

DETROIT
WALDORF
SCHOOL

Free Thinking Since 1966

Parent Handbook

2021-2022



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DAILY SCHOOL SCHEDULE

Early Childhood Center
Half-day 8:30 a.m. - 12 p.m. Full
day 8:30 a.m. - 3 p.m.

Elementary School
First bell (Children go into their classrooms) 8:15 a.m. Second
bell (Beginning of main lesson, “tardy” bell) 8:30 a.m. School
dismissal 3:15 p.m.

Extended School Care for Early Childhood Center 3:30 - 6 p.m.
Extended School Care for Graders 3:30 - 6 p.m.

SCHOOL OFFICE HOURS & GENERAL CONTACT INFORMATION

Office Hours: Monday-Friday, 8 a.m. - 4 p.m.

Office Phone: (313) 822-0300
Fax Number: (313) 822-4030
Extended Care: (313) 303-1460

Messages may be left for faculty or staff by e-mail, voicemail, calling the office or placing a written note in the mailboxes located in the office. Please report absences by 8 a.m.

Covid-19 school closure statement: School districts will retain the authority to close school buildings even if they have not been mandated to do so. Tribal Education Agencies and non-public schools are exempt from many state regulations, but must adhere to the health and safety protocols outlined in the Roadmap in order to actively mitigate the spread of COVID-19 for all Michiganders.

SCHOOL VERSES

Morning Verse

(Lower grades 1-4)

*The sun, with loving light,
Makes bright for me each day.
The soul, with spirit power,
Gives strength unto my limbs.
In sunlight shining clear,
I reverence, O God,
The strength of human kind.
That I, with all my might,
May love to work and learn.
From thee stream light and strength,
To thee rise love and thanks.*

Morning Verse

(Upper grades 5-8)

*I look into the world
Wherein there shine the sun
Wherein there lie the stones
Wherein there gleam the stars
Wherein the plants do live and grow
The beasts do feel and move
And I to spirit give
A dwelling in my soul. I look into the soul
That lives and grows in me.
God's spirit lives and weaves
In light of sun and soul
In heights of world without
In depths of soul within.
To thee of spirit of God
May I now turn to seek
That strength and grace skill
For learning and for work
May live and grow in me.*

Closing Verse

(At the Ringing of Bells)

*To wonder at beauty
Stand guard over truth
Look up to the noble
Resolve on the good
This leadeth us truly
To purpose in living
To right in our doing
To peace in our feeling
To light in our thinking;
And teaches us trust
In the workings of God
In all that there is
In the width of the world
In the depths of the soul.*

Verses by Rudolf Steiner

Founder of Waldorf Education

DETROIT WALDORF SCHOOL

Welcome to Detroit Waldorf School(DWS)! It is our hope that you will discover for yourselves, as well as for your children, the richness and depth of the community that surrounds us here at the Detroit Waldorf School. In these introductory paragraphs, we hope to give you a brief history of the school, an overview of the educational philosophy and objectives with which the faculty work, as well as a description of the form of the school's governance and organization.

There are many practical details in school life which we also hope to cover as part of this handbook to help make your role as a parent more informative. Parents are a vital part of our undertaking as an educational community and, to that end, we invite your questions and your active participation in the work of DWS.

The World-Wide Waldorf Community

DWS is part of the world-wide Waldorf school movement of nearly 1,000 schools in 83 countries on six continents. The Waldorf school movement is the second-largest educational movement in the world, second only to the Montessori school. Out of more than 250 Waldorf schools in North America, ours is one of the ten oldest.

The first Waldorf school was opened in Stuttgart, Germany after World War I as a school for the children of the Waldorf Astoria cigarette factory workers. Rudolf Steiner (1861-1925), an Austrian philosopher and educator, agreed to work with the factory's owner to begin the school. By World War II, Waldorf schools existed in Germany, Holland, England, Norway and the United States. Waldorf schools were closed in Nazi-occupied countries after the outbreak of the war because the schools upheld the worth of the free individual. The school movement began expanding dramatically at the close of the war and has continued to spread to all parts of the world and to serve nearly every culture of people on the globe.

Founding of Detroit Waldorf School

Detroit Waldorf School was founded in 1965 during a period of tremendous social and political unrest as Detroiters grappled with solutions for the city's social, racial, and economic problems.

The original idea and impulse for starting a Waldorf school came from Rudolf and Amelia Wilhelm. They tried to persuade the Detroit superintendent of schools to accept private donations to restore the budget cuts in their children's school. Upon the superintendent's refusal to accept the parents' initiative, the couple decided to begin a Waldorf school to give Detroit parents a choice in the education of their children.

After much work attracting prospective students and teachers, the school needed a home. It required an impassioned speech from Junius Harris to convince the board of the Central Methodist Church to allow the school to open a nursery at the church. One year later, Dr. Wilhelm acted on the opportunity to purchase our present school building. The first classes were held in September of 1966. Dr. Wilhelm also founded a Waldorf teacher training institute on the premises. This later became Sunbridge College in Spring Valley, New York.

Mission Statement

The mission of the Detroit Waldorf School is to provide a rich and dynamic pre-K-8th grade Waldorf education to a geographically, racially and socio-economically diverse student body in Detroit and Southeastern Michigan. The Detroit Waldorf School is a community dedicated to helping each child develop his or her full human potential: clear, creative thought and expression; balance and compassion in feeling; and conscience and initiative in action. Waldorf education fosters the development of free-thinking, moral, and self-confident individuals who lead successful and inspired lives.

Philosophy Statement

Exceptional Education: At DWS, learning embraces the academic, the artistic and the practical. Waldorf education offers a rich and rigorous academic and artistic curriculum for all grades, including science, mathematics, language arts, literature, history, geography, fine and practical arts, foreign language, music, and physical education.

Innovative Teaching: Waldorf education is designed to cultivate children's inherent curiosity and love of learning. We believe learning happens when children are fully engaged in making discoveries about themselves and their world. Our approach “brings forth” the gifts that all children possess, helping each child reach their full human potential.

Inspired Minds: Our community of educators and parents believe that every child has unique gifts and talents to share with the world. Our aim is to graduate students who are capable of independent, critical and creative thinking and who will enter adult life with the confidence and knowledge needed to face the challenges and opportunities of the 21st century.

Responsible Community: The Detroit Waldorf School is a diverse and thriving school, which believes that a strong and engaged community produces a strong learning experience. We are committed to being part of a wider community, including our talented faculty and staff, our educated and involved parents, our wide circle of supporters and friends, and the city of Detroit. Our school is fully accredited by ISACS (Independent Schools of the Central States) and by AWSNA (Association of Waldorf Schools of North America).

Governing Bodies/Committees

Board of Trustees - The Board of Trustees is responsible for running the school from a legal and financial standpoint. The board meets monthly and members of the board include faculty, parents, and members of the community. Nominations for new members are considered each year and officers of the board are selected annually. The president of the board represents its members and is a member of the Administrative Council.

College of Teachers - The College of Teachers bears primary responsibility for determining policies which affect pedagogy including teaching standards, programs, and teaching personnel. It is an organ of pedagogical research, dedicated to the task of deepening insight into the pedagogical needs of the school and of our times.

The college is a group of teachers within the faculty who (1) have been at the school for at least one year, (2) are recognized as effective teachers (i.e. have the confidence of colleagues and parents), and (3) are dedicated to the future of the school and to the philosophy behind it.

Where background, commitment, and mutual confidence permit, college membership may also include non-teaching personnel (e.g. administrator). The college meets weekly. Every second year, the college chooses a chairperson, who focuses on and coordinates the activities of the college, is a faculty representative to the larger community, and who represents the college on the Administrative Council.

The board and college work in close consultation with each other to ensure effective leadership for the school community. It is recognized that some decisions are made solely by the board, some solely by the college, and some may require joint approval. The board and college strive to meet together at least once annually.

Faculty - The faculty is responsible first and foremost for the education of the children. Faculty members bear responsibility for ensuring adequate communication with parents regarding curriculum content and purpose, student concerns, study materials, events, etc., relating to Waldorf education. In addition, faculty participates in most aspects of school administration. The faculty meets weekly to discuss and deliberate on the personal character and progress of the children, to enhance collegial relationships, and to further professional development. Faculty members are active in the practical work of the school through the joint committee structure. The faculty chooses a faculty chairperson biennially. The faculty chairperson takes responsibility for communicating with the larger school community, organizing faculty meetings, and for representing the faculty on the Administrative Council.

The Administration - The administrative staff is responsible for the non-teaching aspects of the daily operation of the school. The Detroit Waldorf School employs a professional administrator to oversee and coordinate the work of the administrative staff and to work in close connection with the faculty, college, and the board. The administrator is a member of the Administrative Council.

The Administrative Council - The council is a body comprised of the administrator, faculty chairperson, college chair and board president. The Administrative Council meets regularly.

The Parents - The parents are urged and encouraged to partner with all bodies of the school to create a healthy, viable environment in which their children can learn and grow. Parents are urged to participate on joint committees such as outreach, finance, etc. as their talents and expertise suggest. They are also invited to lend support to building and grounds days, festivals, fundraising, and other special events and class trips. Such volunteer activities help fulfill the 30 hours per year of service that the school community expects of its members. Parents are required to attend two parent evenings and two parent/teacher conferences a year. In order to appreciate the pedagogy and the philosophical foundations of Waldorf education and to align their own efforts in harmony with them, parents are encouraged to attend the many special events, study groups, etc. Parents also have a voice in the life of the school through participation in the annual retreat and all-community meetings.

DWS Parent Group - The mission of this initiative is to build a strong parent community. To support our schools faculty and staff. Our parent group is involved in many activities that help uphold the overall fabric of our school by participation in fundraising, event organizing, community outreach, inter school communication, class representation, growing parent community, and staff/faculty appreciation and support. DWS Parent Group works with the school to facilitate parent involvement in developing a healthy, inclusive, and active community. The parent group has a representative to the faculty (college, counsel, and admin) and to the board of directors to help create an ongoing dialogue among the three.

Learning more about Waldorf Education

Our school and faculty provide various ways in which interested parents and friends can learn about the Waldorf curriculum and the thinking that lies behind it such as: educational evenings, talk and tours, articles and books of interest, parent/teacher conferences, and more.

Taste of Waldorf Tour

Sessions are held monthly. They are intended to inform the community at large and provide a helpful introduction to Waldorf education. It is also a requirement in the enrollment process. Parents are welcome to attend; please see the school calendar for dates and times.

SUGGESTED READING

Numerous books on Waldorf education are available (or can be ordered) from the North Star Shop, located in the school.

- *Between Form and Freedom*, Betty Staley. A practical guide to the teenage years.
- *Children at Play: Preparation for Life*, Heidi BritzCrecelius. There is nothing that human beings do, know, think, hope and fear that has not been attempted, experienced, or practiced in children's games.
- *Confessions of a Waldorf Parent*, Margaret Gorman. A lively, unexpurgated account of one parent's journey.
- *Creativity in Education*, Rene Querido. An overview of the purposes, philosophy and methods of the Waldorf approach to education, delivered in a vigorous style.
- *Encountering the Self*, Hermann Koepke. A Waldorf teacher reveals the processes of the nine-year old change.
- *Four Arguments for the Elimination of Television*, Jerry Mande
- *The Magical Child*, Joseph Chilton Pearce. Identifying trends in modern child rearing which are leading us to a disturbing rise in child abuse, functional illiteracy, and general malaise.
- *Miseducation: Preschoolers at Risk*, David Elkind. Support for a healthy education that encourages the spontaneous learning process allowing children to explore and understand their world.
- *On Learning to Read*, Bruno Bettelheim and Karen Zelan.
- *On the Threshold of Adolescence*, Hermann Koepke
- *Beyond the Rainbow Bridge*, Barbara Patterson, Pamela Bradley. A handbook for early childhood in an easy-to-read format.
- *The Recovery of Man in Childhood* A.C. Harwood. A fine beginning, this book focuses on child development and the ways in which Waldorf education meets the growing child.
- *Rudolf Steiner/Waldorf Education* edited by David Mitchell. An excellent first encounter, with photos, artwork, and a clear text.
- *Teaching as a Lively Art*, Marjorie Spock. The most detailed grade-by-grade description of the curriculum.
- *Toward Wholeness*, Rudolph Steiner Education in America, M.C. Richards. "One of the most satisfying...books on Steiner." New Age Magazine.
- *The Uses of Enchantment*, the meaning and importance of fairy tales, Bruno Bettelheim.
- *Waldorf Education: A Family Guide*, edited by Pamela Johnson Fenner and Karen L. Rivers. This book is the winner of the Benjamin Franklin Award.

PARENT & TEACHER COMMUNICATIONS

Class Curriculum Meetings

Parents are expected to attend the class curriculum meetings usually held in the early fall and spring to discuss the educational and social goals of the class for the year and prepare for the following year. These meetings provide an opportunity for meeting new parents in the class and networking among parents. A daily schedule and a main lesson block plan are handed out at the fall meeting date. The teacher gives a detailed description of the developmental milestones for the child in the particular grade level interwoven with a survey of the year's curriculum. Homework, reading, chores at home, and appropriate pastimes are discussed. The teacher also shares anecdotes from the classroom. This is also an opportunity to plan class trips and projects.

These meetings are an opportunity to deepen your understanding of Waldorf education and partner with the class teacher and parents. Many class teachers also request that parents attend additional meetings during the year to plan class activities and to keep them well informed of the school's pedagogical work.

Parent-Teacher Conferences

At least twice during the year, the class teacher will arrange a meeting with each family to discuss each student's progress. Scheduling for elementary meetings is coordinated through the office; the Early Childhood Center schedules its own meetings. Parents should contact their class teacher whenever there is a question about their child's progress in school.

Parent Communication with the School and Teachers

Parents are encouraged to contact their class or subject teacher directly if there are any questions or concerns about situations within the class. Please check with individual teachers as to the times most convenient for school-related phone conversations. Any concerns that require a lengthy conversation can be addressed in a pre-arranged conference. Please do not approach teachers on the playground, as they need to be watching the children.

While the school does not have a principal, the Administrative Council (administrator, college chair, and faculty chair) function as a focal point for communication within the school. Therefore, if you have a concern and for any reason you feel you cannot take it to that person directly, please contact a member of the administrative council. They will either work with you to help resolve the problem or take it to the person who can.

If parents feel that they are not comfortable going to their class teacher, or need to take a concern further, they may contact the faculty chair or college chair, who will see to it that the concern is taken up by the appropriate group. If it is a school-wide concern, please take it to the College of Teachers.

If there is a concern or question for the office staff, please feel free to call them directly.

Please see the “Quick Guide of Who to Call for What” for list of names and contact information.

<http://www.detroitwaldorf.org/parent-forms/>

A community meeting is held annually, to provide parents with an overview of how the school is doing and offer an opportunity for parent input on various topics. If a concern is not resolved and a formal grievance is necessary, please see the DWS grievance policy.

FUNDRAISING ACTIVITIES

Traditionally, tuition covers the majority of an independent school's budget. At Waldorf, grants, donations, and fundraising events such as the Walk-A-Thon, Annual Give Campaign and Spring Auction account for the balance.

Beyond school fundraising, the upper grades are allowed to raise funds to be used in offsetting the cost of their eighth grade class trip. All fundraisers must be approved by the college of teachers.

Walk-a-Thon

The Walk-a-thon is a traditional fall fundraiser that allows students to participate in raising funds for the school community. The children and extended community secure pledges to walk a certain number of miles during the school day at a predetermined location. All of the funds raised from the pledges will support the school.

Annual Fund Campaign

Each year the friends, alumni and current parents of the school are asked to make a contribution to our Annual Give Campaign. Full participation in annual giving is important to the foundations and corporations that support us, so all families are asked to participate to whatever extent they can afford. Parent volunteers are asked to call each member of our community individually and ask for their contributions.

Spring Fundraiser

Traditionally, our spring fundraiser is the annual auction. Parents and faculty are asked to donate items or solicit donations through businesses and personal contacts, as well as to invite friends, family and neighbors to join us for this event. The auction is important for fund development and is an exciting social occasion that strengthens our school community. Its success depends on the support and commitment of all parents.

SCHOOL INFORMATION

Festivals & Assemblies

Festivals are a vital part of Waldorf education. Their purpose is to bring the community together and provide nourishment for the soul. Families are invited to attend these wonderful community events listed below.

- *Rose Ceremony*
- *Michaelmas*
- *Halloween*
- *Martinmas*
- *Thanksgiving*
- *Advent*
- *Chanukah*
- *St. Nicholas Day*
- *St. Lucia Day*
- *Christmas / Epiphany*
- *Easter / Passover*

For more information please check your school calendar and the Through the Gate newsletter for dates and times of festivals and assemblies. Descriptions of these festivals and assemblies can be found at <http://www.detroitwaldorf.org/festivals/>

Annual School Calendar

An annual school calendar is published each year to identify holidays and school breaks, parent-teacher conferences, class meetings, fundraisers, all school festivals, and other noteworthy events. The first draft of the calendar is usually mailed with the school's summer mailing to parents and the final draft is available at the beginning of the school year. Please check the calendar carefully so that you can be available for conferences and class meetings and for any events for which you are acting as a parent volunteer.

Assemblies & Other Events for Elementary Students

Twice during the year the children share work from their classes. In the spring, a music concert is also held. Occasionally, classes are asked to perform for special events. The dates for the assemblies are scheduled in the school calendar. Attendance by all children is required. In case of illness or emergency, parents should contact their class teacher. Dress for assemblies is casual dress; no sweatpants. For the concerts, students should wear a white shirt with black pants or skirt; no tennis shoes are permitted.

Before & Extended Care

For the convenience of parents, the school provides a before & aftercare program which is supervised by our staff.

- Beforecare- Open to all Early Childhood and Graders is offered from 7:30 am – 8:00 am. The cost is a flat rate of \$3.00. Before Care is billed monthly.
- Extended Care for Early Childhood and Graders (1-8) is offered from 3:30-5:30: The cost is \$5.00 per hour (or any portion thereof) for the first child and \$2.75 for additional siblings. From 5:30-6:00: The fee is \$2.50 for the first child and \$1.50 for additional siblings. Extended Care ends promptly at 6:00 pm. A late pick-up fee of \$1.00 per minute will be assessed at that time. The Extended Care phone number is 313-303-1460. Extended Care is billed monthly.

The student may not participate in any school activities, including sports, field trips, assemblies, camping trips, etc., if there is an overdue aftercare balance.

- The school will bill monthly for after school services.
- A \$5 late fee is charged for bills that are 10 days late.
- At 45 days late or \$100 delinquent, students must remain home until payment.
- Year-end reports will not be sent until the account is paid in full.
- A student may not attend summer camp until the account is paid in full.

Children must be under adult supervision at all times during the school day. If children are at school after regular school hours, they are required to sign up for aftercare. For your child's safety, please do not ask your child to wait outside the gate or anywhere in the building other than with the special program staff after regular school hours.

We ask any parent who is doing volunteer work on an event and stays after regular school hours to sign your children into aftercare. Fees will be waived in honor of your time here. Simply fill out a form and have it signed by the administrator and event coordinator. Waived fees do not apply to children in a carpool. School policy regarding discipline applies to all aftercare programs.

Emergency Closings

When school must be closed because of bad weather, an automated phone call will be made and the closing will be announced over local radio and TV stations at the earliest possible hour in the morning. Check WJR (760 AM or 96 FM) or WWJ (950 AM or 97.1 FM) or www.wwj.com, which generally are the most reliable and responsive. Any other emergency closing will be communicated via the automated phone system.

Fire, Tornado and Shelter in Place Drills

The children practice drills several times during the school year. The purpose of the drills is to develop a practical response should such an event occur. The entire school practices in a swift and

orderly manner. We also have blankets, water and snacks, an emergency radio, flashlights and emergency procedures to help staff respond to manmade or natural events.

School Space

There are many activities in our growing community and parents are encouraged to get involved. To avoid double-booking on a room and to ensure guard duty, all meetings held at school must be arranged with the building manager or through the office.

Supplies and Musical Instruments

Most supplies are covered by tuition and furnished as needed. However, replacement of lost items is the responsibility of the student. The class teacher will communicate the need for any special supplies that a class requires.

Since the children are provided with all the necessities for the school day, your child should not bring any materials to school, other than a lunch and snack, unless the teacher makes a specific request. Usually, this request could include lined paper, three-ring binders, and the like. Parents should not send candy, pop, toys, radios/tape recorders, or similar items to school with their children.

In first grade, the school provides a pentatonic flute. If the flute is damaged or lost during the year, parents must pay for a replacement.

All children will play a musical instrument as part of our regular academic program. Students will be responsible for renting or buying their own instruments. If you wish to have your instrument insured, you must provide insurance through your own private policy. The Detroit Waldorf School is not responsible for loss, damage or theft of any instruments.

Private lessons are encouraged for all students but are required when a student is new to the school or new to an instrument.

Student Assessment and Academic Performance

The Detroit Waldorf School does not assign letter grades to the work of the students until the upper grades (normally 7th and 8th grades).

While grades are the most familiar form of assessment to most parents, the school believes that the parents and the students are better served and informed of a student's progress through mandatory parent-teacher conferences (scheduled in November and March) and in the year-end written student report. The class teacher clearly lays out the curriculum for the year in the fall class meeting and then individually reviews your child's progress during the parent-teacher conferences. Any questions about your child's progress should be directed to the class teacher. Additional conferences may be

scheduled if either the parent or the teacher feels the need.

Detroit Waldorf School Resource Program

The resource program is part of the instructional program at the Detroit Waldorf School. The primary purpose of the program is to assist children who are experiencing difficulty in their regular classroom in a way that will allow them to overcome hindrances to their learning. This program is not a tutorial program for children who need assistance in completing class assignments.

The school is fortunate to have a trained remedial consultant, an artistic therapist/occupational therapist, and a therapeutic eurythmist on the staff, which allows many avenues of support for the children.

Class teachers refer students to the program when they determine that supplementary assistance will be helpful for the child. Before a referral occurs, the teacher will have consulted the parents about the difficulty and reason for the referral and will obtain permission from the parents for the referral.

Upon referral, the resource program staff will discuss the situation to determine what kind of additional assistance would be most beneficial to the child. The child will receive assistance in the place of another class in the curriculum for the length of time that it takes to remedy the child's problem.

The school supports part of the cost of this supplementary assistance; parents will be informed what part of the cost they will be expected to pay before the lessons begin and will be asked to sign a permission slip and a contract for the services. In addition to a referral to our own program, parents will be informed about the resources available outside the school that may be beneficial for the child's progress.

Through the Gate

The school newsletter, Through the Gate, is sent electronically every Friday. The newsletter contains important reminders, lists of upcoming activities, sports schedules, articles about Waldorf education and other information.

The administrator or administrative assistant must approve all outside submissions for consistency with the Waldorf philosophy and pedagogy. If there is a question regarding pedagogical appropriateness, the submission will be taken to the faculty chair. The office staff always reserves the right to edit submissions for spelling, grammar and length.

Note: Through the Gate may not be used for advertising or promoting goods or services.

Visitors to the Classroom

Students may occasionally bring a visitor to the school. However, two (2) days' notice must be given to the office, and the teacher(s) of the visited class (es) must grant prior permission. An emergency form must also be filled out for the days they are visiting.

SCHOOL POLICIES AND REGULATIONS

Absence and Tardiness

Absences: No child will be dismissed during the school hours for medical appointments or other reasons without proper written notice from the parents. The class teacher or Early Childhood Center teacher must be informed by explanatory note for a doctor's appointment or early dismissal. If you are aware in advance that your child must be absent from school, please notify the class teacher as soon as possible so that you can discuss any special arrangements that must be made.

When there is no advance warning that your child must be absent, call the school office by 9 a.m. to report the absence and the reason for it. This call is very important, because it assures us of your child's safety and keeps the class teacher informed of his or her condition when there is illness. Excessive absences may result in dismissal from school.

Tardiness: One of the most important moments is when school begins. The initial activities set the mood and goals for the day and tardiness impedes your child's progress. Children should arrive at school when the first bell rings at 8:15 a.m. so that they can be settled in their classroom and ready for the Main Lesson by the last bell, which rings at 8:30 a.m. Tardiness occurs when your child is not in the classroom and ready to begin the main lesson at 8:30 a.m.

If you are late getting your child to school, write a note explaining the tardiness. The child must go to the office to get a tardy slip. When there is consistent and unexcused tardiness, the class teacher will contact the parent directly and address tardiness. Excessive tardiness may result in dismissal from school.

Volunteers: DWS could not run safely and efficiently without the assistance of our families. In addition to payment of tuition and fees, each parent is expected to participate as an active member of our community. We ask each family to fulfill a minimum of 30 hours of volunteer time for the school and to fill in a volunteer time sheet and return to the school office for tracking. Please note that volunteers supporting a school function where there is unsupervised contact with students must complete a volunteer application. It is a school policy to conduct a background check for each volunteer.

Field Trip Chaperone Policy

Chaperoning a class trip can be a valuable experience and is a great way to volunteer your time for the school. For the duration of the field trip, chaperones become representatives of the school and assume role modeling and mentoring relationships with the students. Those individuals wishing to accompany classes on overnight trips must give written consent for the school to conduct a background check.

Here are some guidelines, rules, and expectations for all parents and adult volunteers:

- Parents will ensure that any recordings played in their car are age-appropriate. Parents will do their best to foster conversation, games, and other positive social exchanges among the students in their car.
- Parents will not consume alcohol or illegal drugs while chaperoning on a trip, and will not smoke in the presence of students.
- Parents and teachers will do their best to ensure that the parent's own child will experience the trip as the other students in the class do without special privileges or treats due to their parent's presence.
- It is generally inappropriate to have younger siblings attend field trips because most trips are pedagogically grade-specific and the parent's attention is needed for supervising the students on the trip.
- Parents will not undermine the authority of the class teacher by not following directions or instructions or changing the rules described.
- Parents will not overstep disciplinary boundaries. Please leave the discipline to the class teacher, but do let children know if you see unacceptable behavior or an unsafe situation developing. Do not allow children to engage in dangerous behavior.
- Parents will not use foul language, speak to children in harsh, angry or intimidating tones, or use aggressive or inappropriate gestures.
- Parents will not engage in activities which distract attention from the tasks of the group. This includes personal activities (such as texting, internet use, phone conversations) that withdraw attention from chaperoning responsibilities.
- We ask that parents do not send "progress reports" of the trip in the form of email, phone, text, or photographic messages. Allow the students to experience their nature or cultural trips without media intervention. Photography is not discouraged, but the time for that sharing is after the trip.
- Please, no junk food! This is a school policy and needs to be followed on trips as well. No gum, candy, overly-sugared snacks, etc.
- Drivers are not to take children on any stops along the way. This includes grocery stores, fast food restaurants, and gas stations. Please fill your cars with gas ahead of time.
- Stay with the group at all times. Do not run long errands without notifying the teacher. The teacher is responsible for the children's safety and he/she is to know where everyone is in case of an emergency.

Student Safety and Handling Conflict

To ensure your child's safety, please remember that every child must be under the supervision of an adult at all times while at school. Do not ask your child to wait outside the gate or in any part of the building. We, as educators and parents, realize it is our duty to protect children, whenever possible, from fear and trauma, and to model positive behavior and problem solving/conflict management skills. To this end, we have developed a policy regarding how parents handle problems that occur with children other than their own while on school premises or during school activities:

- When conflicts/problems arise between children, parents must first seek accurate information from a teacher or other adult who was present during the event.
- If the situation is not resolved with this additional information, then the child's parents should speak to the child's class teacher to discuss further steps to work towards resolution of the conflict/problem.
- It is never acceptable to discipline or reprimand someone else's child directly.
- If there is not a satisfactory resolution after these steps have been taken, the problem should be brought to the attention of the College Chair(s), Administrative Chair and Early Childhood Pedagogical Chair (if regarding ECC).

Consequences for any adult who does not follow these guidelines may include:

1. Being asked to leave the grounds of the school.
2. The child (ren) of the parent will be unable to attend school until the parent meets with school representatives.
3. If the behavior is perceived to be abusive, it will be reported to Protective Services or other authorities as appropriate.
4. Disenrollment of the parent's child (ren) from the school.

These are serious matters, and will be treated accordingly. In addition, the school follows federal, state and local laws in child safety. This includes following legal procedures in cases of suspected abuse. If you suspect abuse, please go directly to the school administrator.

Cold Weather Policy

Children must always bring appropriate outdoor clothing to school. If the teachers on the playground feel that it is too cold, or that the children have been outside as long as it is comfortable for the weather conditions, the teachers will bring the children inside. Recess will be indoors when the temperature or wind-chill is zero degrees Fahrenheit or lower. A teacher may, at his or her discretion, take a willing group of children outside when indoor recess is announced. The teacher will ensure these students are dressed appropriately for the weather conditions. No child will be required to go outside when indoor recess is announced.

Student Code of Conduct

A Student Code of Conduct is an important document for all of us involved in the school: students,

teachers, and parents. What it accomplishes is to create clarity around the expectations that we have of students and of ourselves as adults, so that we work out of a set of agreements about the kind of behavior that makes the school a safe, nurturing environment.

Each child is important in the Detroit Waldorf School community. The students are expected to treat themselves, fellow students, teachers, staff, the building and grounds with respect. Care for each other and the environment is integral to the curriculum and our view of personal dignity and responsibility. Children who do not meet these principles may need guidance and consequences that awaken them to these necessities. Our goal is that they become responsible and thereby develop a strong sense of self-esteem. DWS intends to be a community where children and adults work out of mutual respect and responsibility for one another. In this spirit, the faculty pledges to uphold the following Student Code of Conduct, which equally applies to the adults in our community since they are the role models for the children.

General Decorum: Proper School Etiquette

- Students will have a respectful attitude toward one another and the adults on the campus.
- Students will acknowledge adults and speak respectfully when they address an adult.
- Students will use a quiet tone of voice when indoors and will not yell or scream indoors or outdoors.
- Students will use polite speech when addressing others: please, thank you, excuse me, etc.
- Students will respect the personal space of others at all times.
- Students will hold doors for others and wait politely for others to pass through doors or hallways.
- Students will respect the belongings of other students and of classroom equipment or materials.
- Students may not use discourteous language on the campus: no name-calling, no swearing or use of demeaning or derogatory language (stupid, suck, dumb, etc.) is permitted.
- Students may not target other students with teasing, bullying, or mean-spirited criticism.
- Students may not use rude or inappropriate gestures toward one another.
- Students may not engage in unsafe, violent or aggressive play on the campus.

Classroom and Hallway Demeanor and Procedures

- Students will greet their teacher, put their belongings in the appropriate place, and then come to silence for the start of the day. Clothes and other belongings should be kept neatly arranged off of the floor in the hallways. Lunch boxes should be kept in the classroom.
- The five minutes between classes is for the transition of teachers and students. Children may get a drink or go to the bathroom during this time.
- This transition is meant to be orderly and quiet: the hallways are not the gym. At the end of the break, students will arrive on time for their next class, greet the teacher and quietly wait for class to begin.

- Students may not run or yell in the hallways. A child who runs will be asked to go back and try again.
- Pushing in line for drinks results in losing a turn or going to the end of the line.
- Students will stay to the right on stairs and hold doors for one another.
- Students may not wear hats in the classroom. Likewise, bandanas are not allowed. Headgear related to religious observances is allowed.
- Gum chewing is not allowed during school hours.

Playground Demeanor and Procedures

- When graders go outside for recess they should:
 1. Walk and not run on the sidewalk
 2. Stay off the grass and the Early Childhood Center playground
 3. Hold all balls and other equipment while on the sidewalk; no tossing or throwing
 4. Stand quietly inside the gate or wait on the log while waiting for the supervising teacher; no wrestling or horsing around
- Recess is a time to play and socialize safely: behavior that threatens anyone's safety and wellbeing is not allowed.
- Aggressive play is not acceptable.
- Littering is not allowed inside or out. Violators will be asked to pick up the trash from the whole playground/hallway and should be reported to the class teacher. Outdoor snack will be opened and eaten only on the log or in the area around the shed, and then properly disposed of before children are allowed to play.
- In the interest of safety, climbing is allowed only on appropriate playground equipment. Therefore, tree climbing or climbing on gates and fences is not allowed.
- Students may not throw snow, ice, or sticks at others. Students on the lower grades playground may throw snowballs at a teacher-designated target (i.e., the side of building, etc.).
- The garden is not part of the playground. Students are allowed in the garden only with an adult supervisor.
- Students should keep off the grassy area between the walk and the playground and between the walk and the gym windows.
- Field sports are allowed on the east campus playground. Kickball and plastic bat baseball are allowed near the Maypole on the lower grade playground. No field sports are allowed during the 3-3:30 p.m. recess due to the congestion on the playground at that time.
- Students should use outdoor equipment provided for each playground. No equipment from the gym may be taken outside.
 - The bell is rung at the end of recess for grades 5-8 first. Children are led across the street by a teacher and proceed into the building. Class teachers of grades 1-4 meet their children on the playground and bring them into the building in a quiet line. The other teacher from the lower grade playground stays at the sidewalk intersection to assist in making sure that all children go

inside and that all children are behaving appropriately.

- Students must enter the building quietly, with their shoes free of mud.
- If a child is well enough to attend school, he or she is expected to participate in all normal school day activities, including outdoor recess.
- After school, students not signed out at dismissal will be escorted to aftercare and will be supervised until a parent, guardian, or other designated adult picks them up.
- Students are to be under adult supervision at all times during school hours. During special events after regular school hours, students are to be supervised by their parents or guardians, unless otherwise engaged in classroom activity.

Auditorium Code of Conduct

As in the classroom, we wish to maintain the spirit of respect (for others, and the space we occupy) during school and in afterschool activities. When children are in the auditorium for practices and rehearsals, all DWS student code of conduct standards apply.

Additionally, for safety, the students who are not practicing or in rehearsal should be seated together towards the front of the auditorium. Specifically students should not be back stage (unless prepping for a scene entrance) without adult supervision.

Parent Support

Parents are an important part of the discipline procedure and are advised when something more than minor discipline becomes necessary. Please do not hesitate at any time to call your child's class teacher if you have any questions about discipline. The following procedures may occur, depending on the child's needs and the severity of the situation:

1. Counseling with the class teacher.
2. A work activity that matches the infraction, e.g. restoring destroyed property.
3. Goal setting with the class teacher and another adult.
4. Suspension for serious infractions, when other measures are judged ineffective. Families will be involved to work out a plan for improvement.
5. Disenrollment will be instituted when it appears to the teachers that there are no other adequate remedies. The decision for disenrollment must come from the class teachers in conversation with the faculty at an all faculty meeting.

If, at any time, you are not satisfied with how things are proceeding, the next step would be to contact the College Chair to address any issues.

Detention Policy

The detention policy applies to students in grades 6, 7, and 8 (and 5th grade when 5/6 is combined). The detention schedule will be provided on an annual basis as day and times may vary from year to year. Any after school times and dates will be arranged by the teacher and communicated to the

parents.

The student may be required to spend a Saturday at the school working in the building. Additionally, there may also be a loss of privileges such as not participating in the after school sports. A detention may be issued to a student for the reasons listed below. It may also occur that circumstances meriting a detention will arise which do not fit neatly into categories listed.

- being in an area of the building he/she is not authorized to be in
 - foul language
 - disrespect to teachers, staff, and fellow students
 - physical abuse to others
 - incomplete homework
 - instrument necessary for class work not brought
1. A detention will be served by the student on the next scheduled detention time following its issuance. Students will be notified where and to whom they should report. Detentions are issued when lesser measures have failed to create the desired impression. While the time of the detention may prove inconvenient to car pools, it is an unfortunate but necessary part of awakening the child to his/her negligence. If the student follows through by informing his parents and car pool 24 hours in advance, the necessary adjustments can be made.
 2. When a detention has been issued, the detention slip will be sent home for the parent to sign. The student should also sign this copy. The signed slip is then returned to the student's class teacher the next morning before classes begin. If a student fails to return the signed slip, he/she will still be expected to serve the detention and the class teacher will call the parent(s) to inform them.
 3. When a student has received 5 detentions, the student's parents will be contacted and asked to be present at a meeting between the teacher, parents and student. At this time, the student's behavior will be reviewed.

Dress Code / Personal Appearance

The Detroit Waldorf School does not require students to wear uniforms. Generally, clothes should be neat, in good taste and in accordance with school activities. Clothes, lunch boxes and book bags should not display media messages or pictures (i.e., Ninja turtles, Disney, movie or rock group T-shirts). No tank tops. Pants must fit at the waist and not drag on the ground. No short-shorts.

The children play outdoors for recess. Please have your children dress for the weather with appropriate clothing, especially for cold and wet conditions. Extra hats and gloves can be kept in the child's cubby. Children are expected to wear indoor shoes while in the classroom. An extra pair of shoes is needed for gym class.

Hat Policy

Though we are always overjoyed when children wear warm hats when the weather is cold and hats that supply shade when it is sunny, hats are not to be worn in the classroom or in the school building at any time.

Children may wear headbands or ponytails and other fasteners in order to control locks, but such gear should not cover the entire head. Bandanas and sweatbands, while perhaps necessary on the sports field, are not allowed indoors. Headgear for religious or medical purposes is acceptable.

Health, Medication and Accident Policy

1. Children who become ill at school will be allowed to rest in the office. Parents will be contacted to pick up their child as soon as possible when a child is too ill to remain in school. Please pick your child up in the school office immediately. For the sake of all the children and the faculty, do not bring a sick child to school. Illness and disease spread quickly in the close confines of a school, and it is not fair to your child or the other children and adults to bring a sick child to school. A student must be fever free for 24 hours before returning to school.
2. Recess is part of the school day, and if children are too ill to participate, they are generally too ill to be at school. When an exception is needed, write a note to your child's class teacher explaining the reason. A child may remain indoors at recess time only with a written request from home or a note from a physician. The child will stay in the office.
3. Please report a communicable disease to the office IMMEDIATELY. Before returning to school, your child must bring a physician's release statement that the disease is no longer contagious. This is a Michigan law requirement.
4. **Please provide a physician's release form when your child is returning to school with restrictions due to illness or injury.**
5. Parents are requested to space medication within the hours that the child is at home. Under special circumstances, approved by a physician, accommodation may be made for use of medication during school hours: The administration of prescribed medication and/or medically- prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program. Authorized administrative personnel are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student. EPI-Pens will be administered by any trained DWS staff member.
6. If your child has asthma, written parental permission and a copy of the prescription from the child's physician must be on file in order for any child to use an inhaler while at school. The school will provide a copy of the Authorization for Prescribed Medication, Treatment, or Asthma Management form to capture parent and doctor signatures. We suggest that children in the lower grades (Early Childhood Center-4th) keep their inhalers in the school office. Office staff will oversee students coming to the office to use an inhaler.
7. Children who incur a mild injury while in school are given simple first aid. The parent is called if it appears that the injury requires further attention. If a child requires emergency medical assistance,

the school will attempt to contact the parents first, then an emergency contact, but may be required to take the child to a hospital emergency service if parents cannot be contacted. The child will be taken to the hospital indicated on the Child Information card. An incident report is always filed if there is an injury.

8. The school will need to have any special requests regarding the administration or non-administration of first aid on file in written form. Also, please list any necessary information regarding allergies, especially to insect bites, foods, etc.

THE SCHOOL'S INSURANCE DOES NOT COVER INDIVIDUAL STUDENTS IN THE EVENT OF ACCIDENTS AND INJURIES. PLEASE REVIEW YOUR FAMILY'S HEALTH CARE INSURANCE TO BE SURE THAT YOUR CHILDREN ARE ADEQUATELY COVERED FOR SCHOOL ACTIVITIES.

Lice Policy and Procedures

Policy

- Parents will be notified if their student has lice. Early Childhood Center students will be sent home. Grade students will be sent back to the classroom wearing a head covering. However, to prevent any discomfort to the child, we strongly encourage parents to arrange an immediate pick up.
- The student may be readmitted to school after treatment and examination at home.
- Upon returning to DWS, a parent must accompany the student to the school office and remain with their child until school-designated personnel can re-examine the student. If no live lice are found, the student may re-enter the school.
- Any student with nits (farther than ½ inch from scalp) will be allowed in school.
- Parents must remove nits daily and check continuously for up to 3 weeks to avoid reinfestation.
- The student will be re-checked by designated school personnel 7- 10 days after initial treatment. If lice are found, procedure steps 1-3 will be repeated.

Procedures

When a member of school staff suspects that a child is infested with head lice the following procedures should be followed:

1. The child will be restricted from activities involving close contact (i.e., hugging) or sharing personal items (i.e., hats, clothing, brushes) with other children. If this is not possible the child will be sent home.
2. The school faculty will be notified, and the parents must be contacted (verbal communication is preferred).
3. A letter will be sent home notifying classmates' parents that a case of head lice is suspected and asking them to check all of their children for head lice.

Pet Policy

Students may not bring pets to school, even if just for a visit. The primary reason for this policy is to protect both parents and children who have allergies.

Nutrition / Birthday Policy

The faculty has worked with various doctors over the last few years to better learn how to help children overcome obstacles in their learning. This work has helped us understand the importance of nutrition for a growing child. These doctors encouraged us to use whole grains and fresh organic fruits and vegetables as much as possible. Please ask the North Star Shop for books available on this topic.

We welcome suggestions from parents and urge them to send us their favorite healthy lunchbox ideas to share in our newsletter, Through the Gate. For health and educational reasons, we ask that the children not bring gum, candy or pop to school. Please avoid “Lunchables” and fast food lunches as well as any highly sugared and artificial foods. This policy is also applied to birthday celebrations in the classroom. **DWS is a PEANUT FREE school.**

Hot Lunch

DWS does not have a formal hot lunch. Traditionally, the eighth grade class offers a hot lunch item (pizza) as part of their fundraising efforts throughout the course of the school year. Information on this fundraiser will be available on the school website and in the school weekly news in the fall.

The school policy is for grade school children to bring a mid-morning snack and a suitable lunch and, if the child will stay through aftercare, an afternoon snack. Finally, all uneaten lunch will be sent home with the child so that the parent can monitor the food that a child is actually consuming.

Use of Electronic Technology on Campus

The effects of electronic technology (electronic and video games, CD players, head phones, cell phones, computers, mp3 players, Wii, etc.) on the physical and emotional development of children is an ongoing concern. As educators and parents we have an important stake in this concern: the healthy growth and development of the children in our care. The Waldorf curriculum is multi-sensorial by nature and is designed to assist the children in developing healthy sight, hearing, smell, touch and movement, all of which are of critical importance to developing thinking. For that reason, the faculty of the Detroit Waldorf School refrains from exposing the children to electronic technologies in the school and purposes the following guidelines:

1. The faculty asks that parents, likewise, eliminate their child (ren’s) use of electronic equipment and media (enumerated above) for Grades 4 and below.
2. From grades 5 through 8, the school asks parents to eliminate their child (ren’s) use of electronic equipment and media on school nights. This will allow for more time for family interaction, homework, practice time for musical instruments, and space for proper meals and sleep.

3. Students are not allowed to bring or use pagers, cell phones, headphones, CD players, radios, etc. to school or use them when participating in school functions. Written permission from the school and class teacher is required for student cell phone usage; please contact the office for a form.
4. Norms for computer use for classroom assignments will be developed for the upper grades (6, 7, & 8) and will be communicated to parents by their child's class teacher. As adults, we use our cell phones and similar electronic devices to make our work more convenient and productive. However, we also have become somewhat unconscious about the effect that the use of these devices may have on others. The faculty requests that you refrain from use of these devices while on the campus.

Auditorium

The auditorium is the heart of the school, and the work that the children present on stage is an extension of the pedagogical work in their classrooms. The ringers, camera flashes, video equipment and conversations that accompany the use of these devices are disruptive to the respectful environment that we are attempting to create for the children.

Please turn off all electronic devices when entering the auditorium and refrain from entering and leaving the auditorium except at the beginning and the end of the program or during intermissions.

Parents may have questions about the lack of use of amplification systems in the auditorium during student performances. Again, after careful study of the pros and cons of this issue, the faculty has affirmed our pedagogical decision that hearing the authentic human voice and the music that we play is very important to the development of healthy listening and healthy speech in the children. While this may represent an inconvenience at times for the audience, we work hard as a faculty to help the children reach a high level of skill and art in their stage voices. Our auditorium has good acoustical quality, so it is left to us to make ourselves heard to the audience. If a member of your family has a hearing difficulty, we urge you to arrive early and select seats near the front of the auditorium.

Dropping Off, Parking and Picking Up Students

When dropping off children in the morning, have your child (ren) exit the vehicle on the curbside only. Our street is very busy at drop-off and pick-up times and the safety of the children requires your attention and cooperation. Please do not park along the yellow curb or block any driveway along Burns when picking up or dropping off children.

Parking and drop off is allowed on the Charlevoix side of the building. This entrance of the school will be open and monitored between 8:15 – 8:30 am only.

Please observe city laws which allow parking only on the side of the street you drive on, e.g. when driving toward Charlevoix, park on the playfield side; when driving towards Vernor, park only on the school side. Detroit police will issue tickets to drivers who fail to follow these directions.

Picking up Students

All students in the Early Childhood Center will be picked up and signed out of the classroom at 3:00 p.m. At 3:30 all remaining children will be signed into aftercare. First and second grade students may be picked up from the lower grade playground between 3:15 and 3:30 p.m. Third through eighth grades will be picked up and signed out from their classrooms between 3:15 and 3:30 p.m. At 3:30, any remaining children will be escorted and signed into aftercare or after school activities.

Lost and Found

Please mark all clothing items with your child's name so the items may be returned if they are misplaced. The school maintains a lost and found in the basement. Check it thoroughly any time an item is missing. At the end of the school year, unclaimed items are donated to a charitable organization.

OFFICE AND ADMINISTRATIVE POLICIES

Emergency and Health Forms

The State of Michigan requires that every student have an Emergency Information form on file in the office. All Early Childhood Center children (Pre-k- K), new students, and students entering the seventh grade must have health forms. These forms provide the school with emergency contact information as well as health information. These forms must be filled out and be given to the school office by the opening day of school. Please be sure to provide updated information throughout the school year.

Statement of Non-Discrimination in Enrollment

The Detroit Waldorf School does not discriminate in admissions, hiring, or employment practices on the basis of race, sex, color, religion, national origin, ancestry, marital status, age, or other statuses protected by law. Furthermore, parents, students, faculty, staff members and board members are all expected to conduct themselves and discharge their responsibilities in accordance with the school's non-discrimination policy.

Tuition

The Detroit Waldorf School is an independent school that depends almost entirely on tuition to support the cost of bringing a Waldorf education to the children.

The enrollment contract is not just a legal document; it is a living agreement between the parents and the school that the teachers will provide a richly integrated and imaginatively presented curriculum to the students and that the parents will provide the economic support to make this possible.

Parents are required to select one of three payment plans when signing the enrollment contract each year: monthly, trimester, or full pay. All tuition payments are automatically withdrawn on specified dates each month through FACTS Tuition Management Company. If at any time a family cannot fulfill its contractual commitments, the business manager should be notified immediately so that arrangements can be discussed, and if applicable, brought to the In-House Finance Committee for review. Without the business manager's and Finance Committee's approval for special arrangements, the following DWS collection policies apply:

1. To begin the academic school year, all previous tuition and before/aftercare balances must be paid in full and all current tuition payments must be current. (Current is defined as payment recorded by FACTS Tuition for monthly and trimester plans or full payment received in the DWS office).
2. All payments incur a \$25 late fee when 10 days late.
3. When payments are 30 days late, students must remain home from school until FACTS Tuition records the payment. The student (s) will also be excluded from any school activities such as sports, field trips, assemblies, camping trips, etc. until the account is current. The 30- day grace

period does not apply for payments extended beyond March.

4. DWS may dismiss or require the withdrawal of a student for “cause”, which is defined as including but not limited to behavior or conduct of a student or parent/stepparent/guardian contrary to the School’s rules or policies or its faculty’s directions, behavior or conduct of a student or parent/stepparent/guardian disruptive or unsafe to self or others, delinquent accounts or academic performance below acceptable standards and excessive absence and tardiness.
5. Year-end reports will not be sent until the account is paid in full. Summer camp may not be attended until the account is paid in full.

Please contact the business manager for further information or questions regarding billing.

Re-enrollment

Each year, the Finance Committee of parents and faculty recommends tuition based on the needs for the coming school year and the prospective enrollment. The Board of Trustees sets the final figure and notifies current and new families as soon as possible by letter. The re-enrollment process generally begins in January when parents are informed of any changes in tuition for the following year. A packet of re-enrollment forms will be sent to each family with complete information regarding due dates and enrollment deposits. All tuition for the present school year must be current in order for the school to accept your child for re-enrollment for the following year. A space will not be reserved for your child for the following school year unless contracts and re-enrollment fees are paid by the due date. After the due date, the school will accept enrollments for children outside the school; therefore it is extremely important that you observe all deadlines.

Accessible Tuition

The Detroit Waldorf School knows the education of your child is your top priority. Even with the greatest commitment, families may find it challenging to finance a Waldorf education. With this in mind, the school’s goal is to provide a reduced tuition rate for those who need it in order to attend.

DWS adopted the **Accessible Tuition (AT) Program** in 2009 to align itself more fully with the school’s mission: *to provide a rich and dynamic pre-K-8th grade Waldorf education to a geographically, racially, and socio-economically diverse student body in Detroit and Southeast Michigan.*

Accessible Tuition is an adjustment in tuition based on financial need. The program does not draw from an endowment or a scholarship fund. We work with each family to determine what will best support both the family and the school, resulting in the most feasible tuition rate. The school believes that every family adds value to the school community and it is anticipated that each family who applies for a tuition adjustment will hold Waldorf education as a high financial priority.

How to Apply For Accessible Tuition for the 2022-2023 School Year

Families can apply for Accessible Tuition once their child or children have been accepted by Detroit Waldorf School. An enrollment contract must be submitted before the Accessible Tuition Committee will review the Accessible Tuition application.

The application process is as follows:

- 1) Complete a personal financial worksheet in the **FACTS Grant & Aid online platform** then pay a \$35 application fee.
- 2) Complete and upload a four page application, disclosing assets, debts, income and expenses, along with the amount of tuition the family can stretch to pay, to the FACTS Grant & Aid online platform
- 3) Upload the most recent year's tax return with all related schedules and W-2's to the FACTS Grant & Aid online platform.
- 4) Upload recent pay stubs to the FACTS Grant & Aid online platform.
- 5) Upload any additional documentation required, per the checklist in the Accessible Tuition Application Packet, to the FACTS Grant & Aid online platform. Examples of additional documentation could include social security benefits, an unemployment statement, 1120S, etc.

After all necessary documents have been submitted:

The Accessible Tuition Coordinator reviews the application for completeness.

The Accessible Tuition Committee reviews the application at their regularly scheduled meetings.

The school and the family hold a meeting, called the Accessible Tuition "Conversation". During this conversation, the school and the family strive to come to an agreement on a tuition adjustment, and an amendment agreement is signed.

To request an Accessible Tuition application, or if you have questions about the Accessible Tuition Program, please contact our Accessible Tuition Coordinator, Jeff Raudebaugh, at jeffraudebaugh@detroitwaldorf.org. More Accessible Tuition information can be found on our website <https://www.detroitwaldorf.org/accessible-tuition>

Tuition Adjustment Process

Any family who wishes an adjustment in tuition may request a tuition adjustment meeting.

This extended meeting will reconcile the strategic and financial goals of the school with the financial resources of the family. The family should be prepared to disclose financial information. The meeting facilitates an earnest exchange seeking financial responsibility. Upon consensus, the family signs the adjusted tuition contract.

When requesting a tuition adjustment conversation the following items must be completed:

- Accessible Tuition Application
- Completed FACTS Grant & Aid Application
- Copies of outside scholarship applications (if applicable)
- Copies of Federal Tax form 1040 (including W-2's) for the two most recent calendar years should be electronic uploaded to FACTS

- Re-enrollment for the upcoming school year.

The School and Student Services form must be completed online or mailed no later than March 1st. It takes FACTS approximately two weeks to process your information and return it to DWS (online applications process faster).

The committee requires all forms from both parents (divorced, separated, or never married parents). If federal tax forms are unavailable from the non-custodial parent, the committee will presume a basic level of support. Any exception to this policy must be requested in writing with the application.

All financial obligations due the Detroit Waldorf School must be current and children must be enrolled (tuition contract signed by both parents, FACTS application and deposit submitted) for the upcoming school year before a tuition adjustment conversation can take place.

Statement from the DWS Board of Trustees

The board of the Detroit Waldorf School (DWS) is committed to making Waldorf education as available and financially accessible as possible to all admitted students. The board recognizes both the financial challenges many families face and the desire many families have to send their children to a Waldorf school. To make it financially possible for families who desire a Waldorf education for their children, DWS makes every effort possible to offer a confidential, straightforward, and accommodating tuition adjustment process. To support those families who need it, DWS offers adjustments based upon economic need.

Currently our resources include income from two endowment funds in addition to three yearly fundraising events, of which a portion goes towards adjustments. We rely on both our school and local communities, including outreach to corporations, to help us reach our fundraising goals.

Through these efforts, we are able to provide adjustments, depending upon each family's financial circumstances. We also provide a sibling discount.

Again, our goal is to provide a confidential, straightforward, and accommodating tuition adjustment process with the intent that finances do not prevent a child from attending DWS.

Grievance Policies and Procedures

Purpose:

- To provide a process for effective management and resolution of concerns, disagree, concerns or complaints that may arise between members of the Detroit Waldorf School Community.
- To facilitate a school climate where all members feel they can voice concerns and those concerns will be heard and dealt with fairly and expeditiously using a transparent and consistent process.

Scope:

This policy applies to:

- All staff at Detroit Waldorf School
- All Detroit Waldorf School parent community

Application:

Key Principles:

- Grievances shall be received in an open and positive manner: parents and staff can expect their concerns to be acknowledged and taken seriously.
- Grievances shall be dealt with expeditiously.
- Grievances are usually best resolved in an informal manner with active and timely discussion between all parties in a spirit of good will and with a positive intention to resolve the conflict to point of mutual satisfaction.
- The aggrieved party shall be kept informed about the progress of the process.
- Parties to the grievance and those involved in the resolution process are expected to respect the confidentiality of the process.

Action prior to lodging a formal grievance

- The aggrieved party is encouraged to voice their concern appropriately and quickly so a timely resolution can be achieved.
- Where appropriate, the aggrieved party should seek to resolve a difficulty themselves, by communication with any other involved persons (excluding children) and attempting to negotiate a mutually agreeable outcome.
- If the aggrieved party is not satisfied with the outcome of the informal and direct attempts to resolve the issue, or they feel that the issue cannot be resolved without assistance, they should proceed with the formal grievance procedure.

Lodging a Formal Grievance

A formal grievance should be lodged if party has an honest belief, based on reasonable grounds, that they or their children have been adversely affected by a decision or action and that decision or action was unfair and unreasonable.

1. To lodge a formal grievance parties must write to or phone or make an appointment with a member of the Detroit Waldorf School Administrative Council. The council has the following representation: DWS Administrator, College Chair, Faculty Chair and Board President. If you are unsure of which member you should contact, address your concerns to the school's administrator. The written grievance should contain information regarding:
 - a. The nature of the concern
 - b. The grounds for the belief of unfair and unreasonable treatment
 - c. What would resolve the grievance from the aggrieved parties point of view
2. The council member will promptly acknowledge the receipt of the grievance within 48 hours.
3. The council member will take further steps to enable resolution to be reached. They will promptly initiate appropriate action possible including, but not limited to:
 - a. Making inquiries
 - b. Informing all other involved persons or parties that grievance has been lodged
 - c. Reviewing reasons for the action or decision central to the grievance
 - d. Referring grievance to an appropriate person
 - e. Conducting an investigation
 - f. Arranging or facilitating mediation
4. The council member will contact the aggrieved party to inform them of the action plan. If the aggrieved party chooses to meet with a council member, a report will be written with her/his help and signed by the aggrieved.
5. If the grievance concerns a teacher or teacher support staff or volunteers, the council member will notify the college of teachers that there is a grievance and that a meeting is being convened between the teacher and a support person. Details of the grievance and aggrieved parties will be kept confidential.
6. The council member will ensure that:
 - a. Any investigation done will be done in a thorough, fair and impartial manner.
 - b. All parties to the grievance have an opportunity to be heard and an opportunity to present all aspects of the grievance.
 - c. Comprehensive written records are kept of the process and the outcomes including: the original grievance lodged, record of any response made, records of all action taken, details if any investigation including methods used, and the findings and outcomes.
 - d. The aggrieved party suffers no reprisal from any person employed by or in the services of the school for lodging a grievance.
7. The council member will inform the staff member involved (if applicable) of his/her right to seek support from a colleague or other representation.
8. The council member will inform the aggrieved party of their right to be supported by any other parent, staff member, or person of their choice.
9. Each party is entitled to only one support person at conflict resolution meetings. Council members will not meet with large groups of people during the resolution process, unless the council members feel comfortable and consent to do so.

10. The content of a grievance is kept confidential by all parties involved in the grievance or the resolution process. Any person with direct or indirect knowledge of the grievance may not discuss the matter with any other persons without formal permission.
11. A resolution should be reached within 30 days of the lodgment of the grievance. If this has not been achieved the council member shall contact the aggrieved party in writing, describing why a resolution has not been reached and the expected time frame for the matter to be resolved.
12. Records of all grievances are held by the Administrator in a central, secure file cabinet.
13. If the aggrieved party believes that due process has not been followed in a fair, unbiased, and expeditious manner, then they have the right to lodge a further grievance with the Detroit Waldorf School Board of Directors.

RELATED INITIATIVE

Rudolf Steiner School of Ann Arbor
Lower School
2775 Newport Rd. Ann
Arbor, MI 48103
Phone: 734-995-4141
Website: www.rssaa.org

Rudolf Steiner School of Ann Arbor
High School
2230 Pontiac Trail
Ann Arbor, MI 48105
Phone: 734-669-9394
Website: www.rssaa.org

Waldorf Institute of the Southeastern
Michigan (WISM)
1923 Geddes Ave.
Ann Arbor, MI 48104
Phone: 734-635-4143
Website: www.wism.org

Anthroposophical Society in America
1923 Geddes
Ave. Ann Arbor,
MI 48104
Phone: 734-662-9355

AWSNA (Association of Waldorf Schools
in
North America)
Phone:
612-870-8310
Website:
<https://waldorfeducation.org/awsna>