

# Bright Water Waldorf School

Parent Handbook

2016-2017



# Table of Contents

Welcome.....	3
History, Mission Statement, and Core Values.....	4
About Waldorf Education.....	5
<b>GENERAL INFORMATION</b>	
Beginning of the School Day.....	6
Student Pick-Up.....	7
After School Care.....	8
<b>SCHOOL POLICIES</b>	
What About Electronic Devices?.....	9
Media Guidelines.....	10
Attendance and Promptness.....	11
Illness.....	14
School Closure.....	15
Field Trips.....	15
Dress Code.....	16
School Code of Conduct.....	17
School and Playground Rules.....	17
Disciplinary Policies.....	19
Student Probation Process.....	20
<b>EMERGENCY AND SAFETY</b>	
Fire and Earthquake Drills.....	21
Snow/Inclement Weather Closures.....	21
Major Disaster.....	22
Sexual Harassment.....	22
Child Abuse and Mandated Reporting.....	22
<b>COMMUNICATION</b>	
School Communications.....	22
Parent/Teacher Communication.....	22
Class Parent Evenings.....	23
Teacher/Parent Conferences.....	23
Grade School Reports.....	23
Annual Meeting.....	23
School Directory.....	24
Email.....	24
Newsletter.....	24
<b>ROLES AND ORGANIZATION IN THE SCHOOL</b>	
Faculty Committees.....	25
Leadership Team.....	26
Administrative Faculty.....	26
Board of Trustees.....	27
Board Committees.....	27
Parent Association.....	28
<b>SCHOOL FINANCES</b>	
Our Fundraisers.....	28
Tuition.....	29
Financial Aid.....	30
<b>RESOURCES</b>	
Book and Website Resources.....	32

Within these pages you will find information about Bright Water Waldorf School's mission, history, festivals, policies, and procedures. Please save this handbook and refer to it if you have any questions regarding these topics. Questions or concerns not covered in the handbook can be directed to the office at 206.624.6176.

Parent involvement is vital to maintain the health and stability of the school and our philosophy. Parents are invited to support the students and school by attending parent-teacher conferences, parent evenings, class meetings, and other educational offerings in order to deepen their understanding of their children's education. Parents also support the teachers' work at school by ensuring that their children have adequate sleep and nutrition, appropriate space and time to complete school assignments, and by following the media guidelines.

## **Purpose**

Our purpose is to provide Waldorf education for all of our students, from the Parent & Child program through Grade Eight. At Bright Water Waldorf School, academic excellence, social responsibility, and recognition of each student's gifts are the guiding educational ideals. Our deeply committed faculty works together to foster each student's sense of self-reliance, concern for community, and moral purpose.

## **Affiliations**

- Registered and approved private school of the State of Washington
- Developing School Member of the Association of Waldorf Schools of North America (AWSNA)
- Member of Waldorf Early Childhood Association of North America (WECAN)
- Candidate for full accreditation with NWAIS (Northwest Association of Independent Schools)
- Fully licensed by the State of Washington for the Early Childhood Program

## History

Bright Water Waldorf School (BWWS) began as an effort to meet the expanding demand for Waldorf education in Seattle. The founding group had a clear vision of a school in a more urban environment that valued diversity, and focused on education that would build the students' capacities to thrive as adults.

In September 1998, Bright Water School (as it was named then) opened its doors with one kindergarten class of fourteen children taught by Holly Koteen-Soulé in her home in North Seattle. The following year BWS's first Grade One class was added in the house next door and taught by Michael Soulé. Bright Water School then moved to the basement of Unity Church in South Lake Union where Michael and Holly were joined by Carole Street, who taught the Grade One class of 2000. Over the next four years Bright Water School added a pre-school and expanded all the way up to Grade Four. Thanks to the hard work of many parents and faculty, the school was able to move its current location in the St. Nicholas building in the fall of 2003. Bright Water School graduated its first eighth grade class in 2006.

## Mission Statement

**Bright Water Waldorf School cultivates creative minds, capable hands, and compassionate hearts.**

## Core Values

The Bright Water Waldorf School community is dedicated to continually deepening our understanding of each child's gifts and needs within the evolving tradition of Waldorf education. We prepare our students academically and practically, endowed with an enlivened capacity for original thinking, self-awareness and compassion for others, and the will and skills to work in the world.

Bright Water Waldorf School supports the distinct journey of each family by cultivating a collaborative relationship between the parent, teacher, and child.

Bright Water Waldorf School is committed to building innovative forms and structures inside and outside the classroom. These include creating model programs and learning environments to ensure long-term sustainability of the school and establishing fruitful relationships with the larger community.

Bright Water Waldorf School strives to anticipate the social and ecological needs of the times and embodies an ethic of stewardship, emphasizing an appreciation of the spiritual nature of life.

## About Waldorf Education

We encourage parents to learn as much as possible about Waldorf education, because informed parents are better prepared to assist their child's learning as they progress through the Early Childhood Program and the Grades. Bright Water Waldorf School maintains a parent library, complete with books on Waldorf education.

Waldorf education is based on an understanding of the developmental stages of childhood, and how children learn best at each stage. The very young child learns most successfully through imitation and imagination; the younger grade school child through the feelings and senses; and the adolescent through the intellect. Our curriculum works with these developmental stages, carefully balancing academic, artistic and practical activities, and developing the child's self-confidence and self-reliance while fostering personal integrity and a sense of social and environmental responsibility.

The Waldorf curriculum's classical education instills the academic skills necessary to succeed in high school and other more advanced academic environments. The school encourages the development of strong bonds between teachers, students and their families. We believe that these relationships supports the students' abilities to take risks and meet challenges. Our faculty of teachers, thoroughly trained in the methodology specific to Waldorf schools, approach the children with enthusiasm and respect for each child's emerging individuality.

Bright Water Waldorf School prepares students to enter their high school years with self-discipline, independence, social aptitude, analytical and critical thinking skills, and wonder and reverence for the world.

The resources at the end of this handbook may be helpful in providing more information about Waldorf Education, education in general, the stages of childhood, and media use as it pertains to the growing child. The AWSNA website listed contains a number of free articles on a variety of topics. Waldorf education is multi-layered and multi-faceted; learning about this type of education is an ongoing process. For further resources or for a specific inquiry about an aspect of Waldorf education, please contact the Head of School, listed in the School Directory.

## Beginning of the School Day

<b>7:50 AM</b>	School Doors Unlocked
<b>8:15 AM</b>	Preschool, Kindergarten, Grade School Begins

**Please note:** We work hard to ensure that our students start the day on a good note. Our hallways are narrow and easily congested, and hallway noise carries into the classrooms. **We ask that parents say goodbye to their children and keep our hallways clear and quiet for lesson time** by having social time in one of the many coffee shops on Capitol Hill, visiting a local park, or walking around the neighborhood.

### Preschool, Kindergarten, and Parent & Child Program Arrival

Preschool and Kindergarten children must be brought into their classroom and signed in daily, with full legal signature, by an accompanying adult.

Woodland Kindergarten students must enter through the classroom door on the north side of the school; please do not go through the Lily Pond Kindergarten room.

- Please do not allow your child to engage in running or horseplay.
- **After 9 am, the rear gate is locked; please go to the front door and ring the doorbell.**

### Grade School Arrival

- Grade school children may be dropped off at the school starting at 7:50 AM.
- Grade school students may be dropped off near the playground archway at the rear of the St. Nicholas building. Before 8:15 AM students are allowed to play outside in the playground area.
- Students may also be dropped off in the circle driveway in front of the building from 7:50-8:10 AM. Please do not park in this area until after 8:15 AM.
- You may also park in the lot to drop your student off.
- Do not let children out of the car in the driveway, no parking areas, or no stopping zones.
- At 8:15 AM the bell rings; grades 1-8 line up by class for attendance and are then escorted by their class teacher to their classrooms.

## End of the School Day

THE SEMI-CIRCULAR DRIVE IS CLOSED TO TRAFFIC.

<b>12:15 PM</b>	Half-Day Early Childhood Program Ends
<b>2:45 PM</b>	Full Day Preschool Ends
<b>2:45 PM</b>	Full Day Kindergarten Ends
<b>3:00 PM</b>	Grade School Ends

**\* Please pick up our youngest student first.**

## Student Pick-Up

Please keep in mind parking in the area is extremely limited. Please consider alternate forms of transportation.

### Pick-Up of Preschool and Kindergarten Students

- All kindergarten and preschool children must be signed out daily by their parent/guardian or authorized adult.
- Full day preschool & kindergarten pickup is 2:45 PM.
- Please hold your child's hand as you exit the building.
- Please do not allow your child to run or engage in horseplay in the hallways.
- Parents of half-day Kindergarten students must enter through the front door for 12:15 PM pickup as the back gate is locked at this time.

### Pick-Up of Grade School Students

- Grade school pick up is **3 PM**.
- The back gate is unlocked for pick-up from 2:55-3:15 PM. Any student who is not picked up by 3:15 PM from the back gate will be sent to After School Care. A \$25 charge for each student will be billed through Smart Tuition each day a student is not picked up on time.
- Students in **grades one through three** are dismissed in the main hallway, and may leave through the back gate if accompanied by an upstairs student.
- Students in grades **four through eight** ("upstairs") may walk across the playground to the back gate where they will wait with the faculty member on duty for an adult to pick them up.
- Upstairs students should **go directly to the gate**, without stopping to play, make phone calls, or socialize.
- Parents picking up students at the back gate must not block traffic. **Please park in designated spaces only.**
- If your child is not at the gate; park in the lot and walk back to pick up your student.
- Students will be released **only** to adults who are authorized on the student's emergency contact form.
- Students who have permission to leave campus unaccompanied and are not signed up for after school activities must leave campus at 3 PM. If your student has permission to leave campus unaccompanied, please *review the following with your student*:
  - ✧ BWWS students remain representatives of their families and of BWWS while off campus and should conduct themselves accordingly. Please refer to the Code of Conduct in this handbook to review/refresh these points.
  - ✧ Students must leave campus promptly, and be **off campus by 3:15 PM**; students must not congregate on the BWWS campus after 3:15 PM.
  - ✧ Students will use proper decorum at all times, including the wait at the bus stop.

## Student Pick-Up

- All students who do not have permission to leave the campus by themselves must be picked up by an authorized adult and supervised by an adult upon leaving the school building.
- **School grounds are closed after school at 3 PM. No playground equipment may be used after school. Only Extended Care and After School Activities programs may use the grounds and building after 3 PM. Please do not allow your child to take balls or other toys onto the playground after school.**

## Parking

Parking is available immediately to the south side of the St. Nicholas Building and on neighboring streets. If you will be at the school for **more than one hour**, please park on the street, as campus parking lots are shared with Gage Academy and St. Mark's Cathedral. Please do not park in spaces reserved for handicapped persons unless you have the appropriate tag or sticker. For the safety of our students, please take **extreme** care when reversing out of a parking spot, and drive slowly in the vicinity of school grounds. Please do not stop your car in front of the Gage Academy front door. Please follow all parking regulations.

## After School Care

After School Care is available for students in full-day preschool, full-day kindergarten or in grade school and operates until 6:00 PM Monday through Friday. Because a rhythmic program of activities for the children is essential to their well-being and security, After School Care offers children a home-like, restful environment that is supportive of the Waldorf pedagogy and curriculum.

Parents who need after school care for their child may sign up for the After School Care upon enrollment or re-enrollment. Contact the school office for a contract.

Drop-in care is not available, due to space and staffing limitations. \*We do provide After School Care in the case of an emergency as well as for students and parents who make arrangements ahead of time.

**Your student must be signed out of After School Care by an authorized pick-up person.** The adult picking up a child from the aftercare program **must sign the child out** with full legal signature each day. The school will only release students to those named as "authorized to pick up" on the student's Emergency and Consent Form. Please ensure the person picking up your child is authorized to do so by putting them on your student's emergency contact form.

**All After School Care scheduling changes should be communicated in writing. Please email [asc@brightwaterschool.org](mailto:asc@brightwaterschool.org) with any changes that you need.**

**In case of emergencies such as late pick-ups, the After School Care direct phone number is 206.604.4061.** Regular school policies regarding dress, behavior, and bringing toys to school also apply to After School Care. Please note that children who are absent from school will also be assumed absent from After School Care. There is no fee adjustment for days missed.

It is vital that we are able to contact you or another responsible adult in the case of a medical emergency. **Please make certain that the information on your emergency form in the school office is current.**

## Screens and Electronic Media

### Cameras at School Events

Parents are requested to refrain from photographing and video recording assemblies and class plays. Contact your class teacher for special arrangements for class events. Most classes have a designated photographer. We make this request so that students and families can focus on the event. We know that students' behavior and performance can change in the presence of cameras. Further, some students have a negative reaction to their recorded performance, which can inhibit their full participation or their joy in future performances. As the use of electronic recording devices continues to increase, we view Bright Water Waldorf School as a unique place for students and families to be completely immersed in the experience at hand, rather than focused on recording events.

### Cell Phones and Electronic Devices

**Students:** Students **are not** permitted to use cell phones or any other electronic devices **on school grounds**. Please see the cell phone policy in the next section for specific details. Students not in compliance with the cell phone policy may have their phone confiscated by BWWS faculty or staff.

Students in **after school activities such as sports may not** use their cell phone during after school activities for any purpose. Cell phones and electronic devices such as music players or game consoles must be turned off and packed away during after school activities. **Students violating this policy may forfeit their right to participate in that activity.**

**Parents and Visitors:** Cell phones should be silenced before entering the school and used discreetly outside, away from the main entrance. **Cell phone use is not allowed anywhere inside the school except the office. This includes texting.** Please help us maintain the school as a 'cell-free' zone.

**Students are required to turn off their cell phones prior to entering the BWWS campus.** Students are not permitted to use cell phones or any other electronic devices **on or in front of school grounds. Cell phone use is prohibited anywhere within the school except the office.**

Students who need to use the phone during the day may request permission from their teacher and **use a land line in the office**. Students may not keep their phones on their person during the school day. Phones must be switched off. Students who violate Bright Water Waldorf School's cell phone policy will have their phone confiscated and brought to the Administrative Assistant or class teacher. The cell phone may only be retrieved by the student's parent or guardian.

## **Social Media Guidelines**

**Posting pictures on Internet sites of BWWS students, teachers, staff or parents in classes, on field trips or at school events is strictly prohibited. BWWS has an assigned photographer and keeps our web presence current.**

## **Philosophy and Purpose Regarding Electronic Media Usage**

Modern science is validating what Waldorf teachers have known for a long time: the consumption of media by infants, children and young people inhibits their healthy development.

In today's world, phones, movies, games, music, podcasts, texts, social media, calculators, calendars, word processors, research libraries and other technological and educational tools are contained in the same apparatus and are often operating at the same time. It is increasingly easy and convenient for adults and children to be consumers of media, and we acknowledge there are positive uses of electronic devices and social media for adults. As Waldorf parents and teachers we must embrace the world of technology, and many of us choose to use electronic media ourselves. However, early media consumption by children hinders the educational foundation of inner picture building and transformation, and the strengthening of the will that are essential to Waldorf education. It is therefore critical that parents make careful and conscious decisions about when and how media is introduced to their children.

As Waldorf educators, Bright Water teachers are actively guiding the students to build inner imaginations based on true stories and real world sense experiences. These are the foundation of our children's education; they are moral, beautiful and true. Students take these images into their sleep and come back the next day ready to build the concepts of their education from these pictures, which they have transformed and made their own. Media and virtual images take away from or damage these pictures. They divert children away from direct human interaction and authentic experience. Video games, in particular, do not portray the image of the human being in an authentic experience.

Studies show that a direct experience, as opposed to a virtual one, has a measurable positive impact on brain development throughout childhood and adolescence. Further issues associated with media that are adversely impacting child development are well documented, including Continuous Partial Attention, early consumerism, obesity and the premature sexualization of children.

We recognize that computer literacy is a necessity in today's world, but it is clear that students learn to best use electronic media as a resource and tool when these media are introduced after children have developed a rich experiential foundation. At an appropriate developmental age, media can become a supplement to – not a substitute for – the richness of direct experience. Therefore, technology is thoughtfully introduced into the curriculum when it is developmentally appropriate and in a way that enriches students' learning.

The Bright Water community works hard to foster authentic human experiences each day. We maintain and strengthen this by engaging in conversation within our class communities, to gain perspective on how media exposure relates to each age and stage of development. From this understanding, we forge our agreements each year to renew our commitment to the healthiest possible childhood. We ask families to use the same care in the context of media at home. Please think carefully about the Bright Water philosophy and the following guidelines that complement Waldorf education. We ask families to actively support the philosophy in daily family life. BWWS expects families to take the following guidelines seriously and embrace the guidelines in support of the education that you have chosen for your child(ren). Our education will be a positive and creative experience for every student if we respect these guidelines. BWWS reserves the right to encourage parents to reduce or alter their child's use of media if that exposure is undermining his or her education or the education of others. These guidelines reflect our mission statement supporting the development of creative minds, capable hands and compassionate hearts. This supports our children to become self-directed, confident, and able to take on the challenges of our time.

## Media Guidelines

### Early Childhood: Birth to Seven

We feel strongly that a screen and electronic media-free early childhood is a significant factor in creating a nourishing environment for the young child. In the early years, children learn by imitation. Exposure to media images does not support the imagination of the growing child. **BWWS asks that parents affirm their commitment not to expose their children to electronic media and screens during their early childhood years. This includes: recorded/broadcasted music, film, video, phones, games.** A media-free childhood is a true gift. Teachers are always happy to assist with transitions toward a media-free environment, and welcome conversations with parents.

### Early Grades: Ages 7-11

To help maintain the integrity of the classroom throughout the Early Grades BWWS asks that its students come to school with clear minds and hearts. The importance of a free imaginative life is paramount, and in these years, the education relies on pictorial content as a center of the education. To preserve and protect the quality of a child's education, **BWWS asks families to provide an environment that has no media exposure on school nights and mornings. This includes no smartphone usage. Prior to the 9 year change (or prior to age 10), we request serious restriction or no exposure to the images and content of all media. After the 9 year change we request very conscious and careful exposure all the while keeping in mind the Waldorf education philosophy.**

### Middle School: Ages 12-14

It is our belief that the middle school age child is too young to navigate the dangerous world of social media and this is better left for high school. In this light we request **no middle school child to use smartphones.** If your child has a phone they must follow the school wide cell phone policy (see page 9). Cell phones are to only be used in the front office or off campus. **BWWS ask that middle school students do not have school night or morning media use except as a school assigned aid to complete homework.**

## Attendance and Promptness

### Attendance

***If your student will be absent, you must call the main office at 206.624.6176 to report your student absent.***

### Why does good attendance matter?

Punctual, regular attendance fosters learning and healthy habits for students of all ages. The school day's schedule from the morning greeting onward is carefully crafted to support each student's social, emotional, physical, and academic development. Start times for all classes are printed in the "General Information" section of this handbook.

### Tardiness and Marked Absent

Grade School students arriving after 8:15 AM are considered tardy and **must sign in at the main office.** The student will be given a pink tardy slip to give to their teacher.

**Grade School students arriving after 10:15 AM or leaving before 12:45 PM and not returning are considered absent for that school day.**

Bright Water Waldorf School keeps attendance records as part of the student's file and provides that information to other schools when the student applies to another school.

### **Students Leaving School Early**

All students leaving school early must be signed out in the main office by a parent or authorized person before leaving school.

### **Absences**

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

#### **Planned Absences**

- A **written** notification of an extended absence must be submitted to your child's class teacher and Pedagogical Chair with at least two weeks' notice. Approval by Head of School must be provided for it to be considered and excused absence.
- Medical and dental appointments should be scheduled outside of school hours whenever possible.
- When making plans for future vacations, keep in mind what is best for your child. Please support regular attendance by planning your trips to coincide with Bright Water Waldorf School's scheduled breaks.

#### **What is excessive tardiness?**

⇒ Two tardy arrivals or more per month *or*

⇒ Ten tardy arrivals total

#### **What are excessive absences?**

⇒ One or more absences per month *or*

⇒ Ten absences total for the year

#### **Does it matter if the absences or tardy arrivals are excused or unexcused?**

Yes. An excused tardy or absence is when a parent calls or provides a written note within 24 hours of students return. It is the parent's responsibility to provide notification to the school. Planned absence or tardy arrival is recorded and negatively impacts student learning just as much as an unplanned absence. Excessive planned or unplanned absences will result in action by the school. BWWS will follow all state required laws in taking appropriate action.

#### **What is the school's procedure for excessive tardiness or absences?**

Frequent tardiness causes hardship for the student and impacts the entire class. **Five tardy arrivals or five**

**absences will result in a parent meeting with the Pedagogical Chair.** After seven absences or tardy arrivals, the class teacher, parents, and the Head of School/Pedagogical Chair will meet and formulate a family attendance agreement. The agreement will include the number of absences and tardy arrivals allowed within a specified period of time and will stipulate the point at which the school may either:

- Deny attendance for the coming year or
- Expel the student for the current year

The family attendance agreement will be in accordance with the School's established tardy and absence maximum amounts.

### **What about special circumstances?**

The school encourages parents to keep students home when they are ill. We also take into account special family circumstances within reason. However, our primary purpose is to educate students. Non-attendance at classes means the school is unable to fulfill its obligation. We realize that family emergencies, long-term illnesses, injuries, or other extenuating circumstances can cause absences in excess of the maximum numbers established and works to reasonably accommodate temporary circumstances. If you have a special circumstance in your family, you must speak with your class teacher and Pedagogical Chair about it and come to a mutual understanding and agreement about your student's attendance.

### **What are the attendance requirements for preschool and kindergarten students?**

Punctual, regular attendance provides a reliable rhythm and establishes healthy habits for young children. Even though our youngest students do not work at desks, their full participation in the school day is vital in order to benefit from the Waldorf curriculum. Regular attendance fosters a child's well-being, their sense of belonging, and strengthens their relationships with each other and their teacher. Being on time means they start their day with their classmates and teacher, rather than arriving to class "already in progress". Please help your child make the most of their day by bringing them to school on time. Attendance in our Early Childhood programs is just as important as in the grade school, and is one of the factors the school considers for enrollment in Grade One.

### **Attendance at School Events**

Bright Water Waldorf School is enlivened by seasonal festivals and assemblies highlighting the students' achievements. Performances and festivals are an important part of your child's school experience and education at Bright Water School. Each year we take into careful consideration the timing of each of these events. A great deal of work by both the students and the teachers goes into each performance.

The May Faire and the Spring Concert are two events with mandatory student attendance. All **Grade School students are expected at May Faire** for the May dances. **All strings and band students are required** to be in attendance for the **Spring Concert**. Please be sure to mark these events on your calendar and plan accordingly. If your student must miss an event, please inform the teacher as soon as possible. Of course illness and unexpected events do occur, but unexpected absences not due to illness or emergency affect all of the students and take away from their performance.

## In Case Of Illness

Please keep your child at home if he/she is ill. Parents will be contacted to take their child home if he/she becomes ill while at school or suffers any kind of significant injury/incident.

Children with any of the following symptoms will not be permitted to remain in school:

- Fever of at least 100 ° F and one or more of the following:
  - ✧ diarrhea/vomiting
  - ✧ headache
  - ✧ earache
  - ✧ rash
  - ✧ signs of irritability or confusion
  - ✧ sore throat
  - ✧ fatigue that limits participation in daily activities
- Vomiting on 2 or more occasions in the past 24 hours
- Diarrhea: 3 or more watery stools within a 24 hour period, or any bloody stool
- Rash, especially with fever or itching
- Eye discharge or conjunctivitis
- Sick appearance, not feeling well and/or inability to keep up with school activities
- Open or oozing sores, unless properly covered and 24 hours has passed since starting antibiotic treatment, if treatment is necessary
- Lice or scabies

Following an illness or injury, children will be allowed to come back to school when they no longer have the above symptoms, no longer have discomfort, and Public Health and Communicable Disease guidelines are met.

Although staff will administer first aid as needed, this does not include medicines (i.e. no aspirin, cough medicines, etc.). Prescribed medicines for grade school students that need to be taken during school time are to be given to the school office with written instructions for use. Prescribed medicines for preschool and kindergarten students should be given to the child's class teacher with written instructions for use.

If your child suffers from asthma or allergies, contact the office to obtain forms so that we may keep record of your child's health needs. Please inform the school of any major changes in your child's medical history. **The school must be notified immediately** if a child is diagnosed as having any of the following conditions:

Pertussis (Whooping Cough)

Varicella (Chicken Pox)

Conjunctivitis ("Pink Eye")

Hand, Foot, and Mouth Disease

## Meningitis

**Students with these conditions must be kept at home until they are no longer contagious.** In the case of lice, the child may return once they have been free of both lice and nits for at least 24 hours.

## School Closure

In cases of extreme weather conditions, BWWS follows the closure of the Seattle Public School District (SPS). Please listen to your radio or check the SPS website for closure information. All Early Childhood and Grades will follow the SPS grade school closure and late start schedule. **Parent-Child** classes follow the SPS **half-day** kindergarten late start and closure schedule. In the event of an individual BWWS closing unrelated to weather events, a phone tree will be activated by the school's administration.

## Field Trips

Field trips are taken throughout the grade school. The first overnight adventure is a farm trip in third grade. The class teacher, with the help of class parents who provide transportation and additional supervision, carefully plans all trips. These trips are conducted in conjunction with the pedagogical intent of the curriculum and not only offer the students an opportunity to experience their studies in another setting, but also allow parents, students, and teachers to share experiences in a less formal way.

The class teacher traditionally presents the pedagogical intention and curricular background of a given field trip during a parent evening.

### Bright Water Waldorf School Field Trip Procedure

A written Field Trip Permission Form completed by a child's parent/guardian is required before any child may attend a Bright Water Waldorf School Field Trip. **Bright Water Waldorf School will not accept verbal consent.** Children without permission slips will be sent to the office during which time their parents will be called and asked to pick them up. Students must also bring all necessary attire and equipment; students without proper clothing or equipment will not be allowed to attend. **ONLY students enrolled in the class may attend; siblings or friends may not attend field trips.** Pets are not allowed on field trips.

Parents/guardians who will be driving for the field trip must complete a Field Trip Driver Form. **Field Trip Drivers must check in with the office for each field trip so the staff can ensure their license and insurance are current.**

A Chaperone Form must be completed by every parent/guardian who serves as a chaperone on a field trip, whether they are driving or not. A parent/guardian need only submit one Chaperone and one Field Trip Driver Form per school year unless there is a change in the information submitted.

The Administrative Assistant is designated as the staff point person for field trips and receives all forms.

The class teacher, with the help of the parent coordinator, will ensure the following:

- A completed **Field Trip Notification** form is submitted to parents and to the office at least **one week prior** to any and all field trips.
- Only children who have submitted a completed **Field Trip Permission Form** go on the Field Trip.
- Only parents who have submitted a completed **Field Trip Driver Form and/or Chaperone Form** may drive children on a field trip or serve as a chaperone on a field trip.

## Dress Code

**Our dress code ensures students have appropriate clothing that enables them to move and work in the best possible setting without unnecessary distractions or discomfort.** Students should be able to participate actively and comfortably in all classes and be comfortable outdoors in all types of weather. Students should not be hampered in their learning by clothing that is too tight, too loose, or not warm enough. These can be problem areas for students, particularly in the older grades, so please keep this dress code in mind on school days or when shopping for new clothes.

Proper footwear is essential. All of our grade school students have outdoor recess twice a day regardless of the weather. In addition, they have movement classes twice per week as well as daily movement portions of main lesson and subject classes. A change of clothing should be kept in students' lockers or cubbies at all times. If you have any specific questions, please consult your child's class teacher.

### **Bright Water School's dress code is as follows:**

- Clothing must be clean, hemmed, and not torn.
- No distracting media or advertising imagery on any clothing.
- No camouflage clothing of any color
- Hats/Sunglasses may be worn **outside only** except for religious or medical reasons.
- Outdoor clothing: All students must wear suitable clothing for different types of weather, including socks, rain gear, hat, gloves, sweater, jacket, or coat.
- Students must have clean, dry socks available to wear at all times.
- Pants, skirts, and shorts must allow for comfortable movement and full participation in all class activities and not be distracting.
- No spaghetti straps.
- Shoes must be appropriate for the wide range of activities in which the students participate
- Beginning in 4th Grade, Student need to have proper attire for music performances– white shirt and black bottoms.

### **Hair, Make-up, and Nails**

- ◆ Hair in grades 1-5 must be of birth color. Hair in grades 6, 7, and 8 must be of a natural color (**no ostentatious hair colors or styles**).
- ◆ Hair must be kept neat and out of the face.
- ◆ Light makeup is allowed in grades 6, 7, and 8 unless it is deemed distracting.
- ◆ Nails should be trimmed; no fake nails; no distracting nail polish.

### **Consequences of Dress Code Violations:**

Dress code violations will be addressed by any BWWS faculty member. The student may be asked to put additional clothing on or to call their parents to bring a more suitable outfit if they do not have additional clothing at school. Teachers may call a conference with parents whose students who violate the dress code.

## School Code of Conduct

Bright Water Waldorf School strives to be a community that embraces diversity. Our students, parents, teachers and adults come from many backgrounds and beliefs. Our goal is to respect and honor all. We seek to create an environment that protects the health, safety and learning of our students, parents and teachers. In the interest of everyone at Bright Water Waldorf School, it is necessary that the rules of the school are upheld by the students, teachers, parents and all adults who are a part of the school. The rules apply at all school occasions, assemblies, festivals and outings.

### Core Principles

We expect students and adults to be courteous and respectful to all members of the school community and to the general public, to respect the differences and rights of others, and to not swear, bully, harass or in any way endanger or harm others, whether physically or emotionally.

We expect students and adults to treat with respect their own and others' belongings and to conduct themselves in a respectful manner on the school property, the property of St. Mark's Cathedral, Volunteer Park, and in our neighboring area.

We expect students and adults to respect the learning environment of the school, to engage fully in the work of the class, not to disrupt unnecessarily, to bring issues forward in an appropriate manner and to be timely in arrival, departure and when turning in assignments and paperwork.

## School Rules

Inside the classroom and out, we aim to foster respect for the school and for others in an atmosphere of peaceful cooperation where learning can take place. The following rules have been adopted with this effort in mind:

- Children should listen and follow guidance from all adults in the school.
- No verbal aggression and no use of swear words or inappropriate language on school grounds.
- No physical aggression, including hitting and rough play.
- No sexual harassment of another person. Sexual harassment is legally defined as “any unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.”
- No throwing objects that may harm another person.
- No bullying or detrimental teasing. Bullying is defined as:
  - Physical violence and/or threat of physical violence
  - Persistent verbal abuse

Prolonged and aggressive exclusion of another from the group activity

Intimidation

Interference with the property of others

Incitement or coercion of others to carry out any of the points mentioned above

- No continuous disruptive behavior in the classroom including late or incomplete assignments.
- No running or yelling in the hallways.
- No damaging or stealing property.
- No possession of a dangerous weapon or device, including pocket knives.
- No use or possession of illegal substances, including tobacco.

Note: **Dogs are not allowed** inside the school building, on the playground, or on field trips.

## Playground Rules

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

- No play on the basement stairwell rail.
- No jumping off the banister wall outside.
- Honey Hollow is for Kindergarten, Preschool and 1<sup>st</sup> grade students only.
- The Superstructure is for students in grades 3-8.
- Children must ask teachers' permission to go inside for any reason.
- No running with sticks.
- If a ball goes over the fence, please tell a teacher. Do not go over the fence and get the ball yourself.
- No climbing on fences.
- No tying people up with ropes.
- No throwing sharp or hard objects. Only balls should be thrown.
- Balls should be kicked in an east/west direction, rather than north/south to avoid breaking windows.
- No Frisbee, tennis balls, baseballs or tennis or baseball games are permitted on the playground without permission from the movement teacher.
- No playing in or around garbage dumpsters or compost bins.
- Do not touch the basketball hoop or adjust it.
- Do not stand on basketball hoop base or hang on poles or basket.
- No congregating on back porch during recesses.

## Incident Reports

If a grade school student is asked to go home due to behavior problems, the teacher will fill out an incident report form. Parents will be contacted by a staff member and asked to pick up their child. Parents will be asked to read and sign the form when they come to pick up their child. In some instances, an event may warrant an incident report even if the child is not sent home. This form should also be read and signed by a parent.

## Disciplinary Policies

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

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

A conference between teacher(s), Pedagogical Chair and parents will be necessary before the child returns to school.

Most importantly, good communication among teachers and parents is necessary for the wellbeing of the young child and the class as a whole.

## Early Childhood

In the Bright Water Waldorf School Kindergarten and Preschool we strive to understand the nature of the young child and create a schedule that allows for an appropriate balance of activities. There are long periods of free play, both indoors and outside. The consistency of a daily rhythm allows the child to know, out of habit, what is expected of them at any given time. This can eliminate some of the difficulties that can be found in Kindergarten and Preschool settings.

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

- If difficulties are persistent, a teacher will request a conference with the parents. The adults can then assess the situation and work together to find ways to help the child express him or herself in more socially appropriate ways. Sometimes children can also be helped by changes in diet and daily routines.

Parents can be of assistance by informing teachers of changes at home that may result in unusual behaviors by their child.

## Grade School

The development of the children's social and emotional health is an important part of education within a Waldorf school. Within each class, rules are established as appropriate to the age of the children. The consequences and teaching that occur when the classroom rules are violated are also established each year by the teacher with the class. Situations involving individual disciplinary action will not be communicated in detail to the community, except as they relate to the safety of all the children. In cases of behavior in violation of broader school rules or of chronic misbehavior the Head of School/Pedagogical Chair will work with the class teacher, student and parents until the issue is resolved. Each situation is unique, and therefore an individual plan of support and appropriate action is determined for each instance.

### Student Probation Process

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

Cause for suspension may include:

- Chronic tardiness
- Chronic absenteeism
- Physical aggression toward another person
- Vandalism
- Leaving the school grounds without permission
- Disrespectful or disruptive behavior
- Foul language
- Habitual bullying, violent behavior, or harassment
- Substance abuse
- Threats of weapons or harm

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

- **Weapons Policy:** A student found with a weapon at school will be automatically suspended for a period of not less than one day. If there is a second violation, the student is expelled.
- Habitual bullying, violent behavior, or harassment
- Substance abuse
- Threats of weapons or harm

The school is authorized to take reasonable means to ensure the safety and well being of the children in their care. In cases of extreme violations of conduct or safety, a teacher may ask a parent to remove his/her child from school immediately. Every instance of behavior resulting in temporary removal from the classroom situation or school will be followed by a conversation of teachers, parents and student as deemed appropriate before the child re-enters school/the class. In addition, the child may be given some work to complete prior to his/her

return to the class or to school. The extent of further disciplinary action will be determined at the time of each infraction, and may include the child staying home from school for a pre-determined number of days or in dismissal from school altogether.

The following behaviors will result in a child being sent home immediately, asked to stay home from school for a pre-determined number of days, and/or in dismissal from school altogether:

- Physical aggression toward another person
- Verbal aggression, including: use of swear words, or inappropriate language on school grounds
- Willful damage to property
- Possession of illegal substances or weapons
- Any action that endangers the safety of another person or of self
- Blatant defiance and disrespect
- Sexual harassment of another person
- An accumulated record of general misconduct

A student probation process can be initiated by a teacher for behavioral or academic reasons. This process includes the class teacher and any other relevant teacher, the parents of the student on probation, the Pedagogical Chair and sometimes the Head of School. It involves creating a Student Success Plan. This will include:

- Identifying the issues at hand and
- Developing a strategy that includes regular student/faculty meetings and check-ins.
- Establishing benchmarks for achievement or improvement

Parents and student are informed as to what these benchmarks are, and the expected timeline for achievement. Any student who is placed on a Student Success Plan, for academic or other reasons, will not be allowed to participate in any of Bright Water Waldorf School's after school activities programs for the duration of their resolution process.

The goal of the resolution process is to bring student performance up to a satisfactory level. If this does not occur, the school reserves the right to take further action, including dismissal.

*Emergency and Safety*

## **Fire and Earthquake Drills**

In accordance with Seattle City regulations and under the guidance of Seattle Fire Department, fire drills are conducted monthly. Earthquake drills are conducted twice yearly.

## **Snow/Inclement Weather**

Bright Water Waldorf School **follows Seattle Public Schools (SPS)** in the case of storms and snow. Families should check the SPS website or [www.schoolreport.org](http://www.schoolreport.org) or listen to local news (KIRO 710 am or KOMO1000 am) to see whether the Seattle Schools are open. The school will also attempt to leave an outgoing message on the school phone to

notify callers of closure.

If the school must close **during** hours of operation because of snow or storm, the Office Manager will notify parents by telephone or via email.

If weather conditions prevent a parent or legal guardian from reaching the facility to recover a child, the school staff will care for the child (maintaining proper child/staff ratios) until such time as the parent, legal guardian, or emergency contact person can safely claim the child. The disaster supplies will be used as needed.

BWWS has developed a emergency/safety plan to provide safe care for students in the event of an emergency or disaster that occurs during the school day. A copy of the Emergency Safety Plan is available for review in the school office.

## In the Event of a Major Disaster

**Out of state contact information:** In the event of a major disaster, local phone communications may be down. The school will endeavor to report pertinent information to our out of state emergency contact, Sandpoint Waldorf School, 208.265.2683. Bright Water Waldorf School's emergency cell phone number is 206.465.5611. This number is only used in case of a major disaster.

## Sexual Harassment Policy

It is the policy of Bright Water Waldorf School to provide a school environment free from all forms of harassment, including sexual harassment, and to maintain an environment in which all students and adults are treated with dignity and respect. Therefore, no student shall be subjected to sexual overtures or conduct, verbal, visual or physical, which is intimidating, hostile, offensive, or unwelcome. Such conduct by adults or students is deemed unacceptable behavior and will not be tolerated by the school.

## Child Abuse Mandated Reporting

Like doctors, therapists, and other professional care givers, Bright Water Waldorf School employees are legally responsible for the well being of the children in our school and are mandated by Washington law to report any signs of abuse to a child in our care to Child Protective Services. This law requires that we immediately report behavior, comments, or physical markings indicative of abuse to Child Protective Services. Furthermore, we are legally bound to cooperate with authorities regardless of who initiates a report. Under Washington law, parental permission is not required to authorize the interview of one of our students on school premises by a law enforcement representative or a Child Protective Services employee.

## *Communication*

## School Communication

**Where can I get my questions answered?** Below are some of the ways in which parents and teachers communicate throughout the school year. The Head of School is available by phone, email, or in person to answer questions and hear concerns. If the Head of School is unable to help, she will assist you in finding the right person to ask and in making sure your question is answered in a timely way.

## Parent/Teacher Communication

**If a parent wishes to discuss their child or share concerns about the class, the first person they should contact is their child's teacher. If you cannot resolve an issue or concern with the teacher directly, you may take your concern to the Pedagogical Chair.**

The faculty and staff of Bright Water Waldorf School believe open and clear communication with parents is vital to the success of our students and our school community. We value your commitment to our school and appreciate your willingness to work with us, and hope that all parents can support direct communication by bringing concerns or questions to the person most likely to have the answer. When in doubt, please contact the Head of School.

*Below are some of the ways you will learn about your student's progress and the Waldorf curriculum.*

## Class Parent Evenings

Class Parent Evenings are an integral part of school life, offering parents an opportunity to learn about their child's developmental stage, view and talk about their child's work, build social relationships within the class and parent body, and participate in the types of activities their students are taking part in. These meetings include discussion on various aspects of Waldorf education, class activities, and curriculum. Attendance at these meetings is essential to your child's success, to the class, and to the school as a whole. The school recommends that at least one adult from each family attend class parent evenings. If you are unable to attend a meeting, please notify your child's teacher.

## Teacher/Parent Conferences

Teacher/Parent conferences are scheduled annually for all students in preschool through grade school. This gives parents and teachers the opportunity to discuss the development and well-being of the child and is necessary to maintain clear communication between parent and teacher. You or your child's teacher may request an additional conference at any time during the school year. A parent or teacher may request a meeting of the class teacher and the child's subject teachers to establish a complete picture of the child. Subject teachers also take part in parent/teacher conferences and will send out sign up information prior to conference time.

## Grade School Student Reports

Grade School student reports will be posted on the Parent Portal and accessible to parents through a secure login on the school's website. The reports will stay on line for a set period of time. Please contact the office for more information

## Annual Meeting

The Annual Meeting is hosted by the Board of Trustees generally in January. At this meeting, the Board presents a State of the School report which includes a financial update. This is a great opportunity to meet our Board!

## School Directory

**School Directory:** Contact information for enrolled families is available via the Parent Portal on the school website. Enrolled families set up an account for the portal via an invitation emailed from the school. You can find individual family contact information, easily create and print a class roster or an entire directory from the site. It is up to each family to keep this information current; the school requests that you review your contact information annually for accuracy. **All communications using directory information should be school-related. Parents have the option to decide whether or not they would like to share their information on the portal and in the school directory.**

## Email

The school maintains a comprehensive all-school e-mail list as well as individual class lists. Email is a useful tool for communicating matters pertinent to the class such as meeting times, field trip information, or schedule changes. **Email is not a recommended venue for discussion.**

Over the years, email has been the greatest source of miscommunication, misunderstanding, and ill-will. Please **help us keep a healthy and respectful** community by communicating in person or by telephone as a first choice when engaging in discussion. The School considers email a tool for announcements rather than discussions.

Please also remember that some people do not access email on a regular basis or at all and may therefore need to be contacted by phone.

School email lists or addresses are **not** to be used for

- commercial purposes
- airing grievances
- personal or business solicitations

## Weekly Newsletter & Blog

The Bright Water Weekly goes out every Thursday through email. Bright Water Waldorf School has a blog as well as a Facebook page where articles of interest as well as Guest Bloggers post relevant information. Guest bloggers such as teachers and students also contribute with class project highlights or curriculum/pedagogical insights.

## Roles and Organization in the School

Bright Water Waldorf School is independently incorporated and is governed as a legal and fiscal entity by the Board of Trustees, as the Bright Water Waldorf Society. Members of the Board have the responsibility of holding the school in “trust” ensuring that the school is operated in a manner that ensures the long term stability of Bright Water Waldorf School.

The Board hires the Head of School who carries the responsibility for all aspects of school life including admissions, academic standards, student life, program development, faculty and staff hiring and evaluations, and the overall wellbeing of all members of the school community. The Head of School adopts a collaborative approach where teachers have important input in decisions relating to admissions, faculty hiring and the development of programs, and creating positive partnerships with the parent community.

## Faculty Committees

The Faculty meets weekly on Thursday afternoons and on periodic in-service workdays throughout the school year. The focus of their meetings centers on professional and curriculum development, and student success. There is also time spent reviewing general school business, administrative matters, and committee business.

The grade school teachers and early childhood teachers meet separately to discuss issues pertaining to their specific areas of responsibility.

The Faculty organizes its work through committees and is supported by the Administrative Faculty. The committees in operation are:

- **Leadership Team**—responsible for creation and monitoring of policies which relate to programs and the work of teachers, committee oversight, and programmatic decision making. LT membership is a two year term. The Leadership Team is composed of members of the teaching faculty, Pedagogical Chair and the Head of School. Members are voted in by the faculty. Members (excepting the Pedagogical Chair and Head of School) serve for two successive years. Among the responsibilities assigned to the Leadership Team are:

Maintain compliance with Board policies                      Committee Oversight

Hiring/firing/personnel matters                                      Long-Term Planning

Professional Development

Policy development and decision-making

- **Hiring Committee**—responsible for receiving and vetting applications for open positions, scheduling and holding interviews, and presenting a recommendation to the Leadership Team.
- **Festival Committee**—responsible for planning and oversight of festivals, creating new systems as needed.
- **Faculty Triad**—The Faculty Triad is the group responsible for forming faculty meeting agendas and for maintaining the faculty meeting decorum and timekeeping during the faculty meetings. They also hold child/class studies.
- **Safety Committee**—responsible for policies and education around safety of the school. Consists of a variety of faculty members.

- **Pedagogical /Curriculum Committee** - responsible for the professional development of each faculty member and for the school's Waldorf pedagogical practices. Pedagogical/curriculum committee members consist of Early Childhood, Subject and Main Lesson teachers who have at least five years of lead teaching experience and are current in their certifications. The Pedagogical/curriculum committee provides program and adult education recommendations to the Leadership Team, faculty support to deepen Waldorf teaching practices and is responsible to hold child/class studies.

## **Administrative Faculty**

### **Head of School**

The Head of School oversees the work of the administration, faculty, staff, and overall operations of the school. While maintaining compliance with the Board Executive Limitations Policies, the Head of School reports to the Board of Trustees and serves as the Chair of many committees. An important part of this position is representing the school to outside organizations and establishing long-lasting partnerships with members of the independent school community.

### **Pedagogical Chair**

The Pedagogical Chair is responsible to carry the pedagogical vision in the administrative realm and to ensure best practices are being followed within Waldorf pedagogy. The Pedagogical Chair works closely with the Head of School to serve as a conduit for managing the concerns of the parent community and ensures that the faculty addresses matters for the effective functioning and overall health of the school. The Pedagogical Chair is the Chair of the Pedagogical and Curriculum Committee.

### **Development Consultant**

The Development Consultant is responsible for raising funds for the school through several fund raising strategies and collaboration with the Board, the Head of School and the Parent Association. Major projects are the Annual Fund and working with the Parent Association on the Annual Spring Gala.

### **Director of Finance**

The Director of Finance is charged with the responsibility of managing the Finances of the School in collaboration with the Head of School. The Director of Finance also handles all accounts payable and receivable.

### **Director of Admission, Marketing and Communication**

Director of Admission is responsible for admissions events and school tours, and the management of student admissions and enrollment. This position oversees internal and external communications, website updates and is in charge of the social media and marketing work of the school.

### **Office Manager**

The Office Manager coordinates office work flow to support the school community; handles facilities scheduling and maintenance, school safety procedures/training/drills and maintains personnel files

## **Administrative Assistant**

The Administrative Assistant is responsible for receiving phone calls and greeting visitors at the school. The Administrative Assistant is also responsible for working in collaboration with the Head of School. Acts as Registrar and is responsible for database management.

## **Board of Trustees**

The Board of Trustees actively promotes and supports the school's mission. They are knowledgeable about the school's goals, operations, and issues. Trustees are not involved in management, personnel, or curricular issues. They guard against conflicts of interest, whether business-related or personal. Trustees contribute to the fund development program of the school, including financial support and active involvement in annual and capital giving. The Board has three committees: Development and Marketing, Board Operations, and Finance.

The Board seeks trustees who have the background and ability to bring a broad perspective, passion, and interest in the long-term strength of the school. They should be able to lead committees, and potentially the board. They should bring expertise in board experience, board operations, development, marketing, facilities planning, or law. They are able to provide access to community leaders and new potential donors. Above all, they should be able to communicate our vision and mission to others.

## **Board Committees**

### **The Board Operations Committee is commissioned to:**

- Maintain by-laws that meet the needs of BWWS
- With assistance from the Head of School, determine appropriate composition of the Board necessary to meet organizational goals
- Guarantee that all Board seats are filled with active and resourceful trustees
- Define policies and procedures for the internal working of the Board
- Identify and recruit prospective Trustees for the Board
- Oversee production of a Board Orientation Packet
- In partnership with the Head of School, provide orientation for new Trustees
- Write job descriptions for Board officers and committee chairs
- Act as nominating committee to determine the slate of officers and Trustees
- Conduct elections
- Review and recommend revisions to the by-laws which meet BWWS' goals
- Conduct an evaluation of the Board of Trustees and the Board as a whole

### **The Development and Marketing Committee:**

#### **PLANNING:**

- Analyze funding and marketing history with Head of School
- Work with the Head of School to determine funding and marketing priorities
- Assist staff in developing a comprehensive fundraising plan to meet annual budgetary needs
- Assist staff in developing a marketing plan to meet enrollment commitments

#### **SOLICITATION:**

- Meet with prospective and current donors as appropriate (Annual Fund, Major Asks)
- Design and drive (prioritized by staff) fundraiser events
- Engage Board in all fundraising events

### **The Finance Committee is commissioned to:**

- Oversee the fiscal management system
- Review and recommend budgets for Board approval
- Ensure adequate internal fiscal controls
- Review financial statements and ensure there are reports to the Board and funding sources
- Ensure that there is an independent audit of books
- Recommend fiscal management policies to the Board
- Ensure adequate insurance coverage for the school

## **Parent Association**

A vibrant parent association is important to the success of the school. Entirely parent run, with input from the Head of School and the Pedagogical Chair, the Parent Association helps with a variety of different tasks and events throughout the school year. Various educational opportunities are promoted by the Parent Association to provide information to our school community as well as the community outside of our school. Whether you can come to every meeting, help out once a year, or participate via email in important discussions, your assistance is welcomed. The parent association meets monthly, and discussion is centered around a specific topic.

## **School Finances**

Although tuition covers roughly 85% of the cost of each student's education, the school relies on a strong base of parent volunteers to help with fundraising, special events, and classroom duties. Each parent's contribution of time, skills, and money enables us to provide a high quality education to the students of Bright Water Waldorf School. Coming together and working in groups helps build community spirit, is critical to the long-term stability of the school, and demonstrates to students that their education is important to you. In addition, working with other families on school projects and events is fun!

## **Our Fundraisers**

### **Community Fund**

The school's major fundraising event is our year-long Annual Fund Drive, spearheaded by our Board of Trustees. The Annual Fund directly supports the cost of operating the school, thereby helping keep tuition lower overall. Every family is asked to give 10% of their total annual tuition. Each family's financial picture is unique, and contributions vary. We ask that all families contribute some amount in an effort to maintain 100% participation. Our Board of Trustees contribute to the Annual Fund as a part of their commitment to our Mission. Trustees are asked to give between \$250-\$2,500 to the Drive. Faculty and staff are also active supporters and contributors to the Drive.

### **Curriculum Trips Fund**

Several smaller fundraising activities also take place to support specific class trips in the grade school, the largest of which is the eighth grade class trip. All of the trips are curriculum-based and offer the students unique, experiential activities beyond the classroom. The fundraisers that are dedicated to our student trips include:

- **Sugar Plum Faire:** offers wholesome activities and craft-making opportunities for children and families. Students, parents, and local vendors sell crafts, hot food, and beverages at this event. Come do some holiday shopping and raise money for the school at the same time!
- **Hot Lunch:** Hot lunches offered and prepared by businesses contribute a percentage of their proceeds to BWWS.

**The Student Curriculum Trips Fund pays for up to 75% of the cost of these trips:**

Grade Three Farm trip

Grade Six Medieval Games

Grade Four Potlatch

Grade Seven Renaissance Fair

Grade Five Olympiad

Grade Eight Trip (approx. 1 week)

Parents are responsible for the remaining 25% of cost. The School restricts individual classes from holding additional fundraisers for any purpose in an effort to avoid fatigue in the school community and deter competition between classes for funds.

- Grade Seven Renaissance Faire
- Grade Eight class Trip

Tuition enables the school to fund all aspects of the school's operations; it is critical that parents are prompt and complete with their scheduled payments. There are several payment plans offered. If you need to alter your payment plan, or enquire about your account please contact the bookkeeper at [accounting@brightwaterschool.org](mailto:accounting@brightwaterschool.org). If you have questions regarding your Smart Tuition Account please email [admissions@brightwaterschool.org](mailto:admissions@brightwaterschool.org).

## Tuition

### Re-enrollment Fees

Re-enrollment fees for returning students are due by the date stated on your re-enrollment letter. Re-enrollment fees are non-refundable and Bright Water Waldorf School cannot guarantee a space for any student whose re-enrollment fees have not been received by the due date. **The re-enrollment fee is a prepayment for the upcoming year's tuition.**

### Past Due Accounts

Tuition and After School Care payments are due on the **10<sup>th</sup>** of each month unless you have made special arrangements with the school. Payments are considered late after the **20<sup>th</sup>** of each month, or seven days after the stated due date of your payment.

A **\$40.00 late fee is assessed** if payment is received ten days after the payment was due. This late fee applies **separately** to tuition payments and Aftercare payments. An additional \$20 late fee will be assessed for each month that a payment is past due.

**Re-enrollment cannot be guaranteed** for a family whose account is in arrears. **Parents are expected to follow up with Smart Tuition if their payment is late. Please contact the Business Office if your circum-**

**stances have temporarily changed and you are unable to make your scheduled payment.**

### **Morning Care**

Morning drop-off for grades 1-8 is included in your tuition costs.

### **Tutoring**

If your child requires one on one tutoring services, this is not included in your tuition.

### **After School Care**

The costs for After School Care **are not included** in the cost of tuition. After School Care Program consists of After School Care, Sports, and Clubs.

### **Withdrawal**

**Please see your tuition contract for complete withdrawal policy.**

## **Financial Aid**

### **Philosophy**

Bright Water Waldorf School is firmly committed to the principle that economic and financial considerations should not determine who may attend the school. For this reason, all families in need of tuition reduction are invited to apply for financial aid. To make our school more accessible to families of varying economic backgrounds, we offer financial aid based only on financial need. In return, we seek families who are committed to making an investment in their children's future by paying at least a portion of their child's education.

As the school has a limited budget, it is vital that you submit your financial aid paperwork by the deadline stated in your re-enrollment packet. The Financial Aid budget is generally set in the fall of the preceding year. Please be aware that if you miss the deadline, all funds may have been allocated. Financial Aid is not available for Parent and Child classes. Please contact the Head of School with questions about the Financial Aid program, or see our Financial Aid information available on the website or in the office.

### **Selection:**

All Financial Aid requests are considered separately from the admissions process. Admissions decisions are made without regard to the financial circumstances of a student's family. Financial Aid awards are made solely on the basis of financial need, as determined by the required financial statement forms. It must be stressed that requests often exceed the program's resources.

### **Renewal:**

Financial aid determinations are made annually and **a new application is required each year**. Although the needs of returning families are given first consideration, we welcome applications from new families.

### **Evaluation of Need:**

Financial need is determined according to the guidelines and formulae established by the School and Student Service (SSS) by the National Association of Independent Schools (NAIS). All applicants for financial aid, both new and returning families, must submit a current Parents' Financial Statement (PFS) to the SSS, and upload

tax documents according to the SSS instructions. The SSS provides a fair method for determining the reasonable contribution which each family should make and ensures that each school to which the student applies will have similar data on which to base its decision. Financial Aid is determined using the SSS as a guide in determining each applicant family's tuition. Please note, however, that figures returned by the SSS are for guidance only, and do not represent a final determination.

### **How to Apply:**

Apply online by going to <http://sss.nais.org/>. Please address the Head of School with any questions you may have at [jghosh@brightwaterschool.org](mailto:jghosh@brightwaterschool.org).

**Please note: The timely submission of the required forms is crucial to the decision process and late applications or failure to submit required documents may jeopardize your chances of receiving aid.**

### **Appealing a Determination:**

If you have questions or would like to appeal your financial aid determination , please contact the Head of School, who will lead you through the appeals process.

### Early Childhood

*Work and Play in Early Childhood*—**Freya Jaffke**  
*Children at Play*—**Heidi Britz-Crelius**  
*The Young Child*—**D. Udo de Haes**  
*Festivals, Family, and Food*—**Cary & Large**  
*The Education of the Child*—**Rudolf Steiner**  
*You Are Your Child's First Teacher*—**Rahima Baldwin**  
*Over the Rainbow Bridge*—**Patterson & Bradley**  
*Rhythms of Learning*—**Roberto Trostli**

### Websites

**AWSNA:** Association of Waldorf  
Schools of North America  
[whywaldorfworks.org](http://whywaldorfworks.org)

### Education, Adolescence, Gender, Technology

*Waldorf Education*—**Jack Petrash**  
*Between Form and Freedom—A Practical Guide to the Teenage Years*—**Betty Staley**  
*Catching Up or Leading the Way?*—**Yong Zhao**  
*The Hurried Child*—**David Elkind**  
*Odd Girl Out—The Hidden Culture of Aggression in Girls*—**Rachel Simmons**  
*Real Boys*—**William Pollack**  
*Endangered Minds*—**Jane Healy**  
*Your Child's Growing Mind*—**Daniel Goleman**  
*Failure to Connect*—**Armstrong & Casement**  
*Emotional Intelligence*—**Mary Pipher & Ruth Ross**  
*Punished By Reward*—**Armstrong & Casement**  
*Reviving Ophelia*—**Mary Pipher & Ruth Ross**  
*Boys and Girls Learn Differently*—**Michael Gurian**  
*Raising a Daughter*—**Don and Jeanne Elium**  
*Toxic Childhood Syndrome*—**Sue Palmer**