Wasatch
charter school

PARENT / STUDENT HANDBOOK

1458 East Murray-Holladay Road, Holladay, UT 84117
801-871-3950 * www.wasatchwaldorf.org

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Welcome to our school

Wasatch Charter School strives to be a living community of learning. As such, it is not a static entity or institution, but a collective. The strength of our school lies in the way that the talents, the experiences, the gifts, and even the weaknesses of each individual interact to create a culture of striving, a nourishing environment in which students, teachers, parents, and community members can thrive. Together, we create and hold the space for individual and social growth. It cannot begin to be undertaken by anyone alone. It requires the contribution and best efforts of all of us. You are beginning much more than a job in coming to work for Wasatch Charter School; you are directing your will towards a path of growth, of personal transformation, and of community revitalization. Together, we will all be strengthened and the children that we are here to serve will flourish.

A healthy social life is found only, when in the mirror of each soul the whole community finds its reflection, and when in the whole community the virtue of each one is living.

-- Rudolf Steiner

School Vision Wasatch Charter School is a Waldorf charter school in the Salt Lake Valley that provides a comprehensive education program integrating academics, arts, movement, nature, and social responsibility into everyday learning. Through a culture of holistic learning, our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and communities.

School Mission

Wasatch Charter School provides a K–8 public Waldorf education that is dedicated to the optimal development of each individual child. WCS nurtures intellectual, social and emotional, and physical capacities through an artistic, hands-on, interdisciplinary approach to core academic subjects which enables each student to blossom into an imaginative, engaged, competent, life-long learner.

Vision and Mission in Action WCS graduates will demonstrate creativity, social and emotional awareness, moral reasoning, physical abilities, and academic success in rigorous environments.

WCS will be recognized by the community as a highly desirable educational option and will be highly sought after by families in the surrounding community who maintain and seek enrollment.

WCS will cultivate a strong, Waldorf-certified faculty of engaged teachers who, together, develop a full academic curriculum inspired by Waldorf education that includes language arts and reading, writing, mathematics, social studies, science, multiple foreign languages, and character education taught with an emphasis on the natural world, as well as a specialty curriculum including visual and performing arts, speech, vocal and instrumental music, eurythmy and dance, physical education, handwork, woodwork, gardening, and animal husbandry.

WCS will offer a supportive and accepting environment for students of all abilities and backgrounds. The school community will involve families and reflect the diversity and culture present in the broader community.

WCS will be supported by strong parent volunteers, dedicated staff, and engaged students who strive together for life-long learning.

The growth and effectiveness of WCS may lead to an expansion of programming, including arts and parent/family support curriculum, additional K–8 campuses, a high school, and privately-operated, but philosophically aligned, pre-K and parent-toddler classes.

Values

Wasatch Charter School's educational model is based on Rudolf Steiner's philosophy of developing the whole human being and is informed by Anthroposophy (a philosophy of

human wisdom). It is important to us to preserve the innocence and wonder of childhood, to practice and encourage wholesome living, and to provide emotional and environmental safety.

Creativity and artistic expression are essential in a child's healthy growth and development and are fully integrated into the curriculum. We seek and embrace diversity in our community. We believe that the education of students, teachers and parents is a lifelong process. Our values fall into the spheres of Truth, Beauty and Goodness; Social Renewal; and Organizational Integrity.

Truth, Beauty and Goodness encompass a collection of values that foster a healthy emotional and intellectual life:

Liberal arts education

Analytical, creative and flexible thinking

Rigorous academics

Comprehensive artistic training

Kindness and compassion

Gratitude and reverence

Humor and play

Social Renewal manifests itself through our actions. Waldorf education exerts a healing force in the world through:

Sustainability of Humankind

- o Service to others
- o Care of self
- o Stewardship of Earth

Work in partnership with parents & greater urban community

Inclusiveness

Personal responsibility, integrity & courage

Organizational Integrity requires us to be thoughtful in the way we organize and run our school, including:

Transparent processes

Decision-making through consent

Governing bodies & individuals working in partnership

Professionalism & collegiality

HISTORY

Wasatch Charter School was founded by a diverse group of individuals with varied first-hand experiences with Waldorf education. Each founder came to WCS with a passion for the beauty, curriculum, methods, and successes of Waldorf education. As parents of Waldorf students, former students in Waldorf schools, former teachers and assistants in Waldorf schools, and individuals seeking training in Waldorf education, each has sought to replicate the success of the Waldorf model and make this type of educational experience accessible to students in the Salt Lake Valley in Utah.

From a humble gathering of 10 individuals in November 2013, to a formalized proposal and application to the State Charter School Board in the summer and fall of 2014, to approval by the State Charter School Board in January 2015 and the State Board of Education in April 2015, to opening in August of 2016, each step of the creation of Wasatch Charter School has been infused with inspiration and vision, optimism, and the conviction that children are innately curious about themselves and the world, inherently wanting to learn, discover, and create. Subsequently, the role of the school is to nourish and guide this natural exuberance, energy, and delight in the quest for meaning and knowledge through a developmentally appropriate approach to teaching and nurturing all children.

ADMINISTRATION

Every Waldorf school is unique. Uniqueness is based on many elements some of which are: geography and location, building design and architecture, resources, parent base, and certainly, leadership. Uniqueness also arises out of the good work and participation (presence in their class, in meetings, and on committees) of many colleagues who draw on life and work experience to take the school into the future. At Wasatch Charter School, we draw on the experience and practices of established public and private Waldorf schools, to create an administrative structure that is collaborative and shares responsibilities and authority. The administrative team (as outlined below) work together, weaving their individual and shared responsibilities into a cohesive capacity to hold all of the key functions of the school.

The following is a description of programmatic, pedagogical, and professional responsibilities of the directors and Business Manager**.** While these are areas of expertise for each, governance of a school is a shared responsibility. The success of each director depends on collaboration with the other directors (executive, administrative, special education) and the support staff. A unified approach to working with parents, faculty, and children is essential to the health of the community and the professional life of the school.

Executive Director

The school's Executive Director is responsible for the progress towards realizing the school's mission and vision. The Executive Director serves a leadership and coordinating function with authority delegated from the Governing Board to ensure compliance, to hire and terminate employees, to oversee programs and operations, and to create a positive school culture.

Pedagogical Administrative Council (PAC Team)

The school's Teacher Leadership Committee is composed of the School's Directors and Teacher Team Leads and is responsible for working alongside the Executive Director in oversight of daily operations of the school, including, hiring, and culture, with particular focus on teaching and curriculum. The Team Leads supervise, mentor and help evaluate teaching staff.

Business & Human Resources Manager

The school's Business and HR Manager is responsible for maintaining accounting standards, tracking purchasing, payroll & benefits, and financial reporting. At present these functions are contracted with Red Apple Finance, a Third Party provider.

Administrative Director

The school's Administrative Director is responsible for enrollment, calendaring, records management, reports, and working with the other Directors in facilitating the successful operations of the school. The Administrative Director supervises, mentors and evaluates other administrative staff and contractors, including secretaries, nurses, and custodial personnel.

Pedagogical Directors

The Pedagogical Directors oversee the curriculum for the school including particular attention to maintaining the Waldorf pedagogy. These Directors are supervisors and part of the administrative team but also participate in the PAC, the School's Student Support systems and are responsible for overseeing the special education department, 504 plans, recess, student discipline and restorative justice in collaboration with the 3 Streams Coordinators and SSEG. The Student Support Director ensures compliance with legal requirements and supervises, mentors, and evaluates all special education and student support staff and contractors.

Food Services Director

The school's Food Services Director is responsible for overseeing the school's lunch program, including compliance with regulations, purchasing, budgeting, and preparation of food. The Food

Services Director supervises, mentors, and evaluates all food service staff.

GOVERNANCE

Governing Board

The Governing Board is responsible for the legal, financial, and policy aspects of the school. It consists of 7 - 11 board members made up of parents and community members. There are also several non-voting members, including the Executive Director, Business Manager and two members of the Pedagogical Council. The Board By-Laws are available upon request. Board meetings are held regularly, usually on a monthly basis, and agendas are posted online. Board meetings are open to the public.

Pedagogical Council

The Pedagogical Council consists of faculty and staff members. This council meets weekly on Mondays to discuss matters of importance to the school, builds school culture, hears updates on team matters by team leads , and other areas of the school, works with proposals, and develops new or improves existing programs and processes.

Family Council

The purpose of the Family Council is to develop community and facilitate parental involvement in the school life and culture. The Family Council consists of the parent coordinator for each class and other members who wish to participate. This organization includes and is available to all parents and other family members of students attending Wasatch Charter School. Monthly meetings provide a means for families to be informed of and involved in festivals, fundraisers, staff appreciation, new family support, and other activities as needed.

Purpose: Parent support is essential to the success of the Wasatch Charter School and your participation is expected and embraced. Our community thrives on family involvement.

Through our Family Council (FC), mothers, fathers, and grandparents are offered many opportunities to share their skills, talents for the community. This all-volunteer, parent-run organization's mission is to foster the well-being of the school community by facilitating communications among the bodies of the school, inspiring parent participation in school life, and organizing our efforts.

Role Within the School: Family Council is a way for parents to actively participate in, serve, and contribute to the functioning and organization of the school. The Family Council is the third organizational body of the school (the other two being the Pedagogical Council

(Teachers) and the Governing Board (Board of Trustees)). The Family Council's main sphere of influence is in the social realm, while the school's main sphere is the pedagogical realm and the Board is mainly responsible for financial and legal matters.

Meetings: The Family Council has regular meetings once a month while school is in session and occasional, additional meetings. Monthly meetings are open to all parents of children enrolled in the school.

Structure: All parents and guardians of children currently enrolled at Wasatch Charter School are automatically considered members of the Family Council. Each member is welcomed as a valuable contributor to the mission and goals of the council. The success of the Family Council rests on the commitment and contributions of our parent body.

Leadership: Family Council Structure consists of a Chair (or two co-chairs), a Vice Chair, one Secretary and other leaders as needed and appointed by the Council.

The Chair leads and directs the meetings of the Family Council, sets the agenda, serves as a member of the Joint Committee and serves between 1-3 years. The Vice Chair may lead meetings in the Chair's absence, may be elected as the succeeding Chair, and will subsume the role of Chair should the Chair be unable to fulfill the responsibilities. The Secretary takes and distributes minutes of the meetings, distributes agendas and notifications of meetings, and provides other support for the Family Council. Family Council Officers are required to participate in training and sign and adhere to agreements for conduct appropriate to their positions. **Parent Coordinators** are members of the Council and work directly with the teacher in their child's class to provide support, logistical assistance, communication, and other activities. Parent coordinators serve for one school year and are expected to belong to, participate in, and attend meetings of the Family Council.

Each Class is expected to have a **Parent Coordinator** (or a team of Parent Coordinators that share responsibilities) selected by the Family Council Chair / class teacher.

***Parent Coordinator Responsibilities*:**

1. Attending all Family Council meetings (approximately 2 hours per month).Continuity of attendance is important for decision-making.
2. Transferring information back and forth between the class and the Family Council.
3. Supporting the class teacher by helping with communication, events, planning, volunteer needs, and other activities.
4. Starting the phone / email tree for your class (as needed).

5. Supporting one event/festival per class each year and conveying information about school events to parents in the class and delegating the responsibility for organizing your class' portion of the event to one of the parents in the class.
6. Educating oneself as to the organizational forms that exist within the school, the functioning of the three bodies, and the procedures and policies of the school.
7. Attending occasional meetings of other bodies or groups when invited (such as Joint Committee/Board/Pedagogical meetings or meetings with outside consultants), as a representative of Family Council.
8. Supporting parents in the class who have questions or concerns about the school by directing them to the proper channels by which to get these matters resolved.
9. Maintaining an awareness about what it means to represent - to proactively solicit and convey the issues and concerns of your class to the Family Council or the appropriate individual or body, even when those issues and concerns are different from your personal viewpoint.
10. Striving to be a role model within the parent body, to consciously try to hold matters that concern the school in the highest way within yourself and to communicate clearly and appropriately with others in the school community about school matters.
11. Welcoming new families to our community.

Family Council Chair Responsibilities: The job of the Family Council Chair (or two parents who agree to share the position as co-chairs) includes the following responsibilities:

1. To facilitate monthly Family Council Meetings in an atmosphere of integrity and responsibility.
2. To keep meetings orderly.
3. To assure that all parents are made to feel welcome at meetings.
4. To provide a strong sense of leadership to the Family Council.
5. To attend special session meetings with other leadership bodies or chairs or organizations as needed.
6. To attend monthly Joint Committee meetings with the Governing Board Chair, Executive Director, Pedagogical Advisory Members, and Faculty Representative(s).

Family Council Secretary Responsibilities:

1. Create agendas for each monthly Family Council meeting. [Agenda items will be topics within the appropriate realm of Family Council, including topics that are carried over from previous Family Council meetings and topics that are suggested to the Chair prior to the meeting by parent coordinators, parents, teachers, subcommittees or any other school body or individual.]
2. Post the agenda on the Family Council prior to each meeting and distribute agendas and relevant documents to everyone who attends the monthly meeting and also Parent Coordinators who were absent from the monthly meeting.
3. Work with school administrative staff to ensure that all meetings are noted on the school calendar and newsletter.
4. Attend all Family Council Meetings.
5. Keep written minutes of each meeting (usually the equivalent of 2 - 5 typed pages per meeting). The writing should describe the major threads of discussion and, in most cases, not specifically detail who said what. Care should be taken to describe the discussions as accurately and objectively as possible.
6. Show the written minutes to the Chair as soon as possible (ideally within one week of each meeting) for review and revision.
7. Make any needed revisions in a timely manner.
8. Distribute a copy of the final version to each of the members of the Family Council.
9. Post a copy of the minutes on the Family Council webpage so they are available for other members of the community to read.
10. Keep the Family Council notebook that is stored in the school office updated with agendas, minutes and other PC documents.
11. Strive to be a role model within the parent body, to consciously try to hold matters that concern the school in the highest way within yourself and to communicate clearly and appropriately with others in the school community about school matters.

Family Council Vice-Chair Responsibilities:

[Typically, the vice-chairs also serve as Parent Coordinators and work with a particular grade-range: Early Childhood, 1-3, 4-5 & 6-8.]

1. Attend all Family Council Meetings and transfer information back and forth from the Family Council to a set of Parent Coordinators (typically coordinating with 4 – 8 Parent Coordinators at a time).2. Convey information about school events to other Parent Coordinators, supporting and delegating the responsibility for organizing your grades' portion of events and classroom activities within each respective parent community.

3. Educate oneself as to the organizational forms that exist within the school, the functioning of the three bodies, and the procedures and policies of the school.

4. Attend occasional meetings of other bodies or groups when invited (such as Joint Committee/Board/Pedagogical meetings or meetings with outside consultants).

5. Support parents in the class who have questions or concerns about the school by directing them to the proper channels by which to get these matters resolved.
6. Maintain an awareness about what it means to represent - to proactively solicit and convey the issues and concerns of your class to the Family Council or the appropriate individual or body, even when those issues and concerns are different than your personal viewpoint.
7. Strive to be a role model within the parent body, to consciously try to hold matters that concern the school in the highest way within yourself and to communicate clearly and appropriately with others in the school community about school matters. 8. Welcome new families to our community.
9. Facilitate and orient new Parent Coordinators.

Committee Chair / Coordinator Responsibilities:

Some school committees can only accommodate a limited number of representatives. (Other committees can accommodate any number of interested parents.) It is the responsibility of the Committee Chairs representatives to:

1. Attend all meetings of the committee of which you are a member.
2. Participate in the work of the committee.
3. Transfer information back and forth between the committee and the Family Council. This includes reporting to the Family Council on committee topics which are still in progress in the committee and gathering feedback from the Family Council on these topics to take back to the committee.
4. Be responsive to parents in the school who have questions or concerns about the realm of the school which is handled by the committee of which you are a member.
5. Maintain an awareness about what it means to represent - to proactively solicit and convey the issues and concerns of the Family Council and the parents who are to be affected by the issue at hand to the committee of which you are a member, even when those issues and concerns are different than your personal viewpoint.
6. Educate oneself as to the organizational forms that exist within the school, the functioning of the three organizational bodies, and the procedures and policies of the school.
7. Strive to be a role model within the parent body, to consciously try to hold matters that concern the school in the highest way within yourself and to communicate clearly and appropriately with others in the school community about school matters

Committees and Coordinator Roles with active Parent

Involvement include:

Events Committee

Traffic Committee

Fundraising Committee

Garden & Grounds Committee

Volunteer Coordinator

Wasatch Family Foundation

Wasatch Family Foundation is a separate non-profit organization that was established to support Wasatch Charter School. Wasatch Family Foundation administers tuition-based programs for children and families that operate alongside the public charter school. Together, these programs serve to provide a more comprehensive array of Waldorf curriculum offerings, including preschool, aftercare, summer camps, parenting classes, student enrichment classes, and other learning activities. In addition, Wasatch Family Foundation hosts large fundraising events and conducts other fundraising endeavors that benefit Wasatch Charter School. These two organizations work in a complementary and mutually-beneficial manner, while remaining financially separate.

Joint Committee

The Joint Committee consists of the Executive Director, Governing Board President, Foundation Director, Foundation Board President, Family Council Chair, and a member of the Pedagogical Advisory Committee. Its primary mission is to facilitate communication, allowing input from all. The Joint Committee helps to focus the Strategic Plan and communicates about community challenges and solutions.

Pedagogical Administrative Council

The Pedagogical Administrative Council consists of teachers and administrative staff. They meet regularly to address pedagogy, mentoring and evaluation, hiring and employment of teachers, instruction, professional development and school culture.

Board & Council Committees

Committee membership may include board members, faculty members, parents, and community members, based on the criteria for membership and scope of work. Each committee has a clear mandate and a scope of influence in which they work. Committees meet regularly to review activities, plan and coordinate school programs and respond to school needs. Committees regularly report out to the appropriate larger bodies within the school's governance structure: Governing Board, Pedagogical Administrative Council, and/or Family Council.

Guiding Principles for Council & Committee Work

1. Each Committee will have a chair who leads the discussion and ensures that all voices are heard and the interests of each individual are considered.
2. Each Committee will have a secretary who takes minutes and tracks assignments given and commitments made within the meeting.
3. An agenda will be set for each meeting, in advance, defining what will be discussed and the time allocated to each item. The chair is responsible for ensuring that the agenda is followed; the secretary is responsible for ensuring adherence to timeframes.
4. Committee minutes will be kept on Google Drive in the appropriate folder and be made available to all committee members and other appropriate individuals.
5. Committees operate from a place of good will and intentions. They cooperatively establish the norms for their work together when they begin and orient new members to their mandate, process, and norms when they join.
6. Committees function only within their mandate.
7. Committees report to the relevant Councils on a regular basis and solicit input and feedback on their activities. Committees will often develop plans and suggestions within their scope which require the approval of a larger Council. (For example, a proposal on benefits providers by the Benefits Committee that is then presented to and approved by the Governing Board.)
8. Decision-making is by CONSENT. This is not consensus, nor majority rules; rather, the committee works to hear all views and then reach a decision to which there are no objections. There does not need to be full agreement, just a willingness to support the action which is going forward.
9. When a committee reaches a decision, all members will publicly support and advocate for that decision.

COMMUNICATIONS

Healthy Communication Guidelines

At WCS, we seek to create an authentic and nurturing community of students, faculty, staff, parents, neighbors, and friends. We would hope that each “single soul reflects the total community, and the community itself is reflected in the single soul” (Rudolf Steiner). As adults in this community, we are obliged to provide models worthy of imitation for the children. If we are to foster respect, we must model respect in our interactions with each other. Our school is committed to positive adult communication, based on mutual respect. We are committed to an atmosphere where different perspectives are heard and valued, and confidentiality is respected.

One of the 12 senses described by Rudolf Steiner is the sense of ego—meaning a sense not of oneself only, but a cultivation of sensitivity to others. Though it is natural for questions and

concerns to arise within any community, sensitivity and respect allow such concerns to be communicated in a productive and constructive manner. An important starting point is recognizing that the first priority is serving the best interests of the students. All respectful adult interactions, large and small, lead to building a healthy environment for student learning. All respectful adult communication serves to model appropriate, constructive and adult behavior.

To accomplish this goal, we abide by certain principles:

1. We demonstrate respect, in both what we say, and how we say it.
2. We focus on issues, not individuals. We assume that others are acting out of their best intentions.
3. We keep an open mind. We are positive and flexible. We ask questions first.
4. We respect the confidentiality of information imparted in confidence, including that shared in group meetings. We honor the need of others to do the same.

Guidelines

1. When a question or issue arises concerning another person (a class teacher, a subject teacher, a staff member, or another parent), we take it up appropriately and, as soon as possible, we have a face-to-face conversation with that person. Asking a clarifying question is often all that is needed to solve an issue. We demonstrate respect by speaking to people directly, rather than taking the issue to others when the one with whom we have an issue is not present.
2. We respect others' time and priorities by arranging for an appropriate time and place for the conversation. (Teachers will respond to a meeting request within one to two work days.)
3. We strive not to take things personally. We listen with an open heart and mind.
4. We use email and texting thoughtfully, keeping in mind the four Principles above.
5. We familiarize ourselves with these communication principles and guidelines and encourage others to use them.
6. We do not condone or tolerate verbal, physical or sexual harassment.

Electronic Communications and Social Media

Electronic communication has become an essential part of adult life. It is a tool that can be helpful in transmitting simple or large amounts of information, coordinating activities, and expediting plans and processes. However, email lacks the key visual cues, nuances and inflection of direct communication, which can cause misunderstandings; thus, problem-solving can be better achieved face-to-face. Electronic communications present unique opportunities and challenges, some of which have the potential to create division within our community. The following guidelines will aid us in our work together as a community.

Text

Text messaging is never an approved means of school communication. It should be reserved for personal communications or emergency contacts, not for sharing concerns or resolving issues.

Cell Phone Usage

WCS is a cell-free zone for students. All adults are expected to use discretion and put away phones while in the building, particularly in public areas. Phones are not to be used in the classroom or on the playground or in other spaces when with the children. Personal calls and messages can be placed in the offices and empty classrooms, etc.

Electronic Communication Guidelines

1. **Write a draft first**. Save it and read it again the next day before sending.
2. **Use "I" statements**. "You" statements are often perceived as an attack. Making the same statement from the "I" perspective can avoid this perception.
3. **Express needs and wants rather than judgments or critiques**; we always need solutions to our challenges. It is also helpful to try to imagine what the other person's needs and wants are as well.
4. **Respond completely to all questions**. If we do not answer all the questions in the original email, we will receive further e-mails regarding the unanswered questions, which can waste time and cause considerable frustration.
5. **Do not write in CAPITALS**. Writing in capitals can be interpreted as shouting. This can be highly annoying and might trigger an unwanted response in the form of overly emotional e-mail or unspoken resentment or misunderstanding.
6. **Do not overuse "Reply to All".** We should only use "Reply to All" if it is critical that our message is seen by every person who received the original message.
7. **Speak for ourselves, not for others**. It is not appropriate to speak for or refer to others who have not spoken on their own behalf. Generalizations and assumptions can create a false impression.
8. **Use cc: field sparingly**. Using the cc: field can be confusing since the recipients might not know who is supposed to act on the message. We must not "cc" others as a way to expose or shame. In general, we try not to use the cc: field unless the recipient in the cc: field knows why he or she is receiving a copy of the message.
9. **Re-read the entire email before sending it**. Reading email through the eyes of the recipient will help us create more effective messages and avoid misunderstandings and inappropriate comments. The importance of this cannot be overstated.

Tone of communication: People sometimes write something they might not feel comfortable saying in person. It is important that we take time to reflect on the content and tone of emails *before they are sent,* and that we never say something in an email that we would not say in person. This is particularly important when emotions are high; it is all too easy to hit "Reply", or worse still, "Reply all," and fire off an immediate response to something another person has written. Often, our immediate response doesn't adequately reflect the complexities of the situation and the delicacy of feelings that may have arisen. If a particular piece of writing evokes a powerful emotional response, it can be helpful to pause and reflect on where that reaction comes from — is the response particularly influenced by our own thoughts, assumptions, previous experiences, feelings or beliefs, over and above what the other person has actually written?

Confidentiality: A request for confidentiality, even in electronic communication, must be honored absolutely, unless there is threat of physical harm, in which case you should file a police report with local law enforcement. If the threat is from a member of the WCS community, report the incident immediately to the Executive Director Heather Campbell. In discussion groups, communication within the specified discussion groups should remain within those groups and confidential, unless the group agrees to approve the sharing of such communication with other individuals. Only persons authorized to represent any discussion group to another group should engage in communication between those groups. In this spirit of confidentiality, it is best to carefully consider the intentions of the sender as well as the possible implications prior to forwarding email or text messages to any other recipients.

Prohibited content: Electronic communication is not to be used for the creation or distribution of any offensive or disruptive messages, including messages containing offensive comments about race, gender, age, sexual orientation, pornography, religious or political beliefs, national origin, or disability. People who receive any emails with this content should report the matter to the Executive Director, Heather Campbell.

Use Proper Netiquette at All Times

"Netiquette" means bringing conscious etiquette and manners to behavior in electronic communications. Email communications and postings on the School's social media cannot be held as private communication or even necessarily held within the WCS community. Social media sites are especially vulnerable to wider dissemination. In internet communication, as with any other communication, respectful and polite language is expected. Be mindful that electronic communication outlets are not appropriate for wider discussions of personal matters or personal concerns. Also, be aware that referencing the names of others in these communications must be done with care and respect for the privacy of students and parents, and only with their explicit consent.

Newsletters & Regular Information

Wasatch Charter School will provide regular updates through emails, electronic newsletters to families and through the Parent Portal. These will also be posted to the school website. These will include information on upcoming events, school activities, policies and other noteworthy topics. This information will also be made available through the school's App which is available for free and you can find it on our website.

Email

Parents and families will receive periodic updates from class teachers by email. These may include requests for volunteers, class newsletters, and information on upcoming events. School email lists will not be used to promote private events, businesses or activities. Only school-sponsored or affiliated activities will be shared via school email lists. Parents and families should refrain from using school email lists for personal gain in any manner. In both email and discussion posts the guidelines for healthy and considerate communication should be followed.

Email is not a venue for resolving problems or raising concerns. Individuals with concerns may use email to request a meeting to discuss an issue, but should plan to meet face to face to address any sensitive or highly charged topics. Staff receiving emails that raise concerns may ask for an in-person meeting with a facilitator to resolve the issues, rather than providing a written response.

Short-term Reminders & Emergencies

WCS will be using a communications system which allows for email, voice calls and text messages in order to communicate time-sensitive information and emergency information. The number / email that information will be sent to is based on the information provided on your child's registration forms. If you would like communications to go to another number / email or if your contact information changes, you should notify the WCS Front Office staff.

For short reminders of time-sensitive information, all parents will be notified by text and email and push notifications may be sent through the App. Parents who do not want to receive this information through one of these means, may opt-out. However, the option chosen for these messages will also apply to emergency messages.

For emergency situations, we will send messages by voice message, text, and email. Parents should ensure that they have not opted out of all three modes of receiving mass communications or they will not receive emergency messages from the school.

For absence notifications, parents will receive an automated voice call and text notifying them of their child's absence.

School Closure - Inclement Weather Policy

Should inclement weather be determined to pose a significant obstacle to parents or faculty arriving at school, school may be delayed two hours or closed for the day. Parents will be

notified using the emergency notification system (text, possibly email or phone call in addition). Because WCS must hold school a minimum number of days and hours, every effort will be made to hold school throughout the winter months.

Web Pages

WCS will maintain information to support parents online through the Parent/Student section of the website.

Other pertinent information, including reminders and schedule changes, may be communicated via class email lists / texts.

Photos may be shared with the class with parental permission. Permission will be obtained in the registration process and at annual re-registration, and is not required for each posting. Teachers will not create or share class information on other websites or social media without the Director's and parents' approval.

FIELD TRIPS

Permission for students to participate in field trips is included in the registration and annual re-registration process. Additional notification for families is also required as outlined below. Field trips require an adequate number of chaperones to ensure supervision. All chaperones for field trips should be volunteers who have had a full background check performed, allowing them to have unsupervised contact with students (drivers, accompanying students into restrooms, etc.). Guidelines for the total number of adults varies based on the age of students:

Grades 1-3: 1 adult / 6 students

Grades 4-6: 1 adult / 10 students

Grades 7-8: 1 adult / 15 students

For all Field Trips, any required medications must be prepared and picked up before the class leaves campus. Teachers must have a cell phone with them that is turned on so they can quickly call 911 if needed and so the office can reach them.

Walking Field Trips

Teachers must notify the Main Office and Specialty teachers and send a note out to parents (email) at least two days ahead of time for all Walking Field Trips.

Auto Field Trips

Field trips by auto travel must be preceded by an email notification to the parents, listing the location, date, time, cost if any, and itinerary of the trip, at least two weeks prior to the event. Teachers will ensure that all documentation from parent drivers is received at least one week in advance of the field trip and on file in the Office.

Overnight Field Trips

For all Overnight Field Trips and other Field Trips which may involve more risk, an additional parent release form will be required. Field Trips are considered a privilege, and not a right.

Behavior

Students with persistent violations of the Code of Conduct may not be able to participate in certain Field Trips. All school policies and procedures; rules of conduct set forth in the Student Code of Conduct; and, state and federal regulations and laws must be followed at any and all school-sponsored activities.

If a student is suspended and a field trip falls during the course of the suspension, the student will not be allowed to participate in the field trip. This may occur without prior warning.

STUDENT REPORTS

Parent/Teacher Conferences

Student progress is reported through parent/teacher conferences held twice a year, as well as through written reports sent out twice per school year. Parent/Teacher Conferences are held in the fall and in the spring to communicate student progress to parents. Teachers will contact parents in a timely fashion if concerns arise regarding a student's progress in school. It is essential for parents to inform teachers of any changes in a child's life that might affect their performance in school.

Student Report Cards

Mid-year Reports are released in January. End of the Year Reports will be e-mailed after the last day of school. End of Year Reports will include a written narrative/summary of the child's progress during the year, including highlights of the year, as well as main lesson blocks and a Standards-based Report.

A portfolio of student work is collected over the year as evidence of student learning and is shared with parents during conferences, as well as sent home at the end of the year. Results of ongoing assessments will be shared with parents to communicate student progress using rubrics and skill checklists based on the standards.

Assessment

Teaching in all schools, including a Waldorf school, involves the presentation of **subjects and content** and the development of **skills and competencies**. Conceptually, the skills and competencies are built as subjects and content are taught in a creative and imaginative way that engages the students in meaningful activity.

The Waldorf approach to education seeks to develop the whole human being and values a wide array of capacities equally, not preferencing traditional "academic" content over practical and artistic skills. However, in Waldorf teaching it is still essential to know both the content and the skills being worked on and to track and measure student progress, particularly given the integrated approach to teaching.

At Wasatch Charter School, student progress is regularly assessed and tracked in a meaningful way in order to demonstrate growth and to provide support and interventions, as needed.

Comprehensive Approaches to Assessment

Scope and Sequence of Content

Wasatch presents information in alignment with a traditional scope and sequence used in Waldorf schools. This sequencing is at times ahead of and at times behind the state core standards for grade; however, all core standards are taught over the progression from Kindergarten to the Eighth Grade. A summary of this is available for each grade.

This information is reported as part of a **narrative report** to parents during the middle and end of the school year and through class newsletters and emails during the school year.

Completion of Assigned Work

Completion of main lesson and practice work is another aspect of student assessment and content work. This is a way of learning the content areas more deeply and demonstrating understanding. All main lesson work is assessed using a set rubric for: quality of work, mastery of content, demonstration of standards-based skills, behavior and effort. This work is reported on report cards on a semester basis.

Detailed Holistic Rubrics

Rubrics have been developed to track the development of skills and competencies in detail. They are completed throughout the year using information obtained from a variety of formative assessment measures. The progress on these competencies is part of parent teacher conferences in the fall and spring and report cards at the middle and end of the school year.

Formative Assessments

Data to complete the Holistic Rubrics for all children is collected through a variety of means:

1. Standardized Tests
    i. Reading and Math in Grades 1-3, given 3 times annually, can be used for progress monitoring with smaller assessments in between
    ii. English Language Arts and Mathematics formative assessments in Grades 4-8. Should be given 3 times annually to check progress
    iii. RISE (Administered in Grades 3-8 at the end of the year, as required.)
2. Class Assessments and Tests
    i. Dictations (spelling, grammar, handwriting)
    ii. Reading Groups
    iii. End of Block Tests (in upper grades)
    iv. Reports
    v. Daily Math Quizzes
    vi. Spelling Tests
    vii. Main Lesson Block Assessments (as described above)
    viii. Paying Attention with Intention (teachers notice particular students in particular areas on particular days and take brief notes on skills and abilities demonstrated)
    ix. Grades Readiness Assessment (kindergarten students)

Reports

Teachers report to administration on the progress of their students throughout the year and work to identify students in need of additional support. Reports to parents occur at least quarterly through conference and report cards, providing a time to assemble data and observations collected through various formative assessments. These are shared with parents through parent teacher conferences [fall and spring], report cards [middle and end of school year], narrative reports, and portfolios / main lesson books [end of school year]. They are also used to gather class-wide, grade-wide, and school-wide data on student learning and progress.

Testing Approach

As a public school, WCS will administer all state required assessments. WCS believes that assessment can provide valuable information on student progress, but is also limited in its scope. Our school seeks to recognize and promote the development of children as full human beings, placing in equal importance with academic growth social and emotional, artistic and musical, and physical and kinesthetic development. Testing is approached as one of many sources of information on student development within the school year, and administered in an environment of genuine concern and caring.

Testing can be a time of great anxiety for students. Teachers are encouraged to consider strategies that will lessen anxiety, such as: discussing tests as one measure of student progress, encouraging students to take time and stick with tests, providing adequate exposure and preparation related to the method of administration and language of testing, going over practice questions in class, providing breaks for students within the testing period, working with parents to provide breakfast at school on testing days, etc.

HOMEWORK

Basic Philosophy

- True “Homework” is work that children would naturally do at home as part of family life. Teachers should encourage parents to involve children in chores and rhythms at home that engage them in practical, meaningful work.
- Any school-assigned homework must be a meaningful activity. There is no value in busy work just for the sake of doing more.
- Families have busy schedules, and students do not need more pressure in their lives.
- Teachers lead busy lives, too; and do not need a lot of additional accounting responsibilities.
- Homework should not set up stress between students and parents or teachers.
- In cases where a student struggles to learn, more time or support at home or outside of school time may be needed, but should be undertaken very cautiously.

First - Third Grades

At this stage, students will not receive regular homework. As projects are assigned, there may be some at-home work to be completed, but this will only be a few times per year, and there will be ample communication between teacher and parent to help facilitate the work at home. At this age, homework is often just parent work, and so anything asked for from home should be most judicious. Parents will be asked to read to their student or listen to their student read for 15-20 minutes per day at least five days per week.

Fourth - Fifth Grade

Regular homework should be minimal, 20 or less minutes a few nights a week. Homework should not be assigned on the weekend. It may include:

- Math practice, especially when it can be hands-on practice and not worksheets (measure your desk at home; play math type family games at home; practice your times tables)
- Nightly reading with a log
- Writing or typing practice
- Work on a project
- Spelling or vocabulary words to practice
- Book projects

Sixth -Eighth Grade

Regular homework may be 30-45 minutes a night on the weekdays. Homework should always be given as a support for classroom work, not simply as busy-work. Homework may include some or all of the following:

1. Math practice, especially when it can be hands-on practice
2. Assigned reading
3. Writing practice

4. Work on a project
5. Spelling or vocabulary words to practice
6. Creative projects that help introduce time management skills
7. Book projects
8. Research projects
9. Reading for content
10. Studying for End of Main Lesson Block Assessments

DAILY SCHEDULE

Daily Rhythm

Drop Off: Drop off happens daily from 8:15-8:30.

Greeting Students: Students will be greeted at the door with a handshake from the teacher.

Circle: Circles typically include music, movement, and mental math, as well as speech activities. For upper grades students (4-8 Grade), "Circle" does not require a formal circle but a combination of warming activities including music, movement, and mental math.

Pledge: All classes participate in saying the Pledge of Allegiance daily. Participation by students is voluntary, not compulsory. Students may choose to not participate, but are expected to still be quiet and respectful.

Main Lesson: Main lesson provides time to work in-depth on the core of the Waldorf and Utah curriculum. It is concentrated on a particular block, or unit of study, for a period of 3-4 weeks and integrates multiple core competencies and subject matters into the area of interest. Main lesson time may include time for snack and outdoor activity, at the teacher's discretion.

Snack: The timing for snack and outdoor activity is up to the class teacher, and is affected by the class's lunch schedule. Snack is often combined with a short outdoor playtime. Students are to be under the teacher's supervision during outside time and may participate in an organized activity. Snacks will be brought by students each day based on the guidelines in the school's Wellness and Snack Policy.

Skills Periods: These periods are designated for the learning and practice of Utah Core Standards. These are built into the schedule as Literacy and Math periods and Extra Main Lessons, in addition to Main Lesson Time.

Specialty Periods: These periods are taught by specialty teachers during the day. These include classes in movement, fine arts, music, foreign language and practical arts.

Lunch: Lunch will be served in each pod during the specified lunch period. Lunch will be eaten in the classrooms as a community. Teachers will give thought to teaching the social norms

related to eating together: students set out placemats, wait for everyone to have their food and be seated, say a poem or sing a song that expresses gratitude, engage in polite conversation, clean up after themselves when finished, etc. Teachers may choose to use lunch time to model social behaviors, lead a class discussion, or read aloud to the students.

Recess: During recess, students are expected to follow the agreed upon rules and practices. Students who require a break from recess activities may be required to participate in check-in and stay or check-in and go.

Pick Up: Following the time for clean-up at the end of the day, students will line up and wait with their teachers. Students in Grades 5-8 whose teachers have been given express permission may be released to walk home or walk to meet parents. Students in grades 2-4 may be released to walk with an older sibling, with express parental permission. Students in K-1 are only released to an older sibling in grades 7-8 with the approval of administration.

Attendance

All class teachers will take attendance each day. Students who arrive at the school after the chain has been closed must enter through the front doors and receive a tardy slip in the front office. Parents will need to sign in students who arrive late and check them out in-person if they are leaving school early.

The goal of Wasatch Charter School is to awaken a love of learning in young people, and provide them with the tools needed to be successful, responsible members of society. Because of the hands-on learning style used at Wasatch Charter School, many educational activities cannot be duplicated when a child misses school. Therefore, attendance is deemed of the utmost importance to ensure the success of your child. Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing school calendar. When possible, medical and dental appointments should take place outside of school hours, and parents should notify the school in advance of any absence.

Attendance Requirements: School-age minors are expected to regularly attend class in accordance with Utah's Compulsory Education Requirements, Utah Code 53A-11-101 et seq. School-aged minors who are truant more than five (5) times may receive a Notice of Compulsory Education Violation, as described more fully in our Attendance Policy. Ten consecutive absences from school without a valid excuse may result in un-enrollment.

Excused Absences: The student's parent/guardian must provide the School office with a verbal or written notification of a valid excuse for an absence within one (1) business day of the absence in order for the absence to be excused. A school-age minor who is tardy by one (1) hour or more without a valid excuse will be deemed absent. A school-age minor who leaves school one (1) or more hours prior to the end of the school day without a valid excuse will be deemed absent.

Notice of Compulsory Education Violation: The School's Administrative Director may issue a Notice of Compulsory Education Violation to a parent or guardian of a school-age minor if the student is absent without a valid excuse at least five (5) times during the school year. Honest efforts shall be made in working with parents and/or guardians to secure attendance that is in conformance with Utah Code. This process will include the following, as appropriate: Counseling of the student by school authorities, counselors, and resource officer; issuing a Notice of Compulsory Education Violation to a parent of a school-age minor; making adjustments to the curriculum and schedule to meet the needs of the student; considering alternatives proposed by parents; suggesting community resources available to help the family; exploring other enrollment alternatives that may better accommodate the student's attendance issues.

Transitions

WCS encourages movement, music, and lively activity; however, hallways are to remain quiet during passing times so as to respect the learning and activities of other classes. Students should not run or yell in the hallways or hearths.

Chores

All students will be given regular chores to assist in caring for their classroom community. Chores may include: washing water bottles weekly, sweeping, washing desks, organizing art supplies, tidying shoes and cubby area, caring for plants in the classroom, passing out painting supplies, etc.

In addition to classroom chores, each class will at times take on one aspects of caring for the school environment and community for the year. Class teachers will for how their class can be stewards and care for their community responsibility. Class chores may include: sweeping floors, collecting litter, composting, caring for school animals, assisting with lunch set-up / clean-up, putting up chairs for evening events, raking leaves, etc.

PARENT INVOLVEMENT - VOLUNTEERING

Parents are an essential part of our community. We encourage parents to find ways to get involved in the school by assisting in the classroom, field trips, and by using their strengths to help the school. A list of volunteer opportunities will be maintained and available through the Volunteer Coordinator and Family Council. Teachers can and should provide many opportunities for parents to make a contribution and feel like partners in their child's education and the creation of the school community. Teachers are asked to find meaningful ways to involve parents in the school. This may include finding parent(s) strengths and aligning them with the needs of the school.

Wasatch Charter School encourages all parents to contribute. Help with festivals, fundraising events, plays and work parties are some suggestions, however, parents know best where their

talents lie, so welcome and encourage their creativity in determining what they would like to do. Parents are asked to keep track of their volunteer hours and report them. Such volunteer hours are a great help to the school when applying for grants or demonstrating parent support.

Families are encouraged to learn about Waldorf education, attend workshops and parent evenings, and incorporate the principles of rhythm and healthy development which undergird Waldorf education into their homes and family lives. Attendance at workshops and events may be counted as volunteer hours, when advertised as such. Families are welcome to attend regularly scheduled public tours of the school (typically offered on Wednesday mornings) to ask questions and make general observations regarding instruction and methods.

Classroom Parent Coordinator

Each class will have a parent representative who can provide support for the teacher. Such support may include communication with parents, field trips, festivals, class plays and other events. Interested parents are asked to contact their child's teacher. Parent Coordinators also help to maintain the class's online wish list and facilitate involvement in Festivals and other school-wide activities. Teachers will solicit the help of a Classroom Parent Coordinator if one does not volunteer. Parent Coordinators will also attend training and meetings held by the Family Council.

Background Checks and Volunteer Guidelines

The School requires a criminal background check on each volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment. In addition, all volunteers will need to check in at the Front Office, have a background check performed onsite, and wear an ID badge while at the school. The first time that any parent or other individual volunteers at the school or comes to spend time in the classroom, s/he will be required to review and sign the Volunteer and Observation Guidelines. These are detailed below.

Classroom observations and volunteer experiences must be arranged with the teacher in charge (either class teachers or specialty teachers) in advance. Waldorf teachers strive to maintain a rhythm and order within their classrooms that requires the teacher to be the clear authority and hold very specific expectations for student behavior and work. Unexpected visitors and many adults in the classrooms can compromise this process. Thus, teachers must have advance notice and consent to the timing and scope of parental involvement and observations.

With teacher approval, parents may observe and volunteer in the classroom. Parents are expected to:

- Submit to and pass a background check upon entering the school building,
- Sign in at the front desk and receive a badge to wear while on school grounds,
- Follow all directions given by the teachers,

- Not interfere with directions / instruction / discipline,
- Follow the WCS Code of Conduct,
- Refrain from the use of cell phones / other electronic devices while at the school,
- Never attempt to discipline a child,
- Abide by confidentiality and privacy expectations,
- Leave younger siblings and non-WCS students at home (unless alternative arrangements have been made with the class teacher, in advance).

Should a parent not abide by the expectations above, then s/he may be asked by a teacher or the school's administration to not observe / volunteer in the classroom or to make arrangements directly through school administration who will coordinate with teachers and ensure that appropriate behaviors and boundaries are respected.

Code of Conduct

All students, faculty, and parents at Wasatch Charter School will conduct themselves in a manner that contributes to a productive, safe, happy, inviting learning environment for themselves and others. All are expected to be kind, respectful, attentive, and cooperative with others in the school community.

· Students will be on time and ready to participate each day and work diligently on their studies, as directed by their teachers. Students will abide by the dress code. They will demonstrate respect and care in their use of school property and resources, including following rules regarding the acceptable use of electronic devices and resources. Students will not bring to the school nor use any harmful or illegal items or substances while on school property or at an event sponsored by or affiliated with the School.

· Students who engage in dangerous or disruptive conduct that disturbs the learning of others, disrespect teachers and administrators, threaten or harm others, damage school property, or violate WCS's policies and procedures shall be subject to discipline, and potentially to suspension or expulsion as outlined in the Safe Schools Policy which is available on the school's website (Governing Board: Policies: Safe Schools).

Confidentiality

The well-being and atmosphere of the school as a whole rely on the ability of the faculty, staff and parents to engage in dialogue regarding concerns and conflicts with appropriate sensitivity and confidentiality, and to comply with the policies of the school. During your visits to WCS, you may periodically learn sensitive information about this school, about parents, students, and/or colleagues through your observations. It is important that you keep information you learn through your volunteer and observation experience confidential. From time to time you may be involved in situations or conflicts with parents. Other parents will perhaps approach you out of curiosity or concern and want to discuss the situation. You must maintain a polite diplomacy in these conversations, and explain that you are unable to share details because of the confidentiality of the situation.

Student Records

FERPA is a federal law that protects the privacy interests of students. It affords parents the right to access and request that their children's education records be amended, and gives them some control over the disclosure of the information in these records. FERPA generally prevents schools from sharing student records, or personally identifiable information in these records, without the written consent of a parent, except as provided by law.

At WCS we respect student and family privacy, which means that we never discuss an individual student with a member of the staff, another teacher, or a parent if that individual is not someone who has a legitimate need to know. This is particularly true of any situation involving grades, evaluations, or assessments; student discipline; student health; or aspects of a student's home or family situation.

Notwithstanding anything in this policy, when a school employee believes that a situation exists which presents a serious threat to the well-being of the student, the employee must notify the student's parent or guardian without delay, unless the matter has already been reported to Division of Child and Family Services (DCFS), in which case it is the responsibility of DCFS to notify the student's parent or guardian of any possible investigation or take other appropriate action.

Notwithstanding anything in this policy, when a school employee believes that a student is at-risk of attempting suicide, physical self-harm, or harming others, the employee may intervene and ask the student questions regarding the student's suicidal thoughts, physical self-harming behavior, or thoughts of harming others for the purposes of (1) referring the student to appropriate prevention services, and (2) informing the parent or legal guardian.

Physical Contact with Students

All volunteers should be thoughtful and gentle in any physical contact that they may have with students, both to protect students and themselves. Should a student need to be restrained in order to prevent severe harm to self or others, the School's Safe Schools Policy and proper practices from training must be followed by staff.

Adults in the school are encouraged to:

- Shake students' hands,
- Hold students' hands, as appropriate, to guide a student or engage in a game / activity,
- Give a gentle or reassuring pat on the back,
- Give a squeeze or hug on the side,
- Gently guide a student with hands placed on the shoulders.

Adults in the school are not to:

- Hold children on their laps,
- Give full-body hugs to students,
- Ever touch students in anger or with an intent to coerce,
- Yank or pull on a child,
- Grab, hit, or engage in any physical aggression towards a student.

Volunteers should avoid being in a room alone with any student with the door closed. If helping a student in a bathroom or who is ill, in talking about a sensitive matter with a student, and in other circumstances, doors should be left open and/or other adults should be invited to be present.

OTHER CONSIDERATIONS

Posting of Materials and Flyers

Staff, students and parents wishing to post materials on the school's bulletin boards must first receive permission from the Director to do so. Because we are a public school, certain parameters exist for such postings. In addition, non-school sponsored activities will not be advertised through electronic communications (school website / newsletter); the public bulletin board is the only venue for such advertisements. Official school emails, lists, and website should not be used for personal advertisements / solicitations.

Pets

Classroom pets are not allowed at this time due to allergies and other health concerns.

Fundraising & Donations

Because WCS is a tuition-free, public school, fundraising and donations are essential to the level of programming and education we are creating for students. However, fundraising can easily become a burden and drain for families and eclipse other learning and community-building goals if not undertaken judiciously. Consequently, WCS has divided fundraising into several categories and encourages teachers and parents interested in raising money for particular projects or priorities to coordinate their efforts with the Fundraising Committee and either piggy-back on a school-wide fundraising effort (outlined below) or seek prioritization on the school's fundraising list.

Middle school classes may select a long-term fundraising activity to support a class trip. This activity should align with the curriculum and other school activities so that there is both an element of entrepreneurship and service (for example, editing the yearbook / event programs and selling ads in them, childcare services for parent evenings / staff events, Friday afternoon snack sales, summer camp assistance). Middle school projects that will raise funds require Executive Director approval. All funds raised by the Middle School will be used to support the *current* middle school class trips.

Fundraising activities outside of the approved paths below require Director approval.

> **Passive Programs:** Activities undertaken any way where funds flow back to WCS (Amazon Smile, Whole Foods Days, Smiths Rewards, Box Tops)

Transactions: Purchasing of items directly from the school where a percentage is revenue (Logowear, water bottles, bumper stickers, etc. online, School Store, Booths at Festivals, Yearbooks and Directories)

Campaigns: Three large fund-raising events each year -- Fall Direct Ask - Sustainer Fund, Harvest Festival, & Spring Event or Sustainer Events

Program Specific Contributions: Set up online so individuals can make direct contributions to programs and projects that they are interested in

Corporate Donations and Grants: Efforts to seek foundation and corporate support led by Governing Board

Foundation: Runs educational programs that align with Waldorf education at WCS and proceeds flow to school

Donations of items may be requested from families for supplies that relate to a special project or event. Donations may also be requested towards field trip expenses. A list of items and assistance sought should be compiled and shared at the beginning of the school year. Additional requests should be sporadic (less than once a month) and based on specific projects / needs. Class teachers can work with Parent Coordinators to assist with donations.

Fundraising Guidelines

- Fundraising is a school-wide endeavor.
- Fundraising is not to be done by individual classes or programs.
- Students are not to be fundraising, but may be included in their class's endeavor to make items, run a booth, etc.
- Middle school classes may fundraise towards class trips, as long as endeavors are connected to the curriculum and / or school events.

Fundraising Programs

PROGRAM	RESPONSIBLE PARTY	DETAILS
Sustainer Program	WCS Fundraising Committee	Ask for on-going monthly amount Goal is100% Parent Participation
Passive Programs	WCS Fundraising Committee	Smile Amazon Smiths Rewards Box Tops Name Bubbles Benefit Mobile Mighty Nest Fresh Market, Dan's Macy's Whole Foods Harmons Love Utah / Give Utah

School Store & Logowear	Wasatch Family Foundation	Online store and in-person samples with order forms
Spring Event	Wasatch Family Foundation & Fundraising Committee	
Company Sponsorships	WCS Fundraising Committee	
Corporate Matching Gifts	WCS Fundraising Committee	
Harvest Festival	Foundation	Vendors and child-based activities Community Event
Educational Programs	Foundation	Preschool Aftercare Afterschool Enrichment Parenting Classes Summer Camps
Book Fair	Foundation	Hold during Spring Parent-teacher Conferences

Friends of Wasatch - Sustaining Vision

Over the coming years, the goal of WCS is to run the equivalent of the best private Waldorf school in a public setting. In order to make this a reality, we need on-going support from families and community members that helps to off-set our funding from the state. This type of sustaining (rather than one-time) funding will enable Wasatch to meet multiple goals, particularly with respect to personnel. The goal is to have 100% of families participating in making a monthly donation to the school. Any amount adds up quickly to make a difference.

Pictures and Video Recordings

Parents and family members are asked to refrain from taking pictures and video recordings during school events in order to focus attention on being present with the students and community. For each event or presentation, photographers / videographers may be designated and pictures and video recordings will be made available to parents. Pictures may be taken when an event or presentation has concluded. In addition, WCS will make an annual yearbook available each year for purchase. This will include pictures from events and of all students.

School Environment

WCS is fortunate to have a beautiful facility in which to hold school every day within a beautiful natural environment. All employees and students are expected to help maintain the pristine nature of the environment.

Personal Property

Toys, games, cell phones, electronic devices, etc. are to remain at home. If such items are brought to school, they must be left with the teacher or in a backpack until the end of the school day. Inappropriate items will be held in the office and may be picked up at the end of the day. Dangerous items may be confiscated and disposed of and will require more serious consequences. No dogs or pets are permitted on the school campus during school days or events for safety, health, and liability reasons. Special arrangements may be made to bring pets to school with approval from the Director and Class Teacher.

STUDENT HEALTH

Emergencies

Teachers will attempt to take care of minor issues (like needing a Band-aid) themselves. The Health Clinic is for more serious issues. Students who visit the Health Clinic will have an incident report filled out and a parent / guardian will be notified.

Illness Guidelines

A child exhibiting any of the following symptoms should be kept at home to recover and prevent the spread of any illness:

1. Vomiting and/or diarrhea
2. Head lice
3. Fever of 100.4 or higher
4. Infectious rash
5. Severe cough
6. Pink Eye
7. Infectious runny nose
8. Communicable illness: If a child is diagnosed with a serious communicable illness (particularly anything for which children can be vaccinated), please let the school know as soon as possible. A Doctor's note granting permission will be required for the child to return to school. Failure to comply with this policy may result in the child being asked to leave school until such a note is produced, if staff suspects that the child is still contagious.

Head Lice

It is important to check your children regularly for lice. If you find even a single nit, please keep your child at home. Immediately notify your child's teacher and the office so that the classroom can be thoroughly cleaned and class families can be notified (names will be kept anonymous). After all treatment procedures have been completed, and your child is free of live lice, he or she may return to school. Lice are usually detected by the eggs (nits) deposited on the hair shaft. Nits are oval, the size of a poppy seed, and white or gray in color. They will likely be

firmly attached to the hair shaft about a half-inch from the scalp and will not slide. Check for lice with dry hair in direct sunlight. Part the hair from the crown to the hairline, scan the area, then repeat every half inch. Thoroughly inspect the entire head, particularly the back of the neck and around the ears. More detailed lice detection and treatment information is available in the front office.

Health Plans

Students requiring on-going medical attention or considerations will have a health plan developed by the school nurse in consultation with parents. Teachers are expected to review and follow health plans and assist in ensuring the needs of students are addressed during the school day.

Medical Recommendations

Teachers will not provide medical advice or recommendations to parents. They will state observations made and share information, but will not counsel parents or give advice on seeking services, medications, therapies, or other healthcare services.

SCHOOL LUNCH

Wasatch Charter School is thrilled to be offering healthy, fresh school lunches on-site for students. Because we will be eating as a class community, parents and students are strongly encouraged to participate in the lunch program. Forms are available to allow for families to qualify students for free and reduced lunch. Parents may pay for lunches online through the school's website.

Children will also be able to bring lunch from home, should they choose to do so. Home lunches should be free from packaging and contain healthy foods. No candy, sweets or soda pops are allowed. For additional guidance, please refer to the Wellness Policy below.

WELLNESS

Vision

WCS is an educational community committed to the healthy growth and development of the whole child. Health includes the physical, emotional, and social realms. Through a curriculum guided by the principles of public Waldorf education our teachers nurture the imagination in the early years, building a foundation for abstract thinking gradually, and appropriately challenging the intellect throughout the grades. This philosophy places equal emphasis on a solid academic program, artistic expression, social development and attention to the inner life and natural rhythms of the child. Our School is committed to creating a healthy community which reflects and supports our common values. We believe that children develop social responsibility and feel a greater sense of significance in a small, supportive environment which promotes close long-term relationships with classmates and teachers. In an atmosphere of respectful clear communication, cooperation and parent participation we believe children

flourish and grow to be healthy, capable, contributing human beings. We believe that teaching children to care for and respect the earth encourages global responsibility and promotes environmentally conscious living. The celebration of seasonal festivals is an integral part of this as children joyously experience the earth's natural cycles. By reducing or eliminating exposure to electronic media and encouraging a cooperative rather than a competitive milieu, a child's inherent creative and intellectual abilities will naturally unfold. At the heart of this approach is the recognition that teaching must be presented to children in a way which fills both teacher and student with wonder, reverence and enthusiasm.

Food Guidelines

Nurturing our bodies as well as our minds and spirits is important at WCS. The following guidelines have been developed to support the health and wellness of students and faculty.

- WCS will serve nutrient-dense, whole foods for lunch and snack time.
- To the extent possible, all food served to students will be free of artificial additives, such as monosodium glutamate (MSG), corn syrup, high fructose corn syrup, and trans fat.
- WCS will not provide candy or conventional sweets, except as a part of a community festival or celebration. (Sweets are defined as products in which conventional sugar is one of the first 4 ingredients.) Students are strongly discouraged from bringing candy or conventional sweets in lunches or for celebrations. There are many traditional alternatives, which we will use to honor students on birthdays and for holiday celebrations.
- Parents who send lunches and/or snacks with their children are asked to follow the WCS Food Guidelines. Healthy, well-balanced meals provide essential nutrition for children's brains and bodies to perform optimally. Candy, soda pop, desserts and other foods high in sugar or caffeine are highly discouraged in school lunches or snacks.
- To support healthy eating habits, food rewards or punishment are not to be used for academic or behavioral performance.

Snacks & Lunches

Students are asked to bring a snack to school everyday to be eaten in the morning. Snacks are asked to follow the guidelines below, which includes suggestions and ideas for healthy snacks. Snacks should avoid sugar, contain something substantive (protein source), and be free from packaging. Lunch brought from home is asked to follow the same guidelines. Teachers may send gentle reminders to parents if snack and lunch guidelines become an issue, including information on the importance of adequate nutrition for mental and physical development and emotional stability throughout the day.

Snack Guidelines

Although sharing is a natural inclination, please do not share snacks with others. There are many children with dairy, egg, food dye, gluten and other allergies/intolerances of which classmates may not be aware.

No peanuts and be aware of other possible nut allergies in your child's classroom.

If your child's snack does not meet guidelines they will be asked to place the snack in their backpack and may be given an approved snack by a teacher.

If a snack from home is pre-packaged, please remove from packaging and pack in a reusable container. This will make snack time run smoother and cut down on classroom waste.

List of Snack Suggestions (organic, food dye free if possible)

- Any fruit or vegetable
- Apple Sauce
- Banana (dried bananas covered in dark chocolate available at WFM)
- Cheese sticks, cubes or slices
- Chia pudding cups (make or purchase at Whole Foods)
- Cliff Kid Organic ZBAR - Costco has them in a case for less than 1$ a bar)
- Crackers, Bread or Pita (whole grain preferred)
- Dried Figs, Happy Village (Costco)
- Dried seaweed snacks (great flavors available at Whole Foods Market, Trader Joes, Smiths, Big Case for $7.99 at Costco)
- Edamame with Sea Salt
- Fruit leathers, Clif ropes
- Granola Bars, Clif Bars, Larabars, Kind bars
- Healthy breakfast cereal mixed with dried fruit
- Dried Apricots - (There are great organic ones by Isik at Costco and they are Sulfite/Sulfate free)
- Kale Chips (all flavors available at Smiths or Whole Foods)
- Made Good Granola Bars and Granola Minis (Whole Foods Market, Costco)
- Mary's Gone Crackers (Costco)
- Nuts and Seeds excluding Peanuts
- Olives
- Paleo Inspired Caveman Bars - (Costco, in a case for less than a $1 a bar)
- Popcorn
- Pretzels
- Rice pudding
- Savory rice cakes or popcorn cakes
- Sweet Potato Crackers (Costco)
- Trail Mix (no peanuts)
- Veggie Booty, Pirates booty
- Veggie Straws
- Veggie sushi rolls
- Whole Grain tortilla chips (Food Should Taste Good and Garden Of Eatin' are great brands)
- Yogurt

Some Fun Ideas for Your Child's Snack

- Fruits - clementines, oranges, pears, apples, watermelon, bananas
- Veggies - cucumbers, celery, carrots, cherry tomatoes, snap peas, snow peas, string beans, edamame
- Serve fruits, such as apple slices and grapes, or vegetables, such as celery sticks, cucumbers, and baby carrots with hummus, salsa, guacamole, black bean dip or yogurt.
- Dips for Veggies, crackers or pita: hummus, black bean dip, black bean salsa, salsa, salsa with chia seeds in it.
- Carrot sticks and hummus
- Leftover pancakes cut into dipping strips with coconut milk yogurt
- Brown rice cakes or mini bagels with a smear of non dairy or dairy cream cheese or hummus
- Any raw veggies with a healthy dip
- Apple, bananas or celery with Sunbutter (If banana, cut banana in half and let kids peel)
- Pear or Apple and Cheese
- Black bean salsa or chia seed salsa with chips or crackers
- Roasted pumpkin or sunflower seeds and piece of fruit
- Grapes & Cottage Cheese
- Blueberries and Cottage Cheese
- Popcorn
- Cheese and Crackers
- Olives and veggies
- Applesauce with cinnamon and chia seeds
- Yogurt with added fruit and hemp or chia seeds

Safe and Healthy School Environment

A healthy and safe school environment is necessary in promoting and sustaining the nutritional, physical and emotional health of its students and staff.

- WCS will provide a clean and safe space for students to enjoy their meals.
- Meals will be served in a pleasant environment that provides sufficient time for eating, while fostering good eating habits, enjoyment of meals, good manners and respect for others.
- Staff will educate the importance of cleanliness and hand washing. Convenient access to hand washing facilities and restrooms will be provided.
- Safe drinking water sources will be available for students to get water at meals and throughout the day. Students are all asked to bring a water bottle from home to keep in the classroom and use for drinks throughout the day. Class teachers should develop a schedule for washing water bottles on a weekly basis as part of their chore routine.

Special Dietary Needs

If a child has special dietary issues, parents are asked to make these known to the office and class teacher. Any severe allergies or other dietary concerns that may need to be accounted

for in the classroom or broader school community, will be addressed through consultation between the administration, teachers, and parents.

Gardening and Ecological Awareness

The children will be involved in planting, tending and harvesting. The school strives to teach children to develop love and respect for the earth. Children come to learn that we are part of a much larger macrocosm that needs to be kept in balance while they learn about life cycles and the seasons through planting and composting in our school garden. We promote recycling, reusing, repairing and sustainability with the students. As this philosophy is respected at home, the awe and wonder evoked in our children will serve to promote a desire for wholesome living, and the development of ecological awareness. Through the gardening program we will:

- Increase the student connection to food sources through growing and harvesting of foods in our gardens.
- Increase the consumption of nutritious food by teaching children how to make healthy food choices.
- Increase student awareness and value of locally grown food and enlist the support of parents to help increase children's consumption of fresh local products.

Wasatch Charter School will also work towards a robust program of sorting waste to optimize the potential for recycling, repurposing and composting.

Birthdays

WCS recognizes the importance of acknowledging and celebrating student birthdays. Furthermore, the School would like to actively share in the joy and wonder of each child's life and individuality by learning about the events in his/her life, including family members, friendships, and favorite activities, rather than focusing on foods or trinkets that a child may bring into school for a party. Participation in any such classroom birthday recognition or any related celebration activities are completely optional choices for each student.

To protect the health and safety of students, to eliminate the financial burden on families, to protect the educational learning time in classrooms, and to respect the rights of parents in choosing what their children consume while at school, Wasatch Charter School's approach to birthdays focuses on the essence and uniqueness of each child. Birthday recognition, timing, and any related activities are at the discretion of each Teacher. Social and personal growth is encouraged via the sharing of student life/histories/timelines, favorite books and/or hobbies.

Integrating Physical Activity into the Classroom Setting

At WCS physical activity and movement are a normal part of our curriculum. We fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity throughout the day and combined with learning. Physical activity is combined with subject lessons and in between lessons. Movement is used as a regular part of academic instruction to promote deeper learning and memory. Part of this process includes regular classes in movement, games, eurythmy and / or dance.

Recess

Recess is a magical time when children get a chance to experience the world and express themselves on their own. It is usually a joy to observe their play and we try to interfere as little as possible, only doing so when necessary for their safety and wellbeing. To know when that might be, we need to be aware of what is going on with each of the various groups even as they form, disperse and reform with other groups. Kind, respectful and compassionate behavior is expected of everyone on the playground at all times.

At recess the children have the freedom to play energetically or quietly. They tend to have a yearning for what it is they need and will seek it out. This is what we want but of course we also want to minimize dangers and prevent mishaps. When we need to redirect an activity we try to state the positive choice first. For instance, they can hop on the stumps but not if going fast with long poles in their hands. They can run as long as they want but not climb the fence. They can dig mines but not make clouds of dust for others to breathe. They can carry rocks but not shatter them. They can build snow forts but not throw snowballs – or any other objects.

The children need to converse with their peers, make rules and change rules, test agreements and even break them sometimes. They are learning to get along, and natural consequences are great teachers! But as with physical safety, we like to have a sense of the general nature of their play so we can nudge the direction a bit if we see a problem coming. Occasionally we need to intervene and make changes abruptly. Always the intent is to move away from coercion and back toward cooperation, away from stalemates and back towards sharing and listening. The most important work of the teachers on the playground is the ability to observe. While staying aware of the overall activity we are watchful for any escalating disagreements, for any behavior that seems unusual or inappropriate, and for any children who seem unhappy or anxious.

Recess Guidelines

Inclusion: Everyone is always welcome to join another group at play, as long as they are within one grade range from their own. Of course a supervised class-specific game or activity would be off limits to others. Generally, we encourage children not to rely on grownups for company at recess, though we can certainly comfort them for a moment or do things like twirl the jump rope to get things going or even to keep them going. We can encourage a lone child to find another lone child to play with, giving the child suggestions like “you could ask - - - how they are feeling, or what is their favorite thing to do at recess, or if they’d like to build something with you.” We do this gently and let it go if they resist.

Accepting Change: Children are encouraged to problem solve on their own unless it becomes a question of safety. We encourage them to accept changes in the direction of play in a group and to be easy going enough to find something else to do if they no longer like the game, rather than demanding their own way. Similarly, one child should not be allowed to insist on a change in play for all the others.

Sharing Resources: Materials and forts on the playground are not “owned” from one recess to the next, though the children are encouraged to be respectful of things like others’ miniature fairy house creations. Children need to practice courteous manners with each other when working out how to share things. They often need some assistance with this. Perhaps an item in short supply should be kept for only half the given recess and then be passed along.

Physical & Emotional Well Being: Children should always be free to move. If they play horses the reins must be loose, if in jail they must be able to flee easily! The only contact allowed is a light tap on the shoulder, back or hip when playing tag. Tackling or wrestling of any kind is not allowed. There is no violent play allowed, including imaginary.

Aggressive, threatening or taunting behavior of any kind will not be allowed on the playground. Students engaged in behavior that may negatively affect another student will be redirected to another activity, including assisting the teacher on duty with supervision, check-in and stay or check-in and go.

Students are absolutely required to remain within the boundaries of the play yard during any outdoor activity. This includes not going over the hill into Creekside Park or past the grass towards the creek or into the gardening area (inside or behind the greenhouses). Students who venture outside of the school’s boundaries will be placed on check-in and stay and may forfeit their recess time.

Family Rhythms

Families can enhance the educational experience of their children by understanding the rhythms of the day. Children flourish in environments that are loving, orderly, and predictable. With an external sense of order and routine, children feel comfortable living in the moment. Just knowing what is expected at different intervals in the day can help children feel secure in the world. As an example, a bedtime ritual can help to calm and soothe children and prepare them for restful sleep. Once this routine is established, the ritual may become parents’ most treasured time with their children. These other home activities support the work of the school:

- Regular bedtime that allows 10-12 hours of sleep
- Eating a healthy protein rich breakfast consisting of whole foods and minimal sugar
- Reading to your child daily
- Household or yard chores
- Outdoor play
- Gardening
- Indoor creative play
- Hobbies
- Artistic and musical endeavors
- Cooking
- Nature hikes and walks
- Picnics

- Community or religious activities
- Volunteer or community projects
- Providing a quiet, uncluttered space and time set aside for homework, when necessary

Media Policy

The educational philosophy of WCS is based upon a deep understanding of child development. Waldorf education is known for its holistic approach, instilling a love of learning, creativity, independent problem-solving and healthy social skills through a balance of academics, art and direct experience. We believe that children need to move, run and use their bodies to learn. They need to interact with others and their environments, exploring and discovering things for themselves first hand. Playing helps them learn how to handle aggression, to share and be friends, to work out differences. Children also need time to be alone and discover that quietude is sometimes a necessary condition for imaginative play and creativity to blossom.

At WCS we strongly request there will be no television and other media screen viewing (video games, IPad, etc.) from Sunday evening through Friday after school. On the weekends, families are asked to closely monitor any media usage and avoid any violent content and limit the time spent on watching shows or playing any electronic games. We realize that significantly limiting or eliminating media from your child's life might feel like a tall order. However, with support and reassurance, we are confident that families will find that more free time means more quality time together, and more time for your child to develop and use inner resources to create games and creative play. We understand that while television and other screen media/activities can serve as a source of information and entertainment for adults, children are not operating in the same developmental stage as adults. Studies show that excessive screen media time can be harmful to a child's developing mind and body, and can significantly shorten their attention span.

For more information, talk with your child's teacher, attend parent nights, and read the latest research on the effects of television and other technologies on brain function and imagination. The following sources provide additional information about the philosophy behind our media policy:

Endangered Minds: Why Our Children Don't Think by Jane Healy
The Plug-In Drug and Unplugging the Plug-In Drug by Marie Winn
What To Do After You Turn Off the TV by Francis Moore Lapp

Dress

WCS strives to be a model of quality and beauty in the educational process and to bring an atmosphere of care and respect to everything that concerns the children at school. Physical warmth is vital to the healthy development of children. Children need to be dressed in layers for ease of movement and comfort. Their clothes should allow them to run, jump, raise arms above their heads and bend over to touch their toes with complete freedom of movement and

without embarrassment to themselves or others. To further these ideals, we ask all parents and caregivers to direct their children to the appropriate standards of dress and behavior.

The school environment is one where we wish to encourage and nurture reverence for what is noble, true and beautiful. In order to create a suitable environment for learning, we try to surround the students with living images rather than movie or cartoon characters. In an effort to create a working and learning environment that is as free as possible from such distracting influences.

We recognize that all students are valued individually for who they are and not what they wear. Clothing, however, can be distracting to students and teachers and can undermine the school environment. Therefore, WCS has a specific dress code (which is found in the policy section).

To protect our classroom floors and carpeting, students must have a pair of indoor shoes to change into when they come into the building. These shoes must have a rubber/waterproof sole in case we must go outside quickly due to an emergency.

Suitable clothing is required. In winter, warm jackets, gloves, and hats are required. In the warmth of the sun, hats are encouraged to protect students from harmful rays. Our students can be outside for up to 3 hours on some days, so protective clothing is very important.

Wearing hats indoors is discouraged except when used for warmth during cold winter days.

Festivals & Ceremonies

Festivals serve as an opportunity for the entire school community to join together in seasonal celebrations. Planning and working together in anticipation of the festival and celebrating during the festival creates bonds among the entire community. The festivals serve as an important bridge between home life and school life. In planning festivals and other celebrations, WCS will seek to promote these same standards of healthy living. An annual guide to Festivals will be made available on the School's calendar on the website.

STUDENT SERVICES

Special Education

Students who have been designated as qualified for Special Education will receive support based on their Individual Education Programs (IEPs). Students who are "gifted" will receive consideration to meet their needs and support their continued growth and development. The Response to Intervention Process will be followed for students whose needs are not being met or for whom there are concerns.

Response to Interventions (RTI)

Students who are below grade level will be given support to increase student achievement. In cases where a teacher realizes a student needs help, he/she will put accommodations in place to support the child's learning. Progress made will be documented by the teacher to determine if this approach is working.

Section 504 Plans

Students with disabilities who require accommodations in order to make progress along with their peers will be provided with a written 504 plan per state and federal guidelines.

3 Streams & Student Support

What is "Three Streams of Student Support?"

Most of the time our children are doing well at school. They are "in the flow." Sometimes, though, they experience challenges. For one reason or another they feel out of kilter with their teacher and classmates. Their challenges may have to do with the social realm ("They're being mean to me."); learning challenges ("Everyone knows how to read except me."); or, occasionally, acting out, misbehavior, or non-compliant behavior ("I don't have to if I don't want to; you can't make me.")

Social and emotional well-being is a prerequisite for academic success. Wasatch Charter School is committed to providing a foundation for healthy learning by supporting those students who are experiencing challenges. This commitment is the foundation of the curriculum and the heart of our work at Wasatch Charter. We have adopted our Three Care Streams of Student Support process in order to provide as much support as possible for students who are experiencing social, disciplinary, or learning challenges. It is based on the work of Kim John Payne, who is respected worldwide for helping children, parents, and teachers navigate challenges as well as conflict.

Under the guidance of the **Student Support Executive Group (SSEG)** our school has three streams of student support. Each stream is guided by two faculty members.

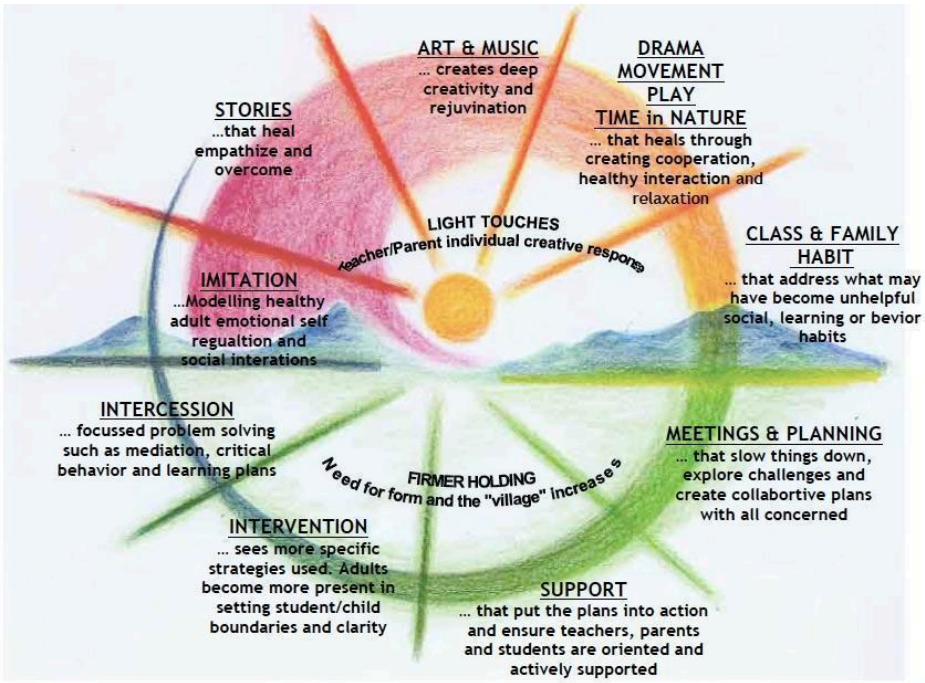
- **Social Inclusion**
- **Discipline and Guidance**
- **Learning & Remedial Support**

Underlying Premises of the Three Streams Work

1. **Accountability rather than blame.** When things are going wrong we must set them right. Each person involved can take some responsibility.
2. **Empathy is key to success in life.** Our interventions seek to build empathy in the children so that they can learn to stand in one another's shoes.
3. **A child who misbehaves is a disoriented child.** If we realize that a child who is pushing the behavioral boundaries is disoriented, we approach the child differently - less punitively - than we do when we see their behaviors as intentionally naughty or disruptive.

4. **Conflict is a necessary part of being human.** If we expect that we can remove all conflict from our children's lives, we set ourselves up for frustration. Conflict is a given, and most of us have learned our greatest lessons from the conflicts we've experienced. Our task is to let children know that we are there, guiding them through their conflicts so that they may learn constructive lessons from them.
5. **Our task is to remove hindrances to learning.** Children who experience learning challenges present us with a riddle: What is the key that unlocks their capacities? As educators and parents, our work is to seek these keys and support the child to find areas of success.
6. **We begin with implicit approaches before moving to explicit approaches.** Implicit means "not directly expressed." In other words, it's a process that is there, but the children are not necessarily aware of it. The Waldorf curriculum is rich in implicit approaches to social and emotional challenges. In fact, much of the Three Care Streams work is not apparent to the parent body or the students because it is implicit - embedded in the stories, pictures, artwork, speech, music, theatre, and rhythms of the lessons. When the teacher tells the class a story about a character who could never forgive, and describes the hardships this caused him in his working life, this is an example of using a story to address the difficulties that one or more of her students is experiencing.

   On the other hand, an explicit approach directly addresses a situation in the class or with an individual child. Explicit approaches range from "light touch" ("Children, is this a raising our hands and taking turns time, or is it a speaking out time?") to "heavy touch" (possibly a behavior change plan for an individual child). When we support a child, we begin with the lightest touch possible. If that doesn't work, we move on to more explicit, heavier-touch approaches.



Wasatch School Culture: A Multi-tiered System of Supports

TIER 1- In the Flow or Light Touch

Our curriculum begins with meeting children at their developmental stage. Classrooms are designed to keep social and sensory complexity low, with high form and predictability. These implicit strategies are intended to diminish the need for explicit disciplinary actions.

Students in Tier 1 are generally In the Flow of the regular classroom rhythm. They are being held in the core through rigorous instruction, relevant developmental content, and positive relationships to the teachers as authorities and to their peers. These students are mostly addressed through the implicit practices which are part of the WCS culture and norms.

TIER 2 - Medium

Students may at times be disoriented for a variety of reasons and lengths of time. During these times when life or learning may be a little more rocky, some additional support may help. This can include use of the Hearth, an individualized plan, or a classroom-based intervention. At this stage, a Support Circle or No Blame Meeting might also be held.

TIER 3 - Close

If classroom strategies are not orienting a student to productive learning and relationships, the teacher will make a referral and work with the Student Support Executive Group, and the family, to implement individual support plans. At this stage, more explicit and individualized strategies may be put in place to help the teacher and staff to hold the child more firmly and provide the needed support to reorient the child within the school environment.

Three Streams Organization

The student support work is organized into three “streams” or committees, which address the three categories of challenges students experience. In addition there is an executive committee that provides oversight. A parent volunteer group and a seventh and eighth-grade student support group assist with all three streams.

The Student Support Executive Group

1. Review referrals and coordinate interventions
2. Collaborate around student and teacher needs
3. Provide follow-up plans and support for teachers, students and parents

Discipline & Guidance Stream

- Respond to student behaviors and determine appropriate disciplinary response in accordance with school policies (anytime there is violence, bullying, harassment, destruction of property, illegal substances or items)
- Communicate with students and parents around disciplinary decisions and consequences

- Implement behavior intervention plans & goal tracking sheets check-in / check-out
- Track student behavior and document administrative responses
- Oversee use of restorative practices along with suspension, in school suspension & expulsion
- Recess Check in and Stay / Check in and Go

A student is directed to the Discipline and Guidance Stream when faculty members and administrators observe that he or she is pushing the school's behavioral boundaries. A student who misbehaves is a disoriented student. The DGS helps teachers and administrators provide clear and firm trauma-informed guidance grounded in restorative practices so that students can reorient themselves and find their footing at school.

Academic Stream

The Academic Stream observes, gains understanding of, and provides support for students experiencing challenges to learning and academic success. This group offers suggestions for therapeutic support for students struggling in academics. This can include Response to Intervention (RTI) group instruction both in academics and movement, special education and 504 plan considerations.

Social Inclusion Stream

Students are brought to the Social Inclusion Stream when they are having difficulties in the social realm. These difficulties may be noticed by teachers or family members at recess or in the classroom and may include (but are not limited to) non-inclusion, excluding/being excluded, bullying/being bullied, and teasing/being teased.

- Coordinates and facilitates Support Circle meetings with parents and teachers
- Responds to student needs related to social inclusion and the cultural realm
- Supports teachers in holding Social Circles and discussions with classes, as needed
- Facilitate No-Blame Meetings including Trained Peer Buddies

Compassionate Campus Crew & Peer Tutoring

Student participation is an important element of the Three Streams Approach. The seventh and eighth-grade students meet weekly to train as student mentors and helpers in the Three Streams of Student Support. They learn conflict resolution skills and reflect upon their own experiences to bring understanding and empathy to their work with the younger students. The seventh and eighth graders may take an active role in supporting and guiding the younger students at recess under guidance of the Social Inclusion Coordinator. They are asked to lead by example and to take an active role in contributing to the healthy social life of the school and community. In addition to weekly meetings, they lead student trainings in the classroom, conduct assemblies, lead role-playing skits in younger classes, mentor younger classes, and participate in No Blame Meetings. Each year they work with the school's Code of Conduct.

3 Streams Staff Hold Responsibilities for Areas of State-Required Student Support Instruction

Drug & Alcohol Abuse Prevention Instruction
Suicide Prevention
Maturation Instruction
Child Sex Abuse Prevention
Human Sexuality Instruction

Provide annual instruction for faculty related to required content and how to bring these to classes
Support teachers in bringing appropriate instruction to students through Social Circles

For more detailed information please see the Student Support Guidebook available on the school website.

DISCIPLINE

Code of Conduct

All students, faculty, and parents at Wasatch Charter School will conduct themselves in a manner that contributes to a productive, safe, happy, inviting learning environment for themselves and others. All are expected to be kind, respectful, attentive, and cooperative with others in the school community.

- Students will be on time and ready to participate each day and work diligently on their studies, as directed by their teachers. Students will abide by the dress code. They will demonstrate respect and care in their use of school property and resources, including following rules regarding the acceptable use of electronic devices and resources. Students will not bring to the school nor use any harmful or illegal items or substances while on school property or at an event sponsored by or affiliated with the School.
- Students who engage in dangerous or disruptive conduct that disturbs the learning of others, disrespect teachers and administrators, threaten or harm others, damage school property, or violate WCS's policies and procedures shall be subject to discipline, and potentially to suspension or expulsion as outlined in the Safe Schools Policy which is available on the school's website (Governing Board: Policies: Safe Schools).

Discipline Decision-Making

Different behaviors warrant different responses based on context, severity, and frequency. The following chart provides direction on how various situations should be managed.

Behaviors	First Offense	Additional Offenses	Persistent Offenses
Level I – Non-threatening behaviors that violate Code of Conduct **Examples:** Defiance/ Insubordination/ Non-Compliance	**Managed by:** Class Teacher / Other Teacher **Strategies:**	**Managed by:** Class Teacher / Other Teacher **Strategies:**	**Managed by:** Class Teacher / Other Teacher **Strategies:**

Disrespect Disruption Dress Code Violation Inappropriate Language Property Misuse Technology Violation	- Quiet conversation or chat - Simple reminder - Redirection - Agreement reached with student	- Quiet conversation or chat - Simple reminder - Redirection - Agreement reached with student - Phone call to parents, as needed	- Refer to 3 Streams for Assistance - Set up meeting with parents and student to create behavioral plan
Level 2 – Disruptive and possibly threatening behaviors that violate Code of Conduct **Examples:** Defiance/ Insubordination/ Non-Compliance Disrespect Disruption Lying/Cheating Technology Violation Physical Contact/ Physical Aggression	**Managed by:** Class Teacher / Other Teacher / 3 Streams **Strategies:** Send student to Buddy Class Refer to 3 Streams - 3 Streams staff logs visit - 3 Streams/teacher determines appropriate options: Meaningful Work, Calm and Return, Social Inclusion, Guidance	**Managed by:** Class Teacher / Other Teacher / 3 Streams **Strategies:** Send student to Buddie Class Refer to 3 Streams - 3 Streams staff logs visit - 3 Streams/teacher determines appropriate options: Meaningful Work, Calm and Return, Social Inclusion, Guidance 3 Streams /teacher contacts or meets with parents, as appropriate	**Managed by:** 3 Streams / SSEG **Actions:** 1. Students regularly coming into 3 Streams will be referred to Care Team for consultation 2. SSEG staff speaks with parents and class teachers, as needed 3. SSEG staff helps to draft Behavior Plan *Behavior Plan may include scheduled time in Meaningful Work, Calm and Return, Meetings with Social Inclusion and/or Guidance staff, Referral for Assessment or Services*
Level 3 – Behaviors that pose a health & safety risk, are extreme, and/or violate Safe Schools Policy **Examples:** Defiance/Insubordination/ Non-Compliance/Disrespect Abusive Language/ Inappropriate Language/ Profanity Bullying/Harassment Disruption Use/Possession of Alcohol, Drugs, Tobacco Use/Possession of Weapons, Arson Physical Aggression, Fighting Property Damage/ Vandalism Forgery/ Theft/ Plagiarism Gang Affiliation Display Technology Violation Inappropriate Display of Affection Inappropriate Location/Out of Bounds Area	**Managed by:** Administration / SSEG/3 Streams **Actions:** 1. Teacher making referral fills out Incident Report 2. Student is sent or escorted with referral to 3 Streams 3. If actions taken do not fall under Safe Schools, student is referred to 3 Streams staff who meets with teacher, student & parents 4. If actions fall under Safe Schools, student is referred to Executive Director or their Designee who contacts parents and follows appropriate actions		

Discipline Policy

The hope is that violations of WCS's Code of Conduct, particularly any conduct that could lead to suspension or expulsion, might be detected early and remedied in accordance with the 3 Streams approach before such action would need to be taken. However, WCS recognizes its responsibility to provide a safe environment conducive to learning for all students. If the class teacher is not able to handle the situation, prevention of the behavior has not succeeded, this course of action may be taken:

- If the child involved has been identified as disabled, a determination will be made as to whether the behavior in question is a manifestation of the child's disability, and appropriate care will be taken to comply with IDEA in any disciplinary actions.
- All teachers who are involved with the student would meet in a council to discuss the concerns.
- All teachers would pay particular attention to the student in question over a course of time determined before meeting in council again.
- At the end of the designated time, a second council would be called to discuss what the next course of action should be in an effort to ensure the student's success in correcting the problem.
- The parents and student may be invited to attend a meeting with the Council and Executive Director to discuss the problems needing attention. A plan of action may be written and implemented by teachers and parents in an effort to remedy the problem.
- In cases where student behavior poses imminent harm to fellow students or members of the WCS community, as outlined in the Safe Schools Policy, the Executive Director may consult with the relevant class teacher, student and parents, and make an immediate plan of action, which may include suspension or expulsion if necessary. The above steps would then be followed in order to determine how to most appropriately support the student's re-entry into the classroom.
- If these efforts fail and the problem continues, the Executive Director will notify the parents in person or by phone or email if the school intends to suspend the student. In the event of suspension/dismissal the WCS staff will act in accordance with IDEA and all other applicable state and federal laws. Further all suspensions and expulsions shall be conducted in accordance with the published Policy and all applicable State and Federal laws to ensure that the student's property right to an education and due process rights are duly protected.
- If expulsion is deemed necessary by teachers and the Executive Director, they will petition the Governing Board for expulsion in accordance with WCS's Policies and Procedures governing Suspension and Expulsion.

EMERGENCY RESPONSE

Wasatch Charter School has an Emergency Operations Plan that follows the state mandated Standard Response Protocol which will be provided to staff, kept in each classroom, and serve as the basis of monthly emergency drills. All employees are expected to participate in all emergency drills and training that occur during their work hours and to follow proper procedures. Caring for the safety and well-being of students during both drills and real emergencies is the top priority of all employees.

Parents and families will be notified of emergency situations using the school's mass communications system. They will be given specifics on actions to be taken should children need to be picked up from the school's Reunification Center in the case of an emergency. It is imperative that contact information is updated as needed so that families will receive notifications in the case of an emergency. As needed, students may be kept on school property outside of the typical school day or evacuated / released from school early. When such an emergency presents itself, families will be reunited as quickly as possible. Timely information about actions taken and needed will be communicated to parents through the school's electronic notification system, using text, email and phone.

POLICIES

Prohibition on Discrimination

Wasatch Waldorf Charter School is a public charter school that does not discriminate on the basis of disability, race, creed, color, gender, national origin, or religion. Wasatch Waldorf Charter School admissions and transfer policies comply with the Utah Code 53G-6-503.

Enrollment

Wasatch Waldorf Charter School fills its student enrollment based on the following priority:

Open Enrollment

Once a student has been admitted to the school through the process mentioned below, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the open enrollment closing date, the total number of applicants exceeds the number of spaces available at the school. Open Enrollment dates will be publicly announced and will adhere to Utah State Statute.

Lottery Selection

A lottery is a random, unbiased selection process by which Wasatch Waldorf Charter School admits applicants. The School will use a lottery if, during the open enrollment period, more students apply for admission to the charter school (in any grade) than can be admitted. The random selection of students will begin with 8th grade, proceeding down through Kindergarten, with each student assigned a number identifying the order in which he or she are drawn and preference being given to the siblings of students

already enrolled/accepted. Following the lottery, preferential enrollment is given where applicable, but will not exceed 5% of total enrollment (children and grandchildren of Founding Members, Board Members, including Wasatch Charter School, Wasatch Family Foundation, and employees). Afterwards classes are filled to capacity using the sequence obtained from the lottery drawing.

When a student is admitted to the school through the lottery process, all siblings of that student are admitted, if space is available. If a sibling of a current student, a graduated student, or a former student who withdrew due to extenuating circumstances, the sibling will be admitted, if space is available, or placed on the sibling waiting list. Siblings shall be defined as each of two or more individuals having one or both parents or legal guardians in common, whether through birth, marriage, adoption, or operation of law. If space is not available for a particular grade, that sibling will be placed on the waiting list. Students not selected will remain on a waiting list, preserving the order as determined by the lottery, giving preference to siblings of attending students. Students placed on the waiting list will be given the opportunity to attend the school if openings become available during the school year. Families will be notified and parents will be given an acceptable amount of time to accept or reject the enrollment offer.

Dual Enrollment

A parent seeking to dually enroll a student must certify that the student will receive instruction in the subjects the State Board of Education requires to be taught in public schools and for the same length of time as required in K-6 public schools, as provided by the rules of the State Board of Education.

A contract between Wasatch Waldorf Charter School and the parents outlining the times that students will attend and the educational instruction to be received in each setting will be drafted and signed and notarized by the parents/guardians and maintained in the student's file along with the certification.

Requests for dual enrollment should be provided to the Director of Wasatch Waldorf Charter School. Students who are dually enrolled at Wasatch Waldorf Charter School and in a private school or home school will only take the state assessments for the subjects for which they received instruction from Wasatch Waldorf Charter School.

Parental Involvement

Wasatch Waldorf Charter School believes that parent involvement is vital to a successful school and optimal student achievement. Parents who enroll their children in the school should do so with the understanding that their involvement is crucial to the success of their child's education and of the school. Detailed guidelines for volunteer service have been outlined previously in the handbook.

Parent drivers, overnight field trip chaperones, and others who may have direct and unsupervised access to students must complete a finger printed background check, a reference referral, and training on bullying and harassment.

Internet Safety & Electronic Use

Student use of computers must be in support of education and research and must be consistent with educational objectives of Wasatch Waldorf Charter School. Accordingly, internet access at Wasatch Waldorf Charter School is filtered and monitored on an ongoing basis to protect against access by adults and minors to visual depictions that are obscene, child pornographic, or harmful to minors. Filtering may be disabled for adults who are engaged in bona fide research or other lawful purposes upon receiving special permission from the Director and/or the School Board.

The following is strictly prohibited:

- Use of electronic devices in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, and invitees, consistent with R277-609 and R277-613, or violate local, state, or federal laws.
- Access by students, school employees and invitees to inappropriate matter on the Internet and World Wide Web while using school equipment, services or connectivity whether on school property or while using school-owned or issued devices.
- The use of electronic devices during standardized assessments unless specifically allowed by statute, regulation, student IEP, or assessment directions.

Students will be educated in appropriate online behavior, including cyberbullying awareness and response. The prevention of unauthorized access, including hacking and other unlawful activities and unauthorized disclosure, use and dissemination of personal student information under the Family Educational Rights and Privacy Act, 34 CFR, Part 99 by school electronic device users are also priorities.

As such:

1. Students and/or parents will sign computer use and safety agreements annually.
2. Students are strictly prohibited to:
    1. Access or create files or materials without authorization.
    2. Attempt to hack into any school systems.
    3. Access or create offensive, profane, or pornographic files.
    4. Plagiarize works or violate copyrights or trademarks.
    5. Attempt to bypass computer security.
    6. Have food or drinks near computers.

There will not be an expectation of privacy in files, disks, documents, internet history, etc., which have been used or created with Wasatch Waldorf Charter School equipment.

- All documents, files and folders created with school hardware/software remain the intellectual property of Wasatch Waldorf Charter School.
- Vandalism will result in appropriate disciplinary action. Vandalism includes, but is not limited to: abusive overloading of data on the server; uploading, downloading or creating computer viruses; any malicious attempt to harm or destroy the property.

Security is a high priority, heightened due to multiple users. Students are prohibited to use another individual's account or login information other than his/her own at any time. Any security concerns must be reported to the director, teacher/supervisor or system administrator.

- Personal information is restricted, password protected, and stored only on the school servers and teachers will sign disclosures regarding the use and dissemination of personal information regarding students. Only authorized personnel have access to student information. No personally identifiable information about students will be shared without written consent of a parent.
- The use of the computers and internet is a privilege, not a right. Inappropriate use of these resources may result in disciplinary action (including the possibility of suspension or expulsion), and/or referral to legal authorities. The director, teacher/supervisor or systems administrator may limit, suspend or revoke access to electronic resources at any time.
- Users are liable for any misuse of the systems.
- Parental permission is obtained for the publication of student work, and photos.
- Local law enforcement officers may be notified if school employees believe that a student has misused an electronic device in violation of the law.

Violation of the school's acceptable use policies may result in confiscation of school-owned devices.

Students are personally responsible for devices assigned or provided to them by the school, both for loss or damage of devices and use of devices consistent with school directives.

The use of electronic devices in violation of school or teacher instructional policies may result in the confiscation of personal devices for a designated period.

- The use of privately-owned electronic devices to bully or harass other students or employees that result in disruption at school or school-sponsored activities may justify administrative penalties, including expulsion from school and notification to law enforcement.

Child Abuse & Neglect Reporting

Utah law requires that whenever any person, including any school employee, contracted or temporary employee, or volunteer who has reason to believe that a child has been subjected to incest, molestation, sexual abuse, physical abuse, or neglect or observes a child being subjected to conditions or circumstances which would reasonably result in sexual abuse, physical abuse, or neglect, he or she shall immediately notify the nearest police officer, law enforcement agency, or the Division of Child Family Service. The law provides serious penalties for failure to fulfill one's duty to report.

Dress Code

Our goal is to develop a healthy school-time environment by guiding children toward appropriate school attire. This policy may not cover all situations and teachers may have

special needs to address particular attire. Please contact your class teacher(s) if you have any questions about specific articles of clothing.

Parental support is needed and appreciated in the following areas.

1. To ensure a safe environment for our children, have them:
    a. Come well dressed for the weather and/or come anticipating the weather.
    b. Come wearing comfortable, practical, flat-soled shoes that are firmly attached to the feet.
    c. Come wearing attire that will allow the student to actively participate in all school related activities without being inappropriately revealing.
2. To create an environment focused on learning and which provides a wholesome social atmosphere, the children shall wear:
    a. Clothing and accessories free of printed messages, pictures or images. Examples of acceptable clothing includes patterns, plaids, stripes, solids, or school-approved Wasatch Waldorf Charter School logo-wear.
    b. Shoes free of lights and/or wheels.
3. Children shall not wear:
    - Hoods or hats indoors.
    - Outdoor boots or coats in the classroom.
    - Dangling jewelry (including necklaces, earrings, etc.)
    - Watches or other devices that have computing capacity.
    - Hair dyed colors that are not naturally occurring.

Students shall also only bring items to school, including lunchboxes and backpacks, that are free from printed messages, pictures, and images.

Student Records

Wasatch Waldorf Charter School (WCS) recognizes the importance of confidentiality with regard to sensitive student and family information and will comply with State and Federal laws concerning family educational rights and privacy.

The school may from time to time receive notice that a student has been detained or adjudicated for certain criminal offenses pursuant to Subsections 78A-6-112(3)(b) and 78A-6-117(1)(b) of the Utah Code. To protect the confidentiality of the information, this policy establishes which staff members have authority to receive confidential information about students, depending upon the offense and the circumstances.

As set forth in FERPA, the term “education records” includes all records containing information directly related to a student and that are maintained by Wasatch Waldorf Charter School, or by a person acting for Wasatch Waldorf Charter School. This includes all records regardless of medium including, but not limited to, files, documents, handwriting, email, videotape or audiotape, electronic or computer files, film, print, microfilm, and microfiche. Examples of “education records” include grades, class lists, course schedules, transcripts, health records,

and discipline files. Personal notes made by teachers or other staff are not considered education records if they are:

- kept in the sole possession of the maker;
- not accessible or revealed to any other person except a temporary substitute, and
- used only as a memory aid.

Records created and maintained by a law enforcement unit for law enforcement purposes are also excluded.

Family Educational Rights and Privacy Act (FERPA)

FERPA is civil rights legislation designed to assert and protect the rights of students and their parents. According to its sponsors, “The purpose of the Act is two-fold - to assure parents of students… access to their education records, and to protect such individuals’ rights to privacy by limiting the transferability of their records without their consent.”

FERPA and Its Protections

FERPA is a federal law that protects the privacy interests of students. It affords parents the right to access and request that their children’s education records be amended, and gives them some control over the disclosure of the information in these records. FERPA generally prevents schools from sharing student records, or personally identifiable information in these records, without the written consent of a parent, except as provided by law.

Directory Information

The term “directory information” is used for the portion of the education record that, if disclosed, would not generally be considered harmful or an invasion of privacy. Wasatch Waldorf Charter School has designated the following as directory information:

1. name, address and, telephone number;
2. day and month of birth;
3. parents’ email addresses;
4. participation in officially recognized activities and sports;
5. dates of attendance;
6. awards received;
7. most recent previous education agency or institution attended; and
8. photograph.

Directory information may be released at the discretion of school officials, without consent, only to current students, families, faculty or education service providers with whom the school has a contract for appropriate educational or community purposes. Under the provisions of FERPA, parents must be notified annually of their right to withhold the release of any or all directory information. Wasatch Waldorf Charter School will honor a parent’s request that their student’s directory information not be released. At the beginning of each school year, students will be sent home with a Directory Notification Form (found in appendix A). If parents wish, they may sign the form to withhold the release of their children’s directory information.

Annual Notification of Rights to Parents

FERPA regulations require schools to give annual notification to parents of their rights under FERPA. The annual notification must ensure that parents understand that they have the right to:

- inspect and review their student's education record;
- seek to amend the record if they believe it to be inaccurate; and
- consent to disclosures of personally identifiable information, with some exceptions as outlined in the Disclosure of Student Information section below.

Disclosure of Student Information

Generally, schools must have written parent permission to release any information from a student's education records; however, in addition to properly designated "directory information," FERPA allows disclosure without consent to the following parties or under the following conditions:

A Legitimate Educational Interest

School officials with a "legitimate educational interest" may access student records under FERPA. Generally, this refers to individuals in the school who need to know information in the student's education record in order to perform their professional responsibility.

Other Schools Into Which a Student is Transferring or Enrolling

Schools that submit a records request or in which a student has enrolled are eligible to receive information from that student's education records, so long as the disclosure is for purposes related to the student's enrollment, or transfer. This includes post-secondary institutions to which the student is applying.

Judicial Orders or Lawfully Issued Subpoenas

Schools must release information requested by judicial order or legal subpoena; however, the school must make a reasonable effort to notify the parent in advance of compliance, unless the court or other issuing agency has ordered that the contents of the subpoena not be disclosed, or that the protected education records not be included.

Health and Safety Emergencies

Disclosure to appropriate officials is valid if the information contained in the education record is necessary to protect the health or safety of the student or other individuals. This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's education records. When making a disclosure under the health or safety emergency provision in FERPA, schools are specifically required to record the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and the parties to whom the school disclosed the information.

The Juvenile Judicial System

Schools may release information to state and local juvenile justice authorities after receiving written certification that the information will not be disclosed to any other agency, organization, or third party without the parent's permission, except as allowed by state law.

Specified Officials for Audit or Evaluation Purposes

This exception refers to federal, state, and local education agencies that must collect data or student information to audit, evaluate, or enforce educational programs.

U.S. Immigration and Customs Enforcement (ICE) for Foreign Students Attending School Under a Visa

ICE requires foreign students attending an educational institution under an F-1 visa to sign the Form-I-20. The form contains a consent provision allowing for the disclosure of information to ICE. This consent is sufficiently broad to permit an educational institution to release personally identifiable information of a student who has signed a Form I-20 to ICE for the purpose of allowing ICE to determine the student's non-immigrant status.

Ex Parte Orders

Schools must release information in response to an ex parte order from the Attorney General of the United States or his designee in connection with the investigation or prosecution of terrorism crimes. An ex parte order is an order issued by a court of competent jurisdiction without notice to an adverse party.

Parent Consent to Release Student Records

A parent must provide written consent before Wasatch Waldorf Charter School will disclose personally identifiable information from the student's education records, unless one of the exceptions to FERPA's general consent rule applies (see Disclosure of Student Information). FERPA requires that a consent be signed and dated by the parent and:

1. specify the records that may be disclosed;
2. state the purpose of the disclosure; and
3. identify the party or class of parties to whom the disclosure may be made.

Documenting Release of Student Record

Generally, Wasatch Waldorf Charter School will maintain a record of "each request for access to and each disclosure of personally identifiable information from the education records of each student." However, Wasatch Waldorf Charter School need not maintain any information about requests for access to or disclosures of personally identifiable information from education records to the following individuals or organizations:

1. the parents of the student;
2. a school official with a legitimate educational interest;
3. a party who has written consent from the parent;

4. a party seeking directory information; or
5. a party seeking or receiving information under a subpoena in connection with which the issuing authority has ordered nondisclosure.

When a record of the disclosure is required, the school must note at a minimum: (1) the parties who have requested or received personally identifiable information from the education records; and (2) the legitimate interest the parties had in requesting or obtaining the information. Documentation should remain with the education record as long as the record is maintained.

Wasatch Waldorf Charter School may presume that either parent has authority to inspect and review the education records of their child or consent to disclosure. Evidence denying a parent's FERPA rights must be furnished to the school in the form of a court order that specifically restricts a parent's access to their child's education records. If the school is not familiar with the person, the school may request identification to establish that they are in fact the child's parent with rights under FERPA. The school will honor any request within a reasonable time but in no case longer than 45 days. The right of parents to access information is limited to their own child or children. If the education record includes information about other students, that information must be removed prior to disclosure so that parents do not have access to any other child's records.

Transfer of School Disciplinary Records

When a student is suspended or expelled for ten or more school days, a letter will be generated to the student's parents explaining the terms of their suspension or expulsion. A copy of this letter should be placed in the student's permanent file thereby creating a record which will follow the student when transferring to another school.

Videotapes

For FERPA purposes, surveillance videotapes (or other media) with information about a specific student are considered education records if they are kept and maintained by the school system, and thereby subject to protection. Videotapes may be reviewed by school officials who have a legitimate educational interest. Parents have the right, upon request, to inspect and review their student's education record; however, if the videotape contains personally identifiable information about a student other than the parent's own student, and the information cannot be easily separated, in order to limit access to only the relevant student's information, a school official shall summarize the contents of the videotape and inform the parents of the contents either verbally or in writing.

Other Federal Laws Protecting Student Privacy

Individuals with Disabilities Education Act (IDEA)

In addition to the requirements of FERPA, the IDEA provides additional privacy protections for students who are receiving special education and related services tailored to protect special confidentiality concerns for children with disabilities and their families.

Wasatch Waldorf Charter School must inform parents of children with disabilities when information is no longer needed and will be destroyed.

Wasatch Waldorf Charter School must have one official who is responsible for ensuring the confidentiality of any personally identifiable information and must train all persons who are collecting or using personally identifiable information about confidentiality and FERPA.

Health Insurance Portability and Accountability Act (HIPAA)

HIPAA's Privacy Rules exclude health information contained in an education record. Health records maintained by an education agency or institution are, however, subject to FERPA. For example, immunization records and school nurse records would be considered "education records" subject to FERPA.

Protection of Pupil Rights Amendment (PPRA) and Utah Family Educational Rights and Privacy Act

Utah statute affords parents and students additional protections that do not exist under current federal law.

Under the Utah Family Educational Rights and Privacy Act, Wasatch Waldorf Charter School must obtain prior written consent from a student's parent or legal guardian if the school plans to administer any psychological or psychiatric examination, test, treatment, or any survey, analysis or evaluation that has the purpose or evident intended effect of causing the student to reveal information, whether the information is personally identifiable or not, concerning the student's or any family member's:

- political affiliations or, except as provided under UCA §53G-10-202 or rules of the Utah State Board of Education, political philosophies;
- mental or psychological problems;
- sexual behavior, orientation, or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of individuals with whom the student or family member has close family relationships;
- religious affiliations or beliefs;
- legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; and
- income, except as required by law.

The prohibitions above also apply within the curriculum and other school activities unless prior written consent is obtained. Thus, parents or legal guardians must provide written consent before a student can participate in curriculum discussion "in which the purpose or evident intended effect is to cause the student to reveal" the prohibited information listed above, subject to certain exceptions discussed below. Student are free, however to exercise "free speech" and related rights allowed by other state legislation. The Utah Family Educational Rights and Privacy Act does not prohibit

students from spontaneously expressing sentiments or opinions that might otherwise be protected against disclosure under the Act.

Generally, for consent to be valid, the parent or legal guardian will be provided with notice that a copy of the survey questions to be asked of the student is available at the school and a reasonable opportunity to obtain written information regarding the following, at least two weeks before the test/treatment/survey/analysis/evaluation is administered or information listed above is sought:

- the information and relationships that will be examined or requested;
- how the records or information will be examined or reviewed;
- the means by which the information will be obtained;
- the purposes for which the records or information are needed;
- the entities or persons (public or private) who will have access to the personally identifiable information; and
- how a parent can give permission to access or examine the personally identifiable information.

Following disclosure of the above-listed information, a parent or guardian may waive the two-week notification period.

Two-weeks advanced notice of the above-listed information will not be provided in response to a situation that a Wasatch Waldorf Charter School employee reasonably believes to be an emergency, or as authorized under applicable Child Abuse or Neglect Reporting Requirements, or by order of a court of law.

Parental authorization is valid only for the activity for which it was granted. A parent may withdraw consent by submitting a written withdrawal of authorization to the school executive director prior to or during the course of the activity.

Notwithstanding anything in this policy, when a school employee believes that a situation exists which presents a serious threat to the well being of the student, the employee must notify the student's parent or guardian without delay, unless the matter has already been reported to DCFS, in which case it is the responsibility of DCFS to notify the student's parent or guardian of any possible investigation or take other appropriate action.

Notwithstanding anything in this policy, when a school employee believes that a student is at-risk of attempting suicide, physical self-harm, or harming others, the employee may intervene and ask the student questions regarding the student's suicidal thoughts, physical self-harming behavior, or thoughts of harming others for the purposes of (1) referring the student to appropriate prevention services, and (2) informing the parent or legal guardian.

Notice of Detainment and Adjudication

The school may receive notice that a student has been detained or adjudicated for certain violent or weapons criminal offenses pursuant to Subsections 78A-6-112(3)(b) and 78A-6-117(1)(b) of the Utah Code.

1. Upon receipt of a notice pursuant to Utah Code Section 78A-6-112(3)(b) (notice that a minor was taken into custody or detention by law enforcement) or Section 78A-6-117(1)(b) (notice of adjudication by juvenile court), the Director shall:
    1. make a notation in a secure file other than the student's permanent file; and
    2. if the student is still enrolled in the school, notify staff members who, in his/her opinion, have both a right and a current need to know.
2. Access to the secure files noted in part 1.a of this policy shall be limited to persons authorized to receive information under this part.
3. Notwithstanding the foregoing, School officials may include appropriate information in the education record of any student concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.
4. School officials may disclose student discipline information described above to teachers and other School officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.
5. School officials shall not release personally identifiable student discipline records to other government agencies, including law enforcement agencies, unless the agency produces a subpoena or court order, or unless the student's parent or guardian has authorized disclosure.

Medications & Medical Advice

Teachers at Wasatch Waldorf Charter School may not provide medical advice or recommendations to parents. They may state observations made and share information, but cannot counsel parents or give advice on seeking services, medications, therapies, or other healthcare services.

Administration of Medication by School Personnel

Wasatch Waldorf Charter School will comply with applicable state and federal laws, including, but not limited to Utah Code Ann.§53G-9-502, regarding the administration of medication to students by school personnel. Accordingly, pursuant to this policy, authorized Wasatch Waldorf Charter School personnel may provide assistance in the administration of medication to students of the school during periods of time when the student is under the school's control.

Wasatch Waldorf Charter School Personnel will only administer prescription and over the counter medications to students who have obtained a signed and completed Student Medication Form, including the health care provider section detailing instructions for administering by school personnel.

Due to the liabilities associated with allowing students to administer their own medication and be in possession of said medication while at the school, Wasatch Waldorf Charter School has

established the policy that self-administration by students without appropriate permission forms will not be allowed.

If students must receive medications while at school, the school administration can be of assistance with administering, pending a note from the doctor and/or parent allowing them to administer those medicines.

As an exception, self-administration is allowed if the student could experience conditions that are considered life threatening if the medication is not available and administered by the student or administrator in a timely manner. (For example: Severe Allergies, Severe Asthma, Diabetes, etc.) Doctor and parent note will need to be filled out, returned, and kept in student's file.

Student Accommodations

Wasatch Waldorf Charter School recognizes that a student's parent or guardian is the primary person responsible for the education of the student, and the state is in a secondary and supportive role to the parent or guardian. As such, a student's parent or guardian has the right to reasonable academic accommodations from the student's school as specified in this policy. The listing of rights in this policy is not meant to be exhaustive and a student's parent or guardian, as a user of the public education system, may have other rights or be entitled to other accommodations. Whether under this policy or otherwise, each requested accommodation shall be considered on an individual basis and no student shall be considered to a greater or lesser degree than any other student.

As used in this policy, "reasonably accommodate" means that a school shall make its best effort to enable a parent to exercise a right identified in this policy (1) without substantial impact to staff and resources including employee working conditions, safety and supervision on school premises and for school activities, and the efficient allocation of expenditures; and (2) while balancing (a) parental rights, (b) the educational needs of other students, (c) academic and behavioral impacts to a classroom, (d) teacher workload, and (e) the need to assure safe and efficient school operation. In determining whether a parental request will be accommodated in a particular instance, each of the above-listed factors should be considered.

Academic Accommodations

Wasatch Waldorf Charter School shall reasonably accommodate the request of a student's parent or guardian:

1. Made in writing to retain a student on grade level based on the student's academic ability or social, emotional, or physical maturity;
2. Regarding initial selection of a teacher or request for a change of teacher;
3. To visit and observe any class the student attends;
4. Made in writing to excuse the student from attendance for a family event or visit to a health care provider, without obtaining a note from the provider (such excuse does not diminish expectations for the student's academic performance);

5. Made in writing to place a student in a specialized class or an advanced course (the school shall consider multiple academic data points when considering this requested accommodation); and
6. To meet with a teacher at a mutually agreeable time if the parent or guardian is unable to attend a regularly scheduled parent teacher conference.

Testing Accommodations

Wasatch Waldorf Charter School shall, upon the request of a student's parent or guardian, excuse a student from taking an assessment that is federally mandated, is mandated by the state under Utah Code Title 53A, or requires the use of a state assessment system or software that is provided or paid for by the state. The school shall follow the procedures outlined by the state in R277-404-6 in excusing a student from testing under this policy. Parents or guardians must complete the Parental Exclusion from State Assessment Form on the USOE website and return it to the Director at least one day prior to the assessment. The form must be re-submitted on an annual basis to exempt the student from assessments in future years.

School grading, teacher evaluations, and student progress reports or grades will not be negatively impacted by students excused from taking a required assessment.

Wasatch Waldorf Charter School will not reward any students for taking federally or state mandated assessments.

Assessment

All WCS students shall participate in state administered assessments unless:

1. The Utah alternate assessment is approved for a specific student consistent with federal law and as specified in a student's IEP; or
2. a student is excused by a parent/guardian under Utah Code Ann. 53G-6-803, and Utah Administrative Code R277-404-6.

WCS may not impose additional procedures to exercise this right nor may any penalty or adverse consequences be imposed upon the student.

School grading, teacher evaluation, and student progress reports or grades may not be negatively impacted by students excused from taking a state administered assessment.

No school or employee may reward a student for merely taking a state administered assessment.

Electronic Devices

Electronic devices have become a common means of communication and information access in today's society. However, these devices have the potential of disrupting the orderly operation of the school. Wasatch Waldorf Charter School has therefore created this policy to govern the possession and use of electronic devices on school premises, during school hours.

For purposes of this policy ***"Electronic Device"*** is defined as privately owned wireless and/or portable electronic handheld equipment that include, but are not limited to, cell phones, walkie-talkies, handheld entertainment systems, CD players, compact DVD players, MP3 players, iPods ©, and any other communication technologies that do any number of the previously mentioned functions, including "smart" watches. Electronic Device also includes any current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing.

Possession and Use: Students at Wasatch Waldorf Charter School may possess electronic devices at school subject to the following:

1. Students may carry and possess electronic devices to and from school.
2. Electronic devices must be turned off and kept in backpacks during school hours except under the supervision of the teacher in the classroom.

Prohibitions: Electronic devices may not be used in a way that threatens, humiliates, harasses, intimidates, or violates local, state or federal law of school-related individuals, including students, employees, and visitors. Electronic devices may not be used during Utah Performance Assessment System for Student assessments, unless specifically allowed by law, student Individual Education Plan, or assessment directions.

Confiscations: If a student violates this policy, his/her electronic device may be confiscated. When an employee confiscates an electronic device under this policy, he/she shall take reasonable measures to label and secure the device and turn the device over to a school administrator as soon as the employee's duties permit. The electronic device will be released/returned to the student on the first confiscation. On subsequent confiscations, the electronic devices will be released/returned to the student's parent or guardian after the student has complied with any other disciplinary consequence that is imposed.

Security of Device: Students shall be personally and solely responsible for the security of electronic devices brought to school. The school shall not assume responsibility for theft, loss, damage, or unauthorized calls made with an electronic device. If devices are loaned to or borrowed and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s).

Exceptions: With prior approval of the director, the above prohibitions may be relaxed under the following circumstances:

3. the use is specifically required to implement a student's current and valid IEP;
4. the use is at the direction of a teacher for educational purposes;
5. the use is determined by the director to be necessary for other special circumstances, health-related reasons, or emergency.

Bullying and Harassment

No school employee or student may engage in bullying or harassing a school employee or student:

1. on school property;
2. at a school related or sponsored event;
3. while the school employee or student is traveling to or from a location or event

No school employee or student may engage in hazing or cyberbullying a school employee or student at any time or in any location.

No school employee or student may engage in retaliation against:

1. a school employee;
2. a student; or
3. an investigator for, or witness of, an alleged incident of bullying, harassing, cyberbullying, hazing, or retaliation

No school employee or student may make a false allegation of bullying, harassment, cyberbullying, hazing, or retaliation against a school employee or student.

Any bullying, harassing, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

INVESTIGATIONS

WCS will promptly and reasonably investigate allegations of bullying, cyberbullying, harassment, hazing, and/or retaliation in accordance with our published Policies.

Student Assessment

A student assessment of the prevalence of bullying, cyberbullying, hazing and harassment at Wasatch Waldorf Charter School and specific locations where students feel unsafe and additional adult supervision may be required, such as playgrounds and hallways, will be conducted on an annual basis.

Training

School employees, students, and volunteers at Wasatch Waldorf Charter School shall receive annual training regarding bullying, cyber-bullying, harassment, hazing, and retaliation.

The training will address:

- overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior such as name calling, or both physical and verbal aggression or threatening behavior;
- relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
- bullying, cyber-bullying, harassment and/or hazing of a sexual nature or with sexual overtones;
- cyber-bullying, including use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school;
- bullying, cyber-bullying, hazing and retaliation based upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws:
    - Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin;
    - Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or
    - Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability; and
- Training on civil rights violations will include compliance when civil rights violations are reported;
- bullying, cyber-bullying, hazing and retaliation including training and education specific to bullying based upon students' or employees' actual or perceived, characteristics, including race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes or and conformance or failure to conform to stereotypes;
- awareness and intervention skills such as social skills training.

A qualified employee shall supervise volunteers and is responsible for ensuring that volunteers are trained in the above areas. Volunteers shall report to their supervisor if the volunteer witnesses or is notified of a bullying, cyber-bullying, hazing, or retaliation incident among students or if the volunteer has reason to suspect such an incident. Volunteers shall not engage in bullying activities themselves and must follow policy requirements or may be asked to leave Wasatch Waldorf Charter School if in violation of this policy.

Training provided on bullying, cyber-bulling, hazing and retaliation shall compliment the required training on suicide prevention.

In addition to training for all students and school employees, students, employees, and volunteers involved in any extra-curricular activity shall:

- participate in initial bullying and hazing prevention training prior to participation in the extra-curricular activity;
- participate in initial bullying, cyber-bullying and hazing prevention training to be completed by every employee by January 30, 2019 and repeated at least every three years thereafter;
- receive information annually of the prohibited activities list provided previously in this policy and the potential consequences for violation of this Policy.

Abusive Conduct

Prohibitions

Parents, students, or school employees are prohibited from engaging in abusive conduct toward a school employee.

Retaliation

Wasatch Charter School will not retaliate against school employees who make a good faith report of abusive conduct. School employees are prohibited from making false reports and allegations of abusive conduct.

Reports of Abusive Conduct and Grievance Process

School employees who believe they have been the subject of abusive conduct or who have witnessed abusive conduct, may report the incident to the Executive Director or a direct supervisor.

The Executive Director or their designee will investigate all reports of abusive conduct toward a school employee.

The results of the investigation will be reported to the complainant and further action, if the allegations have been confirmed and as deemed appropriate, will be taken. Actions may include, but are not limited to, regulating communication between parents and school employees, limiting parents' access to areas of the school, reporting the incident to law enforcement authorities, and any other measures as deemed appropriate by the Executive Director or the Board of Directors.

In situations involving abusive conduct by a student, disciplinary actions will be taken in accordance with the School's Safe Schools Policy.

Any allegation of abusive conduct on the part of the Executive Director should be reported directly to the Chair of the WCS Governing Board.

Healthy Communications Guidelines and Complaints

Open, honest and useful communication allows anyone at Wasatch Waldorf Charter School to communicate with others. Communication will not be useful if the person you approach isn't

the key person involved or the person who should handle the situation. Decisions rendered must be based on law, policy and in line with the mission and vision of the school.

SUGGESTION PROCESS

Wasatch Waldorf Charter School welcomes suggestions, comments, and/or concerns. This will ensure we are taking appropriate action regarding potential improvements to the school. Individuals with suggestions are welcome to send an email to the general school account: info@wasatchwaldorf.org. All emails will be forwarded to the chairs of the appropriate councils or committees and reviewed in meetings. Any suggestions that are being adopted or integrated will be noted in the meeting minutes.

CONCERNS

Concerns are a normal and natural occurrence among people working together toward shared goals. When we engage in moving a concern toward resolution, we model healthy human relationships for our students and for each other. Resolution can take a variety of forms, including:

1. coming to a mutual understanding
2. recognizing the need for further work
3. agreeing to disagree, and agreeing, nonetheless, to treat each other with respect.

A concern form is available in the front office and will be reviewed by the Executive Director or their designee and addressed accordingly.

At WCS, we seek to create an authentic and nurturing community of students, faculty, staff, parents, neighbors, and friends. We would hope that each “single soul reflects the total community, and the community itself is reflected in the single soul” (Rudolf Steiner). As adults in this community, we are obliged to provide models worthy of imitation for the children. If we are to foster respect, we must model respect in our interactions with each other. Our school is committed to positive adult communication, based on mutual respect. We are committed to an atmosphere where different perspectives are heard and valued, and confidentiality is respected.

One of the 12 senses described by Rudolf Steiner is the sense of ego—meaning a sense not of oneself only, but a cultivation of sensitivity to others. Though it is natural for questions and concerns to arise within any community, sensitivity and respect allow such concerns to be communicated in a productive and constructive manner. An important starting point is recognizing that the first priority is serving the best interests of the students. All respectful adult interactions, large and small, lead to building a healthy environment for student learning. All respectful adult communication serves to model appropriate, constructive and adult behavior.

To accomplish this goal, we abide by certain principles:

We demonstrate respect, in both what we say, and how we say it.

We focus on issues, not individuals. We assume that others are acting out of their best intentions.

We keep an open mind. We are positive and flexible. We ask questions first.

We respect the confidentiality of information imparted in confidence, including that shared in group meetings. We honor the need of others to do the same.

Guidelines

1. When a question or issue arises concerning another person (a class teacher, a subject teacher, a staff member, or another parent), we take it up appropriately and, as soon as possible, we have a face-to-face conversation with that person. Asking a clarifying question is often all that is needed to solve an issue. We demonstrate respect by speaking to people directly, rather than taking the issue to others when the one with whom we have an issue is not present.
2. We respect others' time and priorities by arranging for an appropriate time and place for the conversation. (Teachers will respond to a meeting request within one to two work days.)
3. We strive not to take things personally. We listen with an open heart and mind.
4. We use email and texting thoughtfully, keeping in mind the four Principles above.
5. We familiarize ourselves with these communication principles and guidelines and encourage others to use them.
6. We do not condone or tolerate verbal, physical or sexual harassment.

A more detailed guide to Healthy Communications is on the School's website.

If a concern remains unresolved please fill out a concern form and submit it to the appropriate person.

Concern Form WCS - 2025-26.docx

COMMUNICATION TO AND FROM THE BOARD OF DIRECTORS

Whereas the Board is a policymaking body, it is the responsibility of the Executive Director and school personnel to administer the policies. The Board has collective authority; no individual board member has authority to make decisions or act unless it has been delegated to him/her by the Board. Individual Board members may communicate with employees to ask questions, etc., but shall address administrative concerns to the Board. Individual members will not give orders to any employees, either publicly or privately, unless expressly appointed to by the Board.

The Board can only act, and thus communicate as a body in a public meeting. Hence, the Board communicates with the school, the school Executive Director, and the school community only at school board meetings and via its designee, the Executive Director. Any communication between individual board members and the school, or school community, or to any of the school community's individual members is not considered communication to or from the Board (unless the board member, or designee, is carrying out an official assignment from the Board that was directed by vote of the Board.) Community members are welcome to address the Board at any board meeting during the visitor comment section on the agenda.

REGULAR BOARD MEETINGS

Regular meetings of the board shall be held at least 10 times each year. Notice for these meetings shall be given at least 24 hours prior to the meeting and the board will make every attempt to provide notice well in advance. Board meetings will be held at the school. Notices will be posted on the school website, physically posted on the school's bulletin board, and submitted to the Utah Public Meetings website. In the event that a board meeting will be held at a location other than the school, trustees will post a notice at the location the meeting will be held. An annual meeting will be held each year in June. Board meetings will remain open to the public unless a closed session is convened by a majority vote of members present and shall only be for reasons allowable by State Statute 52-4-204. Closed sessions will be subject to the requirements of Utah State Open Meetings Laws. Board members will review Utah Open Meetings laws on an annual basis. Parents may vocalize concerns during the public comment period only of a board meeting. Members of the public will have 2 minutes to speak to the board or 5 minutes if they represent a group.

Student Clubs

School clubs must be curriculum related and sponsored by Wasatch Waldorf Charter School. They may receive leadership, direction, and support from the school and the administration.

To create a student club, an application or proposal must be submitted to a school administrator. The proposal will be reviewed by the school administration. The Director may approve or deny an application for a student club based on applicable statutory requirements and the determination of whether the proposed club is consistent with school curriculum.

For a student to become a member of a school club, a parental consent form must be submitted to the school administration.

School Fees

No Fees will be charged to students in grades K-5 for textbooks, classroom equipment or supplies, musical instruments, field trips, assemblies, snacks (other than food provided through the School Lunch Program), or for anything else that takes place or is used during the regular school day.

Charges related to the National School Lunch Program are not considered fees. Federal law permits schools to charge for food or milk provided as part of the School Lunch Program. Families of students experiencing financial hardships may be eligible for free or reduced price meals or milk. All information provided in the student's application shall be kept confidential.

Fees may be charged for students in the Middle School, Grades 6-8, based on the approved fee schedule. Parents will be provided with the required State Fee Notice and access to a Fee Waiver Form.

Fees may be charged in all grades for any school-sponsored activity that does not take place during the regular school day where participation is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day.

Students may apply for a waiver of any school fees. A student is eligible for a fee waiver as follows:

- Students eligible for free school lunch.
- Students who are in state custody or foster care.
- Students whose families are receiving public assistance through the Family Employment Program (FEP) from the Utah Department of Workforce Services.
- Students who are receiving Supplemental Security Income (SSI).
- Students whose families are financially unable to pay because of exceptional financial burdens beyond the family's control; these determinations are made on a case-by-case basis by school administrators.

Activities that use the School facilities outside of a regular school day, where participation is voluntary, and are not sponsored by the School may require fees (i.e., programs sponsored by the Wasatch Family Foundation and/or an outside organization). Fee waivers are not available for fees related to these types of activities.

School funds are limited. As a result, Wasatch Waldorf Charter School on occasion may ask for tax-deductible donations of school supplies, equipment, or money, but these donations are not mandatory. All names of those who have or have not made donations will be kept confidential. No student will be penalized for not making a donation.

School pictures, yearbooks, or similar items are not fees and will not be waived. Students who carelessly or irresponsibly loose, waste, or damage school property will be responsible for the costs to repair or replace the property. These costs are not fees and will not be waived.

Safe School & Student Search

A student may be suspended or expelled from Wasatch Waldorf Charter School for any of the following reasons:

1. frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language;
2. willful destruction or defacing of school property;
3. behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel or to the operation of the school;
4. possession, control, or use of an alcoholic beverage as defined in Utah Code Section 32B-1-102;
5. behavior proscribed under Subsection (2) below which threatens harm or does harm to the school or school property, to a person associated with the school, or property associated with that person, regardless of where it occurs; or
6. possession or use of pornographic material on school property.

A student shall be suspended or expelled from Wasatch Waldorf Charter School for any of the following reasons:

1. any serious violation affecting another student or a staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including:
    i. the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;
    ii. the actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities; or
    iii. the sale, control, or distribution of a drug or controlled substance as defined in Utah Code Section 58-37-2, an imitation controlled substance defined in Section 58-37b-2, or drug paraphernalia as defined in Section 58-37a-3; or
    iv. the commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.
2. A student who commits a violation of Subsection (2)(a) involving a real or look alike weapon, explosive, or flammable material may be expelled from school for a period of not less than one year subject to the following:
    i. within 45 days after the expulsion the student shall appear before the Director or the Director’s designee, accompanied by a parent or legal guardian; and
    ii. The Director or designee shall determine:
        a. what conditions must be met by the student and the student's parent for the student to return to school;
        b. if the student should be placed on probation in a regular or alternative school setting consistent with Section 53G-8-208, and what conditions must be met by the student in order to ensure the safety of students and faculty at the school the student is placed in; and

c. if it would be in the best interest of the school, and the student, to modify the expulsion term to less than a year, conditioned on approval by the governing board of the school and giving highest priority to providing a safe school environment for all students.

A student may be denied admission to Wasatch Waldorf Charter School on the basis of having been expelled from Wasatch Waldorf Charter School or any other school during the preceding 12 months.

DRUGS AND CONTROLLED SUBSTANCES

Mandatory Suspension or Expulsion

A student shall be suspended or expelled from his/her school of attendance for any of the following reasons:

1. use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance (which includes alcohol), an imitation controlled substance, or drug paraphernalia in a school building, in a school vehicle, on school property, or in conjunction with any school activity;
2. misuse or abuse, distribution, sale or arranging for the sale of prescription medication at school or a school function; or
3. misuse or abuse of over-the counter remedies, or sharing, distribution, sale, or arranging for the sale of over-the-counter remedies.

A student may possess and use over-the-counter remedies at school only in amounts not to exceed the recommended daily dose including, but not limited to: aspirin, ibuprofen, Tylenol (acetaminophen), cough drops, allergy medication, cough syrup and mouthwash.

Drug Testing

Any student who is reasonably suspected of violating section 3.2.1 may be subject to a drug test for cause, arranged and paid for by the school.

Any student who has been suspended or expelled for a violation of section 3.2.1 may be required to provide a clean drug test and evidence of drug assessment and drug counseling programs as a condition of re-admission to school. Testing and counseling required as a condition of re-admission rather than for the purpose of providing justification for the initial suspension or expulsion shall be arranged and paid for by the student's parent or guardian.

Students who refuse to submit to required drug testing and counseling programs, or to cooperate with school officials with respect to the sharing of appropriate information, may be expelled from the school.

Any student who is suspended or expelled for violation may be subject to random drug testing, at any time and for any reason, for a period of one year from the date of offense. If the student tests positive, he/she may be expelled from all school programs or activities. Any student who

refuses consent for random drug testing under these conditions shall be expelled from all school programs or activities.

Students with Disabilities Under Section 504

Any student identified as being disabled under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act who currently is engaging in the illegal use of drugs or alcohol shall be suspended or expelled to the same extent as non-disabled students for the possession, use, control, distribution, sale, or arrangement of the sale of illegal drugs, alcohol, or controlled substances on school property or in conjunction with any school activity.

Students with Disabilities Under IDEA

Whenever a student receiving special education and related services under IDEA knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, the due process procedures outlined in Section 3.9 of this policy must be followed.

GANG PREVENTION AND INTERVENTION

For purposes of this policy, "gang" means a group of three or more people who form an allegiance and engage in a range of anti-social behaviors that may include violent or unlawful activity or both. These groups may have a name, turf, colors, symbols, or distinct dress, or any combination of the preceding characteristics.

Gang Activity and Apparel Prohibited

Students who engage in any form of gang activity on or about school property, or at any school-sponsored activity may be suspended or expelled under the terms of this policy. For the purposes of this policy, "gang activities" include, but are not limited to any of the following:

- advocating or promoting a gang or any gang-related activities;
- marking school property, books, or school work with gang names, slogans, or signs;
- conducting gang initiations;
- threatening another person with bodily injury or inflicting bodily injury on another in connection with a gang or gang-related activity;
- aiding or abetting any of the activity described above by a person’s presence or support;
- displaying or wearing common gang apparel, common dress, or identifying signs or symbols on one’s clothing, person, or personal property that is disruptive to the school environment; and
- communicating in any method, including verbal, non-verbal, and electronic means, designed to convey gang membership or affiliation.

Confiscation of Gang Items

Subject to the search and seizure provisions of this policy, gang paraphernalia, apparel, or weapons may be confiscated by School officials at any time.

Consultation with Law Enforcement Authorities

School faculty and personnel shall report suspected gang activities relating to the school and its students to a school administrator and law enforcement.

AUTHORITY TO SUSPEND OR EXPEL

Authority to Suspend for Ten (10) Days or Less for Regular Education Students

The Director or his or her designee has the authority to suspend a regular education student for up to ten (10) school days. In considering whether to suspend a student, the Director or designee shall consider all relevant factors, including but not limited to, the severity of the offense, the student's age, disability, academic status and disciplinary record, parental capabilities, and community resources. The designee may not suspend for longer than ten (10) school days or otherwise change student placement. Whenever the designee proposes suspending a student for more than ten (10) school days, the designee shall refer the matter to the Director.

Authority to Suspend and Duration of Suspension for Students with Disabilities

The Director or his or her designee has the authority to suspend a student with disabilities (504 or IDEA) for not more than ten (10) consecutive school days, and additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a pattern resulting in a change of placement. The school need not provide services during periods of removal of ten (10) days cumulative or less if services are not provided to a student without disabilities who has been similarly suspended.

Authority to Suspend for Longer than Ten (10) Days or Expel for Regular Education Students

The Director may suspend for longer than ten (10) days or expel a regular education student. Expulsions shall be reviewed by the Board if the parent/guardian of the expelled student has expressed a desire for the student to return to the school.

Parental Responsibility

If a student is suspended for a period longer than ten (10) days or expelled, the student's parent or legal guardian is responsible for undertaking an alternative education plan that will ensure that the student's education continues during the period of expulsion. The parent or guardian shall work with designated school officials to determine how the student's education will continue through private education paid for by the parents, an alternative program offered by the local school district, or other alternatives which will reasonably meet the educational needs of the student. Costs of educational services which are not provided by the school are the responsibility of the student's parent or guardian.

The parent or guardian and designated school officials may enlist the cooperation of the Division of Child and Family Services, the juvenile court, law enforcement, or other appropriate government agencies in determining how to meet the educational needs of the student.

The school shall contact the parent or guardian of each student under age 16 who has been expelled from all school programs and services at least once a month to determine the student's progress if the parent/guardian of the expelled student has expressed a desire for the student to return to the school.

Authority to Institute Change of Placement for Student with Disabilities

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504, or ADA, procedures outlined in the State of Utah Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

PROCEDURES FOR ADDRESSING DISRUPTIVE STUDENT BEHAVIOR

Efforts to Resolve Disruptive Student Behavior Problems

Information About Resources. The school will provide to a parent of a student who engages in disruptive student behavior a list of resources available to assist the parent in resolving the student's disruptive behavior problem.

Procedures for Resolving Problems. The Director or a member of the SSEG designated by the Director will work with students who engage in disruptive student behavior according to the procedures identified in Section 3.6, below, in an attempt to help the student's behavior to improve and to prevent problems from escalating.

Notice of Disruptive Student Behavior

The Director is authorized to issue notices of disruptive student behavior to students who are qualifying minors. The Director will issue a "notice of disruptive student behavior" to a qualifying minor who:

- engages in "disruptive student behavior" that does not result in suspension or expulsion three times during the school year; or
- engages in disruptive student behavior that results in suspension or expulsion once during the school year.

The notice of disruptive student behavior will:

- require the qualifying minor and a parent of the qualifying minor to whom the notice is issued to:
  1. meet with school authorities to discuss the qualifying minor's disruptive student behavior; and
  2. cooperate with the student's teacher, the Director, and the SSEG in correcting the student's disruptive student behavior;
- contain a statement indicating:
  1. the number of additional times that, if the qualifying minor engages in disruptive student behavior that does not result in suspension or

expulsion, will result in the qualifying minor receiving a habitual disruptive student behavior citation; and

2. that the qualifying minor will receive a habitual disruptive student behavior citation if the qualifying minor engages in disruptive student behavior that results in suspension or expulsion; and

- be mailed by certified mail to, or served in person on, a parent of the qualifying minor.

Contesting Notice

A qualifying minor, or a qualifying minor's parent, may contest a notice of disruptive student behavior by requesting in writing, within ten (10) business days after receipt of the notice, a meeting with the SSEG at which the parent and the SSEG will discuss the facts related to the student's behavior, the basis of the parent's concerns with or objections to the issuance of the notice, and efforts that have been made to address the behavior problems.

Habitual Disruptive Student Behavior Citation

The Director may issue a "habitual disruptive student behavior citation" to a qualifying minor who:

- engages in disruptive student behavior that does not result in suspension or expulsion at least six times during the school year;
- engages in disruptive student behavior that does not result in suspension or expulsion at least three times during the school year; and
- engages in disruptive student behavior that results in suspension or expulsion at least once during the school year; or
- engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

Referral to Juvenile Court

A qualifying minor to whom a habitual disruptive student behavior citation is issued shall be referred to the juvenile court.

Notice to Parents

Within five (5) days after the day on which a habitual disruptive student behavior citation is issued, the Director shall provide documentation to a parent of the qualifying minor who receives the citation of the efforts made by the school to attempt to resolve the disruptive student behavior problems under Section 3.6, below.

ALTERNATIVES TO EXPULSION, OR CHANGE OF PLACEMENT FOR FREQUENT OR FLAGRANT DISRUPTIVE BEHAVIOR

A continuum of intervention strategies shall be available to help students whose behavior in school repeatedly falls short of reasonable expectations. Prior to suspending a student for more than ten (10) days or expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not so extreme or violent that immediate

removal is warranted, good faith efforts shall be made to implement a remedial discipline plan to allow the student to remain in the school.

Before referring the student for long-term suspension, expulsion or change of placement under this section, school staff should demonstrate that they have attempted some interventions, which may include some or all of the following interventions:

a. Talking with the student;
b. Class schedule adjustment;
c. Phone contact with the parent or legal guardian;
d. Informal parent/student conferences;
e. Behavioral contracts;
f. After-school make-up time;
g. Short-term in-school suspension (ISS);
h. Short-term at-home suspensions;
i. Appropriate evaluation;
j. Home study;
k. Alternative programs;
l. Law enforcement assistance as appropriate.

Parental Attendance with Student

As part of a remedial discipline plan for a student, the school may require the student's parent or guardian, with the consent of the student's teachers, to attend class with the student for a period of time specified by a designated school official. If the parent or guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the provisions of this policy.

DUE PROCESS FOR SUSPENSIONS OF TEN (10) DAYS OR LESS

When a student is suspected of violating Wasatch Waldorf Charter School policy, a school administrator or member of the SSEG must meet with and inform him/her of the allegations and provide the student the opportunity to give his/her version of the incident. The following procedure shall apply to all students facing suspension of ten (10) school days or less:

- A school administrator shall inform the student of the charges against him/her, the disciplinary action being recommended, and provide the student with the opportunity to present his or her version of the facts.
- If the student denies the charges, the student shall be provided with an explanation of the evidence and an opportunity to present his/her version of the incident to the school administrator. The student shall be requested to present his/her version of the incident in writing. Students with disabilities or young students who are unable to write their own statements shall be accommodated through the use of tape recorder, scribe, etc.
- If suspension is recommended, the school administrator shall notify the custodial parent or guardian of the student of the following without delay:

- that the student has been suspended;
- the grounds for the suspension;
- the period of time for which the student is suspended; and
- the time and place for the custodial parent or guardian to meet with a designated school official to review the suspension.

The school administrator shall also notify the non-custodial parent, if requested in writing, of the suspension. This does not apply to the portion of school records which would disclose any information protected under a court order. The custodial parent is responsible to provide the school a certified copy of any court order prohibiting notification to the noncustodial parent.

School administrators shall document the charges, evidence, and action taken.

In general, the notice and informal conference outlined in Sections 3.7.1 through 3.7.3 shall precede the student's removal from school. If, in the judgment of the administrator, notice is not possible because the student poses a danger to a person or property or an on-going threat of disrupting the academics process, he/she may be removed immediately. However, in such cases, the necessary notice and informal hearing shall follow as soon as possible.

DUE PROCESS FOR SUSPENSIONS OF MORE THAN TEN (10) DAYS AND EXPULSIONS

When a student is suspected of violating Wasatch Waldorf Charter School policy, the Director must meet with and inform him/her of the allegations and provide the student the opportunity to give his/her version of the incident. The following procedure shall apply to all students facing suspension of more than ten (10) school days or expulsion:

1. The Director shall inform the student of the charges against him/her, the disciplinary action being recommended, and provide the student with the opportunity to present his or her version of the facts.
2. If the student denies the charges, the student shall be provided with an explanation of the evidence and an opportunity to present his/her version of the incident to school administrators.
3. If the Director desires or contemplates expelling a student or suspending a student for longer than ten (10) school days, he/she shall submit a Safe Schools referral to the SSEG.
4. Prior to sending the referral to the SSEG, the Director should meet with the student's custodial parent or guardian to discuss the charges against the student and the proposed discipline. In situations where this is not possible, the Director must meet with the student's custodial parent or guardian no later than than ten (10) school days after the suspension begins to discuss the charges against the student and the proposed discipline. The Director shall also notify the noncustodial parent, if requested in writing by a noncustodial parent, of the possible expulsion.

Notice to Student and Parent/Guardian

If the SSEG determines, after considering the totality of the circumstances, that a student should be expelled or suspended for longer than ten (10) school days, the SSEG shall send a written notice by certified mail, return receipt requested, to the student's parent or legal guardian, that includes all of the following:

- a description of the alleged violation(s) or reason(s) giving rise to disciplinary action;
- the penalty being imposed (duration of suspension or expulsion);
- a statement that a due process hearing may be requested in writing within ten (10) working days of receipt of the notice;
- a statement that, if a hearing is requested, the Director has the authority to appoint an impartial Hearing Officer(s), who may be an employee of the school;
- a statement that the expulsion is taking effect immediately and will continue for the stated period unless and until a hearing is requested in a timely manner and the Hearing Officer determines otherwise;
- the mailing date of the notice; and
- a statement that, if a hearing is not requested within ten (10) working days after receipt of the notice, the SSEG''s decision to expel or suspend the student will be final, and the parent's right to oppose the decision will be waived.

SITE-BASED SAFE SCHOOLS MEASURES

Closed Campus

Wasatch Waldorf Charter School has a "closed campus" policy, under which students are prohibited from leaving school grounds during the school day without authorization from the school's office. If a student leaves campus without authorization it will be at the discretion of the administration to call police or first responders as deemed necessary in that situation.

Physical Restraint

A school employee may, when acting within the scope of employment, use and apply physical restraint or force as may be reasonable and necessary under the following circumstances:

- To protect any person from physical injury;
- To take possession of a weapon, other dangerous objects or controlled substances in the possession of a student;
- To restrain or remove a student from a situation when that student is violent or disruptive, or is a danger to him/herself or others, or
- To protect property from damage when physical safety is at risk.

School employees may not use:

4. prone, or face-down, physical restraint; supine, or face-up, physical restraint;
5. physical restraint that obstructs the airway of a student, or any physical restraint that adversely affects a student's primary mode of communication;

6. mechanical restraint, except those protective, stabilizing or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, including seatbelts or any other safety equipment when used to secure students during transportation;
7. chemical restraint, except as:
   - prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and
   - administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under state law;
   - subject to the requirements of R277-609, seclusionary time out, except when a student presents an immediate danger of serious physical harm to self or others.
   - for a student with a disability, emergency safety interventions written into a student's individualized education program (IEP), as a planned intervention, unless school personnel, the family, and the IEP team agree less restrictive means which meet circumstances described in R277-608-4 have been attempted, a FBA has been conducted, and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.

The use of physical restraint shall be for the minimum time necessary to ensure safety. All physical restraint must be immediately terminated when the student is no longer an immediate danger to themself or others, or if the student is in severe distress.

School employees may not physically restrain a student for more than 30 minutes. In situations where restraint for more than 30 minutes may be required to ensure safety of the student or others, law enforcement should be contacted to assist.

When an employee exercises physical restraint on a student, the public education employee shall immediately notify the school administration. The school shall immediately notify the student's parent or guardian and inform parents that they may request any notes or documentation regarding the incident. The employee imposing physical restraint shall write a report outlining the incident and the reasons for the use of physical restraint within three (3) days following the incident. This report shall be filed with the Director, who then is responsible for sending a copy of the report to the Emergency Safety Intervention Committee. The original of the report shall be kept in the employee's file.

The School's Emergency Safety Intervention Committee (which is comprised of the members of the SSEG at Wasatch Waldorf Charter School) shall comply with the requirements of R277-609-6(6)-(7) and shall receive and review reports regarding the use of physical restraint, seclusionary time-outs, and other emergency safety interventions at the School. The Emergency Safety Intervention Committee shall provide an annual report to the School's Governing Board regarding the use of emergency safety interventions at the School.

Corporal Punishment

School employees may not inflict or cause the infliction of corporal punishment upon a student.

EXTRACURRICULAR ACTIVITIES

Participation in interscholastic athletics and other extracurricular activities is not a constitutionally protected civil right. Therefore, students who are suspended or expelled may lose the privilege of participation during the period of suspension/expulsion and may not be allowed to invoke due process procedures to challenge the denial of extracurricular participation.

Quelling Disturbances of School Environment

Law enforcement officers may be requested to assist in controlling disturbances of the school environment that the Director has found to be unmanageable by school personnel and that has the potential of causing harm to students and other persons or to property. Such circumstances include situations where a parent or member of the public exhibits undesirable or illegal conduct on or near school grounds or at a school-sponsored activity and who refuse to abide by a directive to leave the premises.

SEARCHES OF PERSON OR PROPERTY

Given the school's custodial and tutelary responsibility for children, and the Board's intent to preserve a safe environment for all students and staff, the Board recognizes that school officials must have the authority to conduct reasonable searches of students and student property. School officials engaging in searches of students and property shall abide by the following guidelines:

Searches of Students and Student Property

Searches of a student's person, personal property (coats, hats, backpacks, bookbags, purses, wallets, notebooks, gym bags, etc.) may be conducted whenever the student's conduct creates a reasonable suspicion that a particular school rule or law has been violated and that the search is reasonably related to the suspicion and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Circumstances warranting a search include those in which school officials have a reasonable suspicion that the student or student property is concealing weapons, drugs, alcohol, tobacco, unsafe contraband, pornography, pagers or lost/stolen/misplaced items.

Searches of Personal Belongings

Personal belongings may be searched by school officials whenever school officials have a reasonable suspicion to believe a student is concealing evidence of a policy violation or criminal activity and the items being searched are capable of concealing such evidence. The student may be asked to open personal belongings and to turn over personal property for search by a school official. All searches of student property by school officials shall be witnessed by an objective third party (such as another teacher, or police officer) to observe that the search is not excessively intrusive.

Any contraband discovered in a search by school officials shall be immediately confiscated and turned over to law enforcement officers if school officials have reason to believe the contraband is related to the commission of a criminal act.

Searches of Person

School officials shall ensure that any searches of a person meet the following guidelines:

- The search shall be conducted in a private area of the school by a school official of the same sex as the student being searched;
- The search shall be observed by an objective third party of the same sex as the student being searched (i.e., Director, teacher, police officer);
- School officials may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband;
- Under no circumstances may school officials require students to remove any other items of clothing or touch students in any way during the search.

If this limited search does not turn up suspected contraband and school officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation.
In general, all questioning and searching of students conducted by law enforcement officers shall proceed according to the investigation guidelines in Section 3.13 of this policy.

Documentation of Searches

School officials shall thoroughly document the details of any search conducted of a student's property or person. Documentation shall be made at the time of the search, or as soon as possible thereafter, and shall include the following:

- The time, place and date of the search;
- The reasonable suspicion giving rise to the search (i.e., what did school officials suspect to find during the search);
- The name and title of individuals conducting and observing the search;
- A statement about evidence that was found or not found as a result of the search;
- A statement about who took possession of contraband (i.e., police, school, etc.);
- Information regarding the attempts of school officials to notify parents about the search.

Head Injury

A minor head injury is a frequent occurrence in the school playground and on the sports field. Fortunately, the majority of head injuries are mild and do not lead to complications or require hospital admission. However, a small number of children do suffer from a severe injury to the brain. In order to effectively and consistently manage these injuries, this policy has been developed to aid in ensuring that concussed students are identified, treated and referred

appropriately, receive appropriate follow-up medical care during the school day, and are fully recovered prior to returning to activity.

All educators and agents of the school should become familiar with the signs and symptoms of concussion and traumatic head injury. Educators and agents of the school should have appropriate training about recognizing and responding to traumatic head injuries, consistent with their responsibilities for supervising students and athletes.

Any student who suffers a head injury at school and who is suspected of sustaining a concussion or traumatic head injury will be immediately removed from any activity, including but not limited to sporting events, including interscholastic or intramural games, practices, sports camps, competitions, and tryouts for school sanctioned sports, club sports, cheerleading, dance, or other activities where injuries are likely to occur, and shall not return to play until cleared by an appropriate health care professional.

The following situations indicate a medical emergency and require an emergency medical response by school personnel in conjunction with parent notification:

- Any student with a witnessed loss of consciousness (LOC) of any duration should be spine boarded and transported immediately to the nearest emergency department via emergency vehicle.
- Any student who has symptoms of a concussion, and who is not stable (i.e., condition is worsening), is to be transported immediately to the nearest emergency department via emergency vehicle.
- A student who exhibits any of the following symptoms should be transported immediately to the nearest emergency department, via emergency vehicle:
    - Deterioration of neurological function
    - Decreasing level of consciousness
    - Decrease or irregularity in respirations
    - Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
    - Mental status changes: lethargy, difficulty maintaining arousal, confusion or agitation
    - Seizure activity

A student who is symptomatic but stable may be transported by his or her parents. The parents should be advised to contact the student's primary care provider, or seek care at the nearest emergency department, on the day of the injury.

A student's return to play after a concussion or traumatic head injury is a medical determination. A student who has suffered, or who is suspected of suffering, a concussion or a traumatic head injury must be evaluated by a health care provider who is licensed in the State of Utah and trained in the evaluation and management of concussions or traumatic head

injuries before being allowed to return to participate in a sporting event. Before a student suspected of suffering a concussion or traumatic head injury may be allowed to participate in any school sporting event, the student's parent or guardian shall provide a written statement from a qualified health care provider stating that:

1. The student is symptom free and medically cleared to resume participation in the sporting event; and
2. The qualified health care provider has, within three years before the day on which the written statement is made, successfully completed a continuing education course in the evaluation and management of a concussion or traumatic head injury.

Written permission from the parent/legal guardian must also be provided before the student is allowed to return to school activities.

Once medical clearance has been given, the student will be progressed back to full activity in accordance with the following step-wise process. School personnel shall carefully monitor the student's progression through each of the steps.

Step 1: Complete cognitive rest. This may include staying home from school or limiting school hours. Activities requiring concentration and attention may worsen symptoms and delay recovery.
Step 2: Return to school full-time.
Step 3: Light non-impact aerobic activity.
Step 4: Moderate non-impact aerobic activity.
Step 5: Non-contact training drills in full equipment. Weight training can begin.
Step 6: Full contact practice or training.
Step 7: Full participation.

The student should spend 1 to 2 days at each step before advancing to the next. If post-concussion symptoms occur at any step, the student must stop the activity and the treating physician must be contacted. Progression is individualized, and will be determined on a case-by-case basis under the supervision of appropriate school personnel. Factors that may affect the rate of progression include: (a) previous history of concussion or traumatic head injury; (b) duration and type of symptoms; (c) age of the student; and (d) whether the school sporting event involves the potential of collision or contact.

Unpaid Meals

Unless eligible and approved for free meals, families are required to pre-pay for student meals through their account on the School Lunch webpage or in person at the front office.

Students who are ineligible for free school meals and who do not have sufficient funds in their School Lunch account may charge meals, but in no event may a student's School Lunch account exceed a negative balance of $100. Students with a School Lunch account with a negative balance exceeding $100 will not be permitted to participate in the School Lunch program.

A student who charges a meal will receive the same NSLP-reimbursable meal that is served to all other students participating in the School Lunch program.

The School will make reasonable efforts to avoid meal charges, to notify families of low balances in student School Lunch accounts, and to collect delinquent debt. Specifically, the School will take the following actions:

- The School will make information and applications regarding free and reduced price school meals available on the School's website and in the School's front office;
- The School will send automatically generated monthly emails to families notifying them of the balances in their School Lunch accounts;
- The School's Kitchen Manager will send an email and/or automatically generated text message to the parents or guardians of any student who charges a meal, reminding the parents or guardians of this Policy and requesting payment;
- The School's Kitchen Manager will send a letter and/or make a phone call to the parents or guardians of any student whose School Lunch account reaches a negative balance of $75.00, requesting an in-person meeting with the Kitchen Manager and/or Director to discuss this Policy, repayment options, the consequences of continued non-payment and available assistance for free or reduced price school meals;
- Subject to the discretion of the Director, parents/guardians who are in debt of $75 or more for meals must agree to a repayment plan in order for their student(s) to be permitted to continue to charge meals;
- The School's Kitchen Manager or Director will send a letter and/or make a phone call to the parents or guardians of any student whose School Lunch account reaches a negative balance of $100, informing them that their student(s) will no longer be able to receive meals through the School Lunch program, until the debt is paid.

The School will begin collection efforts on any School Lunch debt that exceeds $75. As set forth above, the first step in this collection effort is an in-person meeting with the parents/guardians and the Kitchen Manager and/or Director. Parents/guardians will be requested to either pay the debt immediately or enter into a repayment plan. Repayment plans will, in most instances, be drafted to ensure that the debt is fully paid before the end of the school year. Unpaid meal charges may, however, be carried over at the end of the school year, and collection efforts may thus continue into the next school year. The School may continue to pursue collection efforts into a subsequent school year even if a family is no longer enrolled in the School in that subsequent year. The consequences of non-payment of a delinquent debt will be determined on a case-by-case basis.

In all instances, School officials will endeavor to communicate directly with adults in the household if a payment is overdue, rather than communicating with or through a student.

The Kitchen Manager shall be responsible for reporting on collection efforts for delinquent debt to the Business Manager. The Business Manager shall report to Board Treasurer who shall,

based on these reports, determine when debt is uncollectable and should be reclassified as bad debt at the end of each school year. In accordance with federal regulations, the School's Nonprofit School Food Service Account resources shall not be used to cover costs related to bad debt, and the Nonprofit School Food Service Account's operating losses from unpaid meal costs will be restored from non-Federal sources.

The Kitchen Manager is responsible for maintaining and retaining records regarding the establishment and handling of bad debt due to unpaid meal charges, as outlined in 7 CFR 210.9(b)(17) and 7 CFR 210.15(b).

Parent-School Learning Compact

Parent/Guardian Responsibilities

I recognize that my involvement and support as a parent is critical to my child's development at Wasatch Charter School, therefore I will:

- Make certain my child attends school regularly (properly dressed for the weather) and on time.
- See that my child is well-rested and has breakfast each day, brings a nutritious snack and lunch or participates in the school lunch program.
- Attend my child's parent teacher conferences, parent enrichment events, and other school functions to deepen my understanding of Waldorf education and what is happening in the classroom.
- Follow the school's Healthy Communication Guidelines in discussing my concerns and seeking information regarding my child's education.
- Maintain proper discipline to support the school and staff.
- Work towards a rhythm and schedule at home that promotes regular sleep, eating, and chore times.
- Limit my child's exposure to screen time and media based on the school's policies.
- Read with my child and let him/her see me read regularly.
- Encourage positive attitudes toward school.
- Understand that the school requests that parents/guardians participate in the school community through volunteer work and donations, and I will participate as a volunteer to the extent that I can, if I am able.
- Review information and work sent home and respond as necessary.

Student Responsibilities

I recognize my personal responsibility to learning, therefore I will:

- Attend school regularly and on time.
- Follow directions given by my teacher and other school staff.

- Do my very best work each day.
- Be where I am supposed to be.
- Bring and choose to eat healthy and nutritious foods throughout the day.
- Be responsible for my learning by caring for and completing assignments, homework, library books, permission slips, etc.
- Cooperatively work with my peers and be a good friend to all.
- Use my words and my deeds to do good each day for myself and others in my school.
- Follow all school rules, including having appropriate clothing for the weather, abiding by the dress code, and following media guidelines.
- Take care of my school, the outdoors, and supplies through proper care and chores.

Teacher Responsibilities

I recognize my role in promoting the learning and safety of every student, therefore I will:

- Hold expectations high for all students, believing that all students can learn.
- Provide high-quality instruction and challenge students to critical thinking.
- Create a rigorous and stimulating learning environment that encourages students to become self-motivated learners.
- Communicate regularly with families through parent evenings, parent teacher conferences, emails, blogs, newsletters, phone calls, etc.
- Provide opportunities for parents to assist in the classroom in meaningful ways.
- Create a rhythm and expectations that help students to feel safe and clear about classroom expectations and norms.
- Collaborate with my colleagues and parents to provide accommodations and supports, as needed, for individual student learning.
- Follow the school's Healthy Communication Guidelines and work with the Three Streams of Student Support processes to foster a positive and collaborative community for all teachers, parents, and students.

Administrative Responsibilities

I recognize my role in creating a positive and supportive learning environment for all students therefore I will:

- Provide an equitable learning environment for all children.
- Encourage the sharing of information about the school curriculum, culture, and practices with all parents.
- Encourage positive communication with parents and faculty.
- Create forms and processes for collaboration around student needs and concerns, including using the Three Streams of Student Support processes.
- Ensure that parent teacher conferences, Back to School Nights, parent orientations, parent enrichment, festivals and events and regular reports are scheduled into the school year.
- Provide meaningful opportunities for professional development to staff members.