive in the indicated drop-off times.

Class Start Times:

8:30 a.m. Grades 1-12
9:00 a.m. Early Childhood

Dismissal Times

Dismissal times indicate the time at which students should be picked-up in the parking lot shelter area (for Pre-K to Grade 8) and in the HS parking lot (for Grades 9 to 12).

Early Childhood: 1:10 to 1:15 p.m. or 2:50 to 3:10 p.m.

3:05 to 3:15 p.m. Grades 1-2
3:10 to 3:20 p.m. Grade 3
3:15 to 3:25 p.m. Grade 4
3:20 to 3:30 p.m. Grades 5-6
3:25 to 3:35 p.m. Grades 7-12

Students from the elementary school with high school siblings or high school carpool families will wait at the elementary school shelter for pick up.

Late Pick-Up At Dismissal

Each grade will have a 10-minute window for pick up. Until further notice, no after care will be provided by the school. If a student hasn't been picked up by 3:40 p.m. and the parents have not contacted the corresponding Office Coordinator in advance, the NM Children, Youth, & Families Department (CYFD) will be contacted.

Important Security Policies

If it is necessary to have an alternate adult pick up your child(ren) from school, it is essential that you have indicated in your child(ren)s Big SIS record(s) adults that are eligible to pick-up your child. The Class Teacher and/or Aftercare personnel must be able to verify an alternate adult's

identity and eligibility. Please remind the person picking up your child that they have to introduce themselves to the teacher in charge before leaving with your child.

Playground Supervision & Boundaries

A description of the play areas for different class groups and the guidelines for safe use of playground equipment is available in the Elementary School Office.

Attendance

Attendance will be noted in end of year reports and is tracked by the respective Office Coordinators in coordination with the faculty.

Punctuality & Tardiness

Please remember that the school day begins at 8:30 am for students in Grades 1-8.

Make your best effort to arrive on time; late arrivals represent a challenge to our current logistics. A faculty member will stay in the shelter area, and the MS/HS Office coordinator will stay in the HS Parking area from 8:30 to 8:45 a.m. They will escort students who come late to their classroom. The students will be given a late slip that they must present to the teacher in order to be permitted to join the class.

After 8:45 am, no student will be admitted unless the late arrival was announced to the office coordinator and the teacher the day before. Those who announced a late arrival will be received and escorted by the Office Coordinator. There is no time allowance for children arriving late in Early Childhood.

The parents of children who miss class time 4 times or more in a month due to tardiness will be sent a letter of concern by the administration. If the tardiness pattern is not resolved after two tardiness concerns, the Class Teacher will arrange a meeting with the parents and the administrator to address the situation.

Early Departure

Parents will be asked to inform their respective office coordinator by email that they will be picking up their child early. The adult must wait in the parking lot and call the corresponding office to request that the child be escorted to the parking lot. Parents will be asked to confirm by email that they picked up their child early in lieu of signing them out in the office.

Absence

Students are expected to be in class every day, all day, except in case of illness, family emergency, or other pre-approved arrangements. Every attempt should be made to schedule doctor, dentist or therapist appointments and music lessons after school or during vacations.

Vacation plans and other outside activities should be made in accordance with the school's vacation schedule. This schedule is posted on the school's website and shared regularly in email communications from the school. Absences must be phoned no later than 9:00 a.m. by a parent or guardian to the appropriate school office.

If the frequency of absences results in the student not receiving the benefit of the full curriculum, the class teacher may require tutoring for the student and/or other measures. If a student is absent for over ten consecutive days without written notice to the SFWS of such absence, the school may, at its discretion, treat such absence as a withdrawal.

Planned Absences

If a student must be out of school for reasons other than illness or a family emergency, a *Planned Absence Form* must be completed. A planned absence is counted as an absence. The *Planned Absence Form* may be picked up at the Elementary School Office or Middle School/High School Office, completed by the parent, and then returned to the appropriate office in advance of the requested absence time. Any parent planning an absence of 3 or more days should fill out the corresponding form.

Truancy and the New Mexico Attendance for Success Act

Please be aware of the fact that excessive unexcused absences indicate risk of being in violation of the State of New Mexico Attendance for Success Act. According to this law, an excused absence is "an absence from a class or school day for a death in family, medical absence, religious instruction or tribal obligations or any other allowable excuse pursuant to the policies of the local school board".

When a student accrues five percent or more accumulated unexcused absences (more than 2 absences in a 4-week period), the Office Coordinator will send home a note regarding the status of the student's truancy. The College of Teachers will analyze the student's absence record and will determine the course of action in an Attendance Improvement Plan. Initially, a meeting will be arranged inviting the parents, the class teacher and the section chair to discuss strategies to reduce the number of absences in the future.

If unexcused absences continue after written notice to the child's parents, and no strategy seems to be effective in reversing the absence tendency, the School Administrator will make a referral to the Children, Youth and Families Department (Child Protective Services Division and/or the Juvenile Justice Division) and the District Attorney's office, in compliance with state law. Truant status may affect current scholarship awards at SFWS.

Driving & Parking Information

Speed Limit On Puesta del Sol

The speed limit on Puesta del Sol is 15 mph when children are present and 25 mph when children are not present. Your consideration when traveling to and from our school is appreciated, not only for your safety and that of your family, but for everyone, including our neighbors and animals.

Parking Lot Guidelines

School drop-off and pick-up times are very busy even though we have staggered dismissals. Please do not converse with faculty in the drop off line unless it is an emergency. Please support us in keeping your children safe by following these very important parking lot guidelines:

- Parking in the parking lot to drop-off or pick-up your children is not allowed for the time being. Please form in the lane and do not get out of your car.
- Speed limit is a maximum of 5 mph throughout the campus.
- No cell phones while driving anywhere on campus. Please set a good example and avoid accidents—give your full attention to the children/students and to general safety.
- The elementary school lot is one way only. Please do not go straight when entering the elementary school parking lot. Turn right and circle counterclockwise.
- Please do not park in the pick up lane — it creates a bottleneck at the entrance. If your child is not ready, please circle back around and allow those who are ready to be picked up to move through the line.
- Keep the left lane clear for moving traffic. (No stopping in the left lane — except for pedestrians!)
- For safety reasons, let children in or out of the right side of the car, not on the left (the driver's side).

No Parking on Puesta del Sol

Parents, please do not park on the roadside of Puesta del Sol as it is prohibited by Santa Fe County regulations.

Snow Days, Two-Hour Delays and Closures

We base school closures and delays on the determinations made by the Santa Fe Public Schools, which are available on local TV and radio stations and their websites. In the event of a snow day or delay:

1. There will be a recorded message regarding school closure or delay on the school's main phone number (505.983.9727) no later than 6:30 a.m. on the days in question. The announcement will also be posted on our website: www.santafewaldorf.org

2. If Santa Fe Public Schools cancels school or calls a two-hour delay, SFWS also cancels school or has a two-hour delay, school will start as follows:

- Grades 1-4: 10:10 to 10:30 am
- Grades 5-8: 10:00 to 10:20 am
- Grades 9-12: 10:10 to 10:30 am
- Early Childhood: 10:25 to 10:45 am

The Santa Fe Public Schools sometimes switch from “delayed” to “closed,” so check the school closure listings again before leaving home.

3. Once the school day has begun, if the weather turns bad and public schools decide to close early, SFWS does not automatically close early. On those days, SFWS will end at the normal dismissal time. We encourage parents who are concerned about hazardous travel to pick up their child(ren) early. Please call the Office Coordinator to announce your arrival.

4. If there is snow on a day that Santa Fe Public Schools is not in session but SFWS is in session, SFWS will make a decision about whether or not to have a snow day or a 2-hour delay. Please call 505.983.9727 or check our website for information on delays or closures due to inclement weather.

Your safety is important, so make your own judgment about road conditions in your area before setting out for school. We would rather that you are safe than at school on time. A few details on days when the school has a two-hour delay:

- Please do not drop off students before 10 a.m. as there will be no supervision.
- Please be sure your child has had something to eat before arriving, as classes will go directly to Main Lesson rather than to snack and recess.
- Always use your own discretion in evaluating your local road conditions when deciding whether to bring your child(ren) to school during hazardous weather conditions.

Health & Illness

Immunization Record Requirements

New Mexico state law requires that all students have a completed *Certificate of Immunization* or *Certificate of Immunization Exemption* issued by the NM Department of Health on file at the school. This certificate must be updated yearly. Your child may not attend school until all up-to-date *Certificate of Immunization* or *Certificate of Immunization Exemption* documents have been turned into the school office by the given deadline and before the first day of school.

Vision And Hearing

If you ever have concerns about your child's vision or hearing, please contact your healthcare provider, as SFWS does not provide routine screenings.

COVID-19 Related Symptoms

Please keep your child at home if he or she is presenting one or more of the following COVID-19 related symptoms:

- Fever of 100.4 F or higher
- Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose (unless derived from a previously diagnosed seasonal allergy)
- Nausea or vomiting
- Diarrhea

Please email the corresponding Office Coordinator of your child's symptoms and when they began. Please schedule a COVID-19 test filling out the form indicated in this link: cvtestreg.nmhealth.org, once you get the date and time of the test, inform the Office Coordinator via email.

Too Sick To Go To School Guidelines

The school does not have facilities to care for children who come to school ill. If your child has any of the following communicable conditions please notify the school immediately and keep your child home: strep throat, staph infection, typical childhood diseases, lice, scabies, etc.

We ask that you support and respect any teacher or staff member's decision to send a child home. A child needs to be free of fever for at least 24 hours before returning to school. A child who becomes ill at school will be given a quiet place to rest until a parent arrives.

In the event of a serious medical emergency, your child will be taken to **Christus St. Vincent Regional Medical Center**. Please make sure we have current and correct phone numbers on file in your child(ren)s online student record (Big SIS) so that we can reach you in case of illness or injury. Parents are required to provide an emergency medical authorization in case an emergency arises when a parent is unavailable and to update their child(ren)'s online student records immediately upon any change in providers, contact information, permissions, medications, etc.

Medications

State law prohibits us from dispensing any medication to children, including pain relievers and Rescue Remedy, without written authorization. If your child must take medication during school, it must be left in the office with written, dated permission specifying the dosage and permission to administer must be reflected in the student's online information (Big SIS).

Lice & Nit-Free

From time to time there are outbreaks of lice. The presence of lice is not a sign of lack of cleanliness. It is a treatable condition. Any child found with lice or nits will be sent home. After treatment, the child will be allowed to be in school as long as no nits are present. Before sending the treated child back to school, parents should check for nits and inform the office that the child is nit-free. The Elementary School Office has educational information about lice, as well as information on various products, that can be used for treating lice.

Incident Report

An *Incident Report* is written for any incident of accident or injury of sufficient concern occurring at school. It documents the events and actions taken by the teacher(s), and ensures that all parties are properly notified. The form is filed in the student's school record.

Elementary & Middle School Dress Code

Dress must follow the guidelines below, and be appropriate for individual situations during the day such as physical education and movement classes or field trips. Concert Dress ([see description below](#)) is required for concerts and school assemblies.

Dress Code

The school reserves the right to make judgment on the appropriateness of a specific article of clothing and may request that a student no longer wear such clothing items to school.

- Hats or hoods must be worn on the playground at all times by Grade 1-5 students and should be weather appropriate. Hats, hoods, and sunglasses should be removed upon entering the school building, except in the case of religious practices.
- Dresses and skirts: The minimum length is to be no shorter than 6" above the knee.
Shorts: The minimum length is to be no shorter than halfway up the thigh.
- Logos/graphics/printed material: Students may not wear clothing with pictures or writing, including jerseys, except for small trademarks or logos.
- Students are allowed to wear SFWS school/event-related logo wear (such as Waldorf Wolves apparel or t-shirts celebrating specific Waldorf events like the Trail Run) in all grades.
- Rips: Fashion ripped clothing, frayed pant legs, and cut offs are not allowed.

- Pants/shorts: Wide and sagging shorts and pants, as well as pants that are too long are not allowed. Pant leg bottoms may not touch the floor.
- Straps: Straps on sleeveless shirts and dresses must be at least 1 ½ inches wide.
- Revealing Clothing: Underwear (e.g. bras, sports bras, camisoles, boxers, underpants, etc.) may not show. Bare midriffs are also not allowed. Clothing must be opaque. (Guideline: If you raise your arms and your stomach shows, your shirt is too short.)
- Hair: Hair should be kept out of the face. Grades 1-5: students may not dye their hair. Grades 6-8 may not dye their hair unnatural hair colors.
- Body Ornamentation: Visible permanent tattoos, skin ornamentation, and all forms of body piercing, except earrings, are not allowed. Light makeup in Grade 8 is allowed.
- Accessories: Jewelry, chains, and other accessories that are noisy and/or interfere in class activities may be unsafe. Necklaces, earrings and rings that are unsafe during physical activities should be removed.
- Footwear: Only closed toed shoes are permissible. Footwear must be worn at all times, unless requested otherwise by a teacher for a special activity. Students may not wear heels over one inch, flip-flops or platform shoes. Athletic footwear must be worn for movement activities. Shoes with wheels or flashing lights are not permitted.

Infractions Of Dress Standards

The teachers will inform the parents if there is an infraction of the dress code with an expectation that the parent will assure compliance in relation to the item(s) in question.

The class teacher will inform all infractions to the Office Coordinator, who will monitor them. If infractions become habitual, further disciplinary actions will take place.

Concert Dress Guidelines

The following guidelines are for students performing in choral, recorder or orchestral groups.

- White shirt with short or long sleeves
- Black skirt no shorter than 6" above the knee
- Black dress pants or slacks
- Dark colored shoes, black tights or black socks

If a student arrives at a concert inappropriately dressed, they may not be allowed to perform.

Media Policy

The school strongly discourages students in Grades 1-8 accessing electronic media during the school week, unless necessary for learning from home. Computers and other screened devices for watching TV, videos or movies are not a component of Waldorf elementary education and, in our professional opinion as educators, can negatively impact a child's ability to fully benefit from

their school experience. Likewise, video games and social media platforms are important areas of parent consideration at any age.

Parents are encouraged to also consider their expectations for their child(ren) around weekend use of electronic media. If media use on the weekend appears to be adversely impacting the student's work or behavior during the school week, the class teacher may reach out to discuss their observations and seek solutions with the parents. Student discussion of TV, videos, movies and video games is not allowed at school.

While it is true that students in Grades 6-8 may have increased access to the internet and social media, the close monitoring by a parent/guardian of how electronic media is being utilized can be profoundly important. If media use is negatively impacting the student's work, behavior or the social life of the class, the family may be invited to a dialogue about how to best redirect any areas of student preoccupation.

Student Cell Phone Policy

A student is only allowed to bring a cell phone to school if their parent has spoken to the class teacher and gotten approval beforehand. If there is approval, then the phone must always be out of sight and turned off, unless it is designated and approved of time.

Parent Cell Phone Policy

Parents are reminded that talking on cell phones is not permitted while on campus. While walking around campus, parents are requested to turn their cell phones off and use them only in emergency situations.

School Personnel Cell Phone Policy

Due to the challenge of communication on a 13-acre campus with seven buildings, school personnel may need to use cell phones for work-related matters. During instructional time, faculty should only use a phone for emergency or health related situations. Parents must call the front office to communicate with teachers during the school day.

Conduct Expectations

The faculty of the Santa Fe Waldorf School seeks to develop an inner strength and a sense of social responsibility in the growing child. Meeting these goals is the responsibility of everyone connected with the school.

Healthy Social Life Practice

We are committed to providing a secure environment free from bullying, harassment, taunting, verbally or physically threatening behavior for all students, faculty, staff, and parents. The school will take action to eliminate and/or prevent any behavior that threatens to cause or

causes bodily harm or personal degradation. The Faculty, Administration, College of Teachers and/or Board of Trustees will be responsible for judgment, interpretation of the circumstances, and implementation of appropriate responses. The school holds this commitment in the supervision and guidance of students in problem-solving, social/emotional skill building, and in acceptance and respect for diversity, protection of one another, and preservation of self-worth. Parents help by demonstrating respect for the school and its values, which in turn helps the child relate fully to school life and to interactions within the school community.

Please remember that it is our practice to contact the teacher first with any concerns related to the healthy social life of the classroom.

What Is Expected From Our Students

- Treat all teachers, staff, parents and students with the same respect you would wish shown to you.
- Be punctual and prepared for school
- Respect the classroom and others' possessions.
- Follow all guidelines related to healthy social interactions.
- Remember that everyone's personal safety and well-being comes first.
- Be at school on time and in the classroom on time for every lesson.
- Conduct yourself during the lessons in such a way that the teacher can teach the whole class with minimal interruptions.
- Help keep the classroom and the school grounds clean and tidy.
- Never leave the school campus or the areas assigned to you without permission.
- Do class work promptly and to the best of your ability.
- Keep school books in good order, up to date, and in good condition.
- Leave gum, radios, electronic devices, cell phones, and toys at home.
- Use appropriate language at school

What Is Expected From Parents

- Follow the SFWS procedure of always contacting your child's class teacher first, in the case of any questions or concerns you may have.
- Provide a home atmosphere that is conducive to the child's social, emotional and educational well-being.
- Review the discipline policy and school rules with your child, collaborate with faculty in implementing discipline policies.
- Bring your child to school on time and assure prompt pick-up at the end of the day.
- Treat teachers and staff with courtesy and respect at all times, especially in times of disagreement.
- Make use – when possible – of the opportunities given by the school to learn more about the philosophy of Waldorf education.
- See that children get adequate sleep and benefit from an appropriate length of time and environment for completing homework.

Disciplinary Measures

Teachers will apply specific discipline-related measures to redirect behavior involving distraction, interruption, talking out of turn, getting out of one's seat, and talking loudly. Persistently disruptive or distracting behavior will be addressed by the teacher with the student and, as appropriate, communicated to the parents. A meeting will generally be called with the teacher and parents to share observations, discuss strategies and/or set up behavior contracts.

When there are persistent difficulties:

- A Notice of Concern will be written for the parents and a copy will be included in the student's file.
- Chronic repetition of disruptive behavior will be addressed by the faculty.
- Parents will be notified of the teachers' recommendations or requirements and will be asked to attend a meeting where they are updated and asked to provide perspectives.

If the above steps are unsuccessful, then:

- Probationary status or a suspension from school may be considered; any decisions will be documented by a report filed in the student's file.

In all grades, in extreme cases of rude or disrespectful behavior or behavior that endangers the student or another person, the student will be asked to leave the area where the incident occurred and will be sent to the appropriate office. The student will remain in the sickness isolation room until a determination is made that the student may return to the group or that the parent(s) needs to be called immediately to take the child from school.

Service Time

Under normal circumstances, in order to support student accountability the faculty would use the service time program to which students in Grades 1-8 can be assigned. Because of the mobility restrictions imposed by the current public health emergency, the service time program is still being reviewed by the College of Teachers. Normally, the causes that trigger a service time are:

- The student has been late without an excuse more than three times in a given month to the main lesson or other classes.
- The student fails to bring his or her musical instrument more than once in a quarter, unless extenuating circumstances are detailed in writing by the parent.
- The student fails to hand in homework assignments regularly.
- The student uses class time inappropriately and has received a verbal warning from the teacher previously.
- The student violates the dress code and does not comply after a warning.

Students may be expected to do some specific tasks around the campus.

Under regular circumstances, if a student accumulates more than three Service Time assignments per semester and is involved with a sport, they will not be allowed to participate in

the next game or practice, whichever comes first. The Class Teacher will be responsible for letting the athletics director know which student athletes have more than three accumulated service times. This year, given that the Athletics Program has suspended most of the sports activities, it will be the teacher who determines what the consequence will be. There will be a further consequence for students who accumulate more than three service time assignments; this may mean removal of extracurricular privileges, suspension, or other actions to emphasize the student's non-compliance.

Unwelcome Physical Contact

First and foremost, it should be noted that any physical contact that is unwelcome is not healthy, and all students are expected to respect the boundaries of their schoolmates. In order to foster mutual responsibility, students are empowered and expected to say "No" when touch crosses the boundary from friendly touch to amorous/romantic touch. Touch that is amorous/romantic in intent is NOT appropriate, and may include but is not limited to:

- kissing
- hand-holding
- full-body hugs/prolonged hugs/hip hugging
- walking together with arms around waists
- stroking/caressing
- sitting on each other's laps
- any touch that is sexual in nature
- any public displays of amorous affection

If a teacher or adult asks a student to stop any of these behaviors, the students are expected to be respectful and to immediately stop, without argument. It is especially noted that hiding behind buildings or in the trees in order to conduct any of these activities is completely off-limits and inappropriate. Students found behaving in this manner will be subject to appropriate disciplinary measures.

As long as we are undergoing a public health emergency, all physical contact is discouraged in order to prevent the spread of any contagious disease.

Harassment Policy

It is the policy of the Santa Fe Waldorf School to establish and maintain a learning environment which provides fair and equitable treatment, including freedom from all forms of harassment, including that related to sex, race, religious creed, color, national origin, sexual orientation, ancestry, physical disability, medical condition, or any other basis protected by federal, state or local law or ordinance or regulation. All such harassment is unlawful. All community members have the right to be treated with respect and are expected to conduct themselves with respect for the dignity of others. Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments.
- Derogatory and/or sexually oriented posters, T-shirts, photography, cartoons, drawings, or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movement.
- Retaliation for having reported or threatened to report harassment.

The Santa Fe Waldorf School will investigate and document all formal and informal, verbal or written complaints of harassment brought to the attention of a teacher or staff member. Complaints should include details of the incident, names of the individuals involved, and names of any witnesses. If the school determines that unlawful harassment has occurred, action will be taken in accordance with the circumstances involved.

Anyone who is found to have unlawfully harassed any other student, faculty or staff member will be subject to appropriate disciplinary action, up to and including dismissal from the Santa Fe Waldorf School. Whatever action is taken against the harasser will be made known to the complainant. The school encourages students to immediately report to their teacher any incident(s) of harassment as outlined by this policy so that complaints can be quickly and fairly resolved.

Sexual Harassment

The Santa Fe Waldorf School fully supports all laws that are designed to protect our students from sexual harassment. Governmental agencies, as well as the nation’s courts and conscience, have made it very clear that sexual harassment is a form of discrimination and that students are legally protected from it. What once may have been passed off as a “natural part of growing up — and the inevitable teasing and teasing between the sexes” is now illegal. Sexual harassment means unwelcome or unwanted sexual behavior, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature when this conduct substantially interferes with a student’s learning or creates an intimidating, hostile or offensive learning environment. Sexual harassment normally requires a pattern of unwanted behavior, however, there are situations when one serious incident (even a single spoken violation) can constitute harassment. To help distinguish between innocent “horseplay” and unacceptable harassing behavior, experts suggest that the following three-point test be used:

- Would you, as a parent, want your son or daughter treating others this way?
- Would you be comfortable if such behavior were directed toward your sister or brother, your wife or husband, your daughter or son?
- Would the behavior be offensive if it were videotaped and then viewed by people you respect?

Examples of sexual harassment include but are not limited to:

- Persistent or repeated unwelcome flirting, pressure for dates, sexual comments or touching;

- Sexually suggestive jokes or gestures directed toward another, or sexually oriented or degrading comments about another;
- The open display of sexually oriented pictures, posters or other materials offensive to others.

All students are encouraged to express disapproval and displeasure at any conduct that is sexually harassing, to tell the individual engaging in the conduct that it is unwelcome, and to report that unwelcome conduct to a teacher or staff member.

Substance Abuse

Tobacco, alcohol, illegal drugs and paraphernalia related to their use are not allowed on campus or on any school-related events, including camping trips. The Santa Fe Waldorf School reserves the right to suspend or dismiss a student for any transgression of this policy. In addition, anyone arriving on campus under the influence of alcohol or drugs will be asked to find a ride home immediately.

Helium Policy

For the protection of our students, helium balloons are not permitted on campus except for outreach and promotional events. Damaging effects may occur if students inhale the gas.

Grades 1-8 Discipline Policy

If expectations are not met in an acceptable way, the following strategies are implemented:

Communication Form/Notice Of Concern

The Notice of Concern is a way of communicating with parents and their children about particular situations that have come to the school's attention and need to be addressed. A student may get a Notice of Concern when he/she persistently fails to comply with the school's expectations or has had other problems that have not been remedied through normal communication between the student, parents, and teachers. If a student receives such a form, it will be emailed to the parent and filed in the student's school record.

If a student accumulates more than three notices of concerns per semester, the teacher(s) will need to determine the appropriate response to the unacceptable behavior of a student. Possible responses could include the following:

- Additional parent conference(s)
- Behavior plans
- Conversation with all concerned parties assembled, except in instances of bullying where conversations will occur separately
- Community service

- Request for professional support
- Consideration by the teacher, faculty regarding a Day of Reflection
- Consideration by the Section Chairs and/or College of Teachers regarding probation and/or dismissal

A report of this plan will be placed in the students file.

The guidelines for the Day of Reflection or probation may vary according to the circumstances and will therefore be issued at the time of the decision.

Day Of Reflection

A Day of Reflection is formally assigned by the teacher or section depending upon the circumstances. It involves the student leaving school early and/or staying home for a day in order for all parties to have the opportunity for reflection related to the behavior presented and is followed by a meeting with the parents, the student, and appropriate faculty before re-entry into the class. The nature of the Day of Reflection may vary according to the circumstances.

Probation

A probation is initiated when a change in student behavior, not realized through other steps, is necessary for the child's continued enrollment in the school. When there are serious questions about whether the Waldorf classroom setting is successfully meeting a student's needs, or whether the rest of the class is being compromised in the effort to meet those needs, deliberations will take place among the faculty, parents, and the Section Chairs and/or the College of Teachers as appropriate. The hope is that parents and teachers can work together with a commitment to find the solution for the child's behavior or determine an alternative setting for the child.

While a student is on probation, these are the general guidelines:

- A letter is sent to the parents and put in the student's file stating the terms and time frame of the probation, including the date when the probationary status will be reviewed.
- Regular written student reports submitted by all his/her teachers are made available to the parents; meetings with the teacher(s) and parents will be called as specified in the particular probation agreement.
- Any decision at the time of the probationary review will be made by the teachers who have been meeting with the parents; this group may be expanded to include the Section Chairs, the College of Teachers, other faculty, and/or the College Chair if necessary.
- The probationary review decision will be communicated to the parents as outlined in the probationary document. A written summary of the process will be placed in the student's file.

This probation policy does not preclude the option of immediate dismissal of a student, without probation, should a dismissal be deemed necessary due to the profoundly disturbing nature of a child's behavior.

Suspension

All civil and criminal laws must be adhered to. Breaking these laws will lead to immediate suspension and possible expulsion. In these cases the College of Teachers and the Board of Trustees will be informed as a matter of urgency. Law enforcement will also be notified. If a student is to be suspended for a fixed period of time, such as 1, 2 or 3 days, the teacher will inform the student's parents and the College Chair, giving the specific reason for the suspension, and schedule a conference. After the conference, parents will be notified of a date when the student may return to school. Prior to re-entry into the class the appropriate faculty, parent(s) and student(s) will meet. Parents will also be informed of their right to write their point of view to the College Chair.

Expulsion

If a student is to be permanently expelled from school, the teacher will inform the parents immediately, give the specific reason for the expulsion, and schedule a conference. At the conference, parents will be provided with details of any previous relevant disciplinary measures taken, be told of the right to write their point of view to the College Chair, and to see any relevant school records.

Good Standing Expectations

Any student receiving tuition assistance/scholarship must be at all times in good standing, show a positive attitude in school, and demonstrate effort and achievement according to his/her abilities. A student who is not in good standing must actively work toward good standing or risk having tuition assistance/scholarship revoked or modified.

This handbook is available to Board Members, employees, and families at the Santa Fe Waldorf School as a resource for better understanding the school. The Santa Fe Waldorf School reserves the right, at any time and without prior notice, to revise, modify, delete, and add to any and all policies, procedures and guidelines stated in this Handbook. Please understand that this booklet only highlights Santa Fe Waldorf School policies, procedures, and guidelines for your personal education and cannot therefore be construed as a legally binding document.