



**FOREST HOUSE**  
WALDORF SCHOOL

# FOREST HOUSE WALDORF SCHOOL PARENT HANDBOOK 2023/2024



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 ForestHouseWaldorfSchool

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This handbook is intended to provide easy reference about the key issues of our school, policies, conventions and routines. The information contained is provided 'as is' without warranty of any kind. It is not intended to be a legal document, and it does not create any representation or legal obligations on the school or its staff. The school will modify, amend, or update the policies and procedures in this handbook at any time without prior notice.

If there is any discrepancy between this handbook and any notice to be released from time to time, the content of such update school notice shall prevail. If you have any doubt, please contact the school.

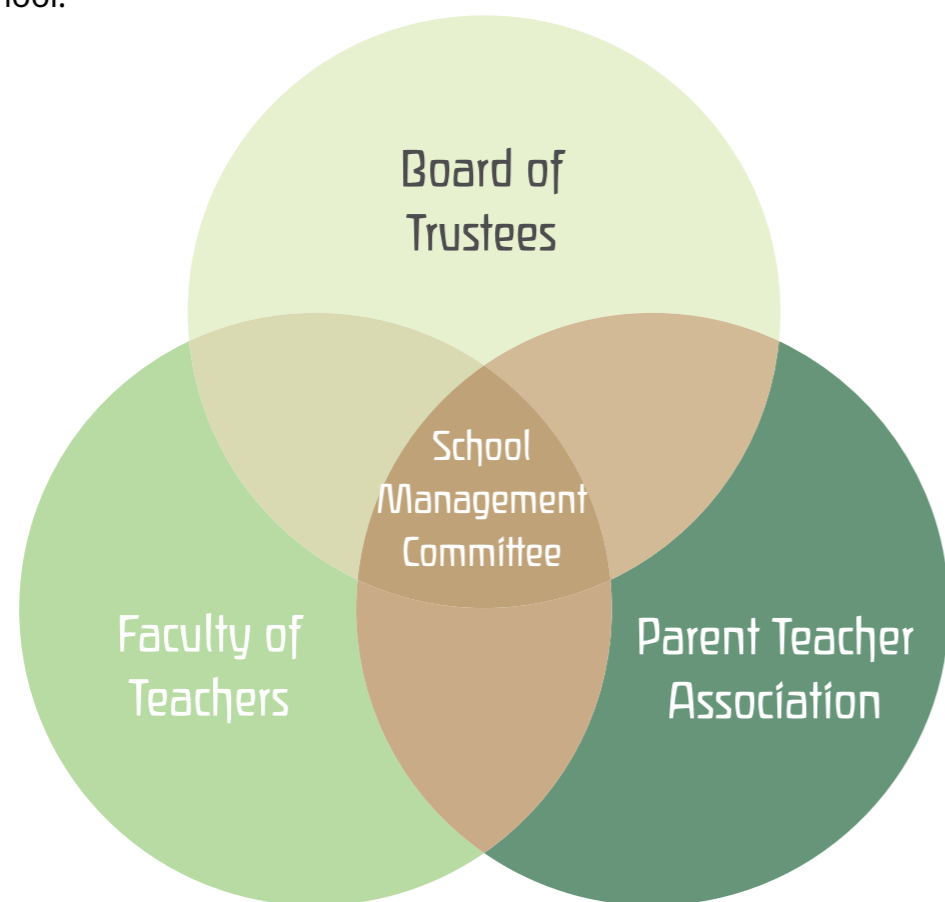
Feedback is always welcome. We will also look at parent handbooks of other schools and consider new guidelines as released by the Education Bureau and other authorities to keep up to date with best practice. It is intended to revise this document annually as the school grows.

# I. About Forest House Waldorf School

In the summer of 2010, a group of parents with preschool children met to discuss the possibility of founding a Waldorf-inspired primary school. These parents were looking for something other than what mainstream schools had to offer, and only a few alternative schools were available in Hong Kong. The group believed it was important for their children to be educated in an environment in which each significant phase of their development was supported with an age-appropriate pedagogy. They decided to set up an independent, non-profit school based on the Waldorf educational philosophy. This would ensure that their children were educated in a creative way, and their physical, intellectual, spiritual and emotional capacities would be cultivated to prepare them to step into the world with confidence, and develop a lifelong love of learning. With the generous support of these parents, and their tireless efforts over a long time, the School Management Committee was formed. We were duly registered with the Hong Kong Education Bureau and received our school licence in February 2016.

## II. Organisation

Waldorf schools do not use a traditional hierarchical governance structure. Instead, interrelated bodies work together, within the legal framework of the Education Ordinance, to administer and govern the school.



**The Board of Trustees** is responsible for the legal and financial wellbeing of the school. It is composed of individuals who are committed to the concept of Waldorf education, and includes many parents of current and past students of Waldorf education. The Board is the decision-making body in the realm of financial, corporate and legal considerations.

**The School Supervisor and the Principal**, under the Education Ordinance, guide and supervise The Faculty. The Principal, in addition to serving as a Faculty member, also oversees the Administrative Staff and shares the responsibilities of hiring and dismissal of staff with the Board of Trustees.

**The Faculty** is responsible for the school's curriculum development, pedagogical policy, programme administration and professional development. In addition, it is responsible for overseeing the day-to-day classroom activities, for presenting the curriculum, festivals, and for working directly with the children and parents. The class teachers and subject teachers work together to create an integrated approach to the students' learning. Decisions in the faculty, under the guidance of the Principal, are reached by consensus rather than by directive.

**The Parent Teacher Association** serves as the vehicle for full parent involvement in the life of the school community. Every parent is a member, and active involvement is encouraged and welcomed.

**The School Management Committee (SMC)** comprises the Principal, representatives of the Board of Trustees, The Faculty, the Parent Teacher Association, and independent members. The SMC is the school's major decision-making body and is also responsible for formulating and deciding on the long-term future and development of the school. It operates in accordance with the Education Ordinance and its self-regulated constitution drawn up by the founding members.

### III. Attendance

#### Arrival

- a. Students are welcomed into the classroom at the start of the day and should arrive at the school 10 minutes before the first bell. The first bell rings at 8.25am and indicates that students should tidy up and move towards their classrooms. Lessons start at 8.30am. Any students not in the classroom at that time is considered late. Please ensure that your child arrives on time, as it supports the rhythm and form of the school day.
- b. If you are only dropping your children off, please use the demarcated drop-off zone and then move on as quickly as possible.

#### Departure

- a. Parents are requested to collect their children promptly at the end of the school day.
- b. Please inform the school office if you are going to be more than 15 minutes late picking up your child.
- c. Any change of arrangements for the bus must be communicated to the school office AND bus mother.
- d. Children are not allowed to go home by public transport unless their parents nominate an adult to take care of the student. Both the school and parents should know the name and contact details of this adult.
- e. We are strict on this issue because it is unsafe for children to hang around at school unsupervised when school ends. As a school, we are legally responsible for the children on the property. Also, in terms of the school's liability and insurance policy we must ensure their safety at all times.
- f. Thank you for taking this issue as seriously as we do.

#### Dismissal Procedure

For reasons of safety and liability, the school must supervise all students while they are on the FHWS campus. Students must not leave until they are properly dismissed by a member of staff.

#### Attendance Records

The curriculum is created to promote an unfolding of the day, the week, and the year in a rhythmical movement that allows learning to take place in a balanced way. Through regular attendance at school, the child gets to experience what has been designed for him/her. Please keep absences for reasons other than illness to an absolute minimum. Kindly avoid taking family trips during term time; notify the class teacher in writing when it cannot be avoided. For the child's protection, parents are required to call the school office on the day of their child's absence.

#### Absence

If specific circumstances make a lengthy absence necessary, early consultation with the class teacher is essential. Please include your reasons for such absence.

#### Transportation

Once a transportation schedule has been arranged, it is important that it remain consistent. Experience has shown that children who are unsure of their ride home are unsettled during the school day. If someone else will be picking up your child, the parent/legal guardian must notify the school office first. The office staff will then liaise with your child's class teacher about the change. The bus route remains fixed according to the contract signed by the parents. Any changes in routing will require the signing of a new contract.



## IV. Communications / Publications

### Parent Handbook

A Parent Handbook is provided to every new Forest House Waldorf School family. The Handbook may be revised periodically. Parents will be notified of changes, and the updated document will be posted on the website for download.

### Class Parent Email Lists

Important information is shared with parents via the eClass app, class Whatsapp group, and/or via class email list, maintained by the class representative of each class at FHWS. To add or change your email address, please notify the administration office, your teacher or your class representative.

### School Newsletter

The Forest House Newsletter is the connection between school and home life. Its purpose is to provide information of interest to the FHWS community as well as to serve as a communication tool for school policy, activities, events, and parent sharing. If you would like to contribute to the school newsletter, please let the school office know.

### Parent-Teacher Meetings (PTMs)

Parent-teacher meetings are an integral part of school life. It is essential that parents attend these meetings. They are an important bridge between home and school, and offer parents an opportunity to view and talk about their children's work, and to participate in the type of activities taking place in the classroom. These meetings include discussions on various aspects of Waldorf education, and also serve as social gatherings for parents. If you are unable to attend these meetings, please notify your child's teacher.



## V. Academic Expectations

### School Evaluations

In primary school letter grades are not assigned. Waldorf schools issue narrative progress reports covering the child's participation in class, interests, habits, educational progress, as well as the areas that need attention and require improvement. Each student receives a comprehensive report at the end of the school year. These reports include class teacher observations as well as comments by all subject teachers. In addition to the year-end report, parent/teacher conferences are held throughout the school year (See school calendar). Waldorf education is concerned with the whole child as a developing human being. For this reason, FHWS does not rely on standardised testing as an evaluation tool. Strengths and weaknesses may actually show much more clearly through artistic activities, muscular coordination, or speech patterns. A part of the weekly Faculty meetings is devoted to evaluating individual children from many teachers' perspectives, which provides a more comprehensive picture.

### Media

Forest House Waldorf School is dedicated to nurturing the child's capacities for imagination. Because we recognise the debilitating effects that media, including television, movies, video games, computers and smart phones can have on the development of those capacities, we ask that parents eliminate media exposure during the school week. Your class teacher will provide recommendations on how to do this at home. Portable electronic devices are prohibited on the FHWS campus.



## VI. Conduct and Discipline

### Dress Code

Clothing is considered part of the class environment. We therefore implement our dress policy to help create an atmosphere conducive to learning, focusing attention on the children – not their clothing. The Faculty reserves the right to decide if dress and appearance constitute a distraction. If a child is not dressed appropriately, parents may be called and asked to bring a change of clothing before the child is permitted in the classroom.

### General Guidelines

- Students should wear plain, clean, well-fitting clothing and shoes that are in good condition (no tears, holes etc.)
- Students should wear sensible shoes. Sandals must have backs on them. No flip-flops.
- No long sleeves covering hands. No baggy or excessively long trousers. No short shorts or excessively short mini skirts. Pupils must be able to move freely.
- Students are expected to keep waterproofs and wellies in school for wet breaks and outings.
- A change of clothing should be kept in their bags at all times.
- No underwear showing. No bare midriffs or chests.
- No dressing-up clothes (costumes).
- No sequins or sparkly clothes as they are distracting and uncomfortable.
- Minimal jewellery should be worn. Those with pierced ears should wear studs only.
- Make-up and nail varnish should not be worn.
- Sunglasses may only be worn if they have been medically recommended.
- Hair dyeing is not allowed.
- Temporary tattoos should be removed or completely covered with clothing.
- Students with long hair (past their shoulders) must tie it up to keep it away from their faces and eyes during all lessons.

### Bothmer movement (physical education lessons)

- Children to wear proper sneakers. No slippers, flip flops and/or sandals.
- Long exercise pants for the girls. No skirts or hot pants.

### Discipline Policy

A sense of authority and discipline in a Waldorf school is an important and integral part of the curriculum. Pedagogical classroom management, an aesthetic sense of order, and appropriate consequences for misbehaviour, aid the child's self-discipline. The philosophy on discipline at FHWS emphasises a positive approach, in which the student is gradually led towards an experience of self-discipline. We expect students to behave in a respectful way towards teachers, staff, classmates, and the property of others. Each teacher is fully responsible for the discipline in his or her classroom.

Students will be approached in a dignified manner and asked to comply with the standards of behaviour. If misbehaviour continues, a conference with teachers, parents and/or the student will be held and a plan of action created. FHWS reserves the exclusive right to discipline children (including dismissal) for neglect of school work, excessive absenteeism, poor student citizenship (including misconduct), or failure to follow the rules and regulations of the school. Consequences for misbehaviour will be age-appropriate. FHWS does not use or condone the use of physical punishment.

### Prevention of Physical Violence

We do not allow any kind of play that includes forceful or careless physical contact. This includes hitting, pushing, shoving, butting, kicking, etc. Physical violence, no matter how minor, will be stopped immediately to prevent serious escalation. Fighting or injury may result in immediate suspension to emphasise the gravity of the misdeed. The Principal will be immediately involved to determine further action.



### Policy on Verbal Abuse and Teasing

Verbal abuse and teasing is defined as an expression of words, gestures, or actions to assault, dominate, ridicule, manipulate, and/or degrade another person that cause hurt feelings, exclusion, or alienation. We would like to develop a sense of community in which all students can realise their highest potential in the areas of the Waldorf curriculum, and also in the realm of human relationships. Frequent teasing without remorse is recognised as a sign for concern. When continual teasing occurs, a conference with the parents will be held with specific written recommendations to be followed as conditions for the child to remain in school.

The following steps are to be taken in the event of teasing:

- The child who perceives that he/she is being teased should ask the other(s) to stop.
- If that does not prove effective, then the child should tell the class teacher about the situation.
- If the child tells a parent about a teasing event, we ask that the parent inform the class teacher immediately.
- The class teacher then asks for clarity about the situation from the offending student(s) and takes appropriate measures.

## VII. Administration

### Admissions: Policy and Process

Parents interested in having their child educated at Forest House Waldorf School are expected to attend one Open Day or complete a school tour before they begin the application process. An online application form must be completed, and the non-refundable administration fee paid. The child's identity document, previous school report, and any further assessment reports (if required) must also be submitted before the Administration staff will schedule a student assessment and parent-teacher interview. After the interview, the applicant may either be invited for a three-day visit to the classroom to spend some time with the children or be asked to undergo a further assessment by a specialist to determine the student's skills level. The three-day visit will give the class teacher the opportunity to consider whether the applicant fits into the current class socially and academically. Following the initial interview and classroom visit, a decision on the child's admission to FHWS will be made by the class teacher in consultation with the Principal, the rest of The Faculty and the governing group that oversees pedagogy. Admission to the school is based on factors such as the child's physical and social readiness, and the parents' willingness to work with the principles of Waldorf education. The Administration staff will inform parents of the outcome of the application.

If the application is successful, an Admission Letter along with the Enrolment, Engagement and School Fee Agreement, Direct Debit-order Authorisation (DDA) Form and an Invoice will be sent to the applicant's home address.

Before a child is admitted to class, the school must have the following:

- Completed online application form
- The non-refundable Administration Fee
- First month's tuition fee as confirmation of acceptance
- 2 months' tuition fee as a deposit
- Previous school report (Transfer students must have cumulative records from their former school.)
- Psychological Education Assessment Report (if any)
- Identity Document
- Signed Enrolment, Engagement and School Fee Agreement Form
- Signed DDA Form

### Tuition fees

In March/April, the Board sets the tuition fee for the next academic year. The Board takes into consideration budgetary demands, forecast enrolment, and expected fundraising revenue when arriving at this figure.

Timely payment of tuition fees is important for the well-being of the whole school and each family's participation is a critical part of the school's fiscal and pedagogical success. In order to meet salary and other financial obligations, the school counts on its parents to pay tuition fees on time.

No scholastic records, year-end reports or diplomas will be issued until all bills are paid in full. A student will not be permitted to enter or continue at the school if any sums for tuition, or any other charges, are more than 60 days in arrears.

### Withdrawal Obligations

Withdrawal from the school is a serious matter. FHWS must be notified by letter of the intention to withdraw a child. The date on which the office receives the letter of withdrawal, will be regarded as the official date of receipt of such withdrawal notice. A minimum of two months' notice should be given when practicable.

In accordance with the terms set out in the Parent Agreement, tuition fees are charged for the entire school year to secure a place at FHWS. Early withdrawal or non-attendance of a student does not diminish the staffing requirements or other costs associated with student's placement at the school. Consequently, to fulfill our financial commitments, withdrawal does not warrant a refund of pre-paid tuition or other applicable fees. It does not modify, diminish or nullify your obligation to pay or continue to pay the invoiced amount as approved by the EDB.

Please refer to your Parent Agreement for further details.

## VIII. Curriculum

### Home Visits

Home visits are generally scheduled for new students in our school. The home visit provides an opportunity for you and your child to bond with your child's teacher. This visit enables the teacher to deepen her work with your child by experiencing your home environment. The child will often have some individual time with his teacher (showing their bedroom and outside play area). The children usually take great pride in showing their teacher around, and the teacher goes away with a sense of who your child is, and what his interests and passions are. Time is also set aside for parents to speak privately with the teacher and ask questions or raise any concerns. Parents and teachers working together greatly serves and nourishes the children, thereby creating a bridge from home to school. Inviting your child's class teacher to your home is an excellent way to create a bridge between home and school. Beyond the social experience, home visits provide the teacher with additional perspectives, thus serving to deepen the teacher's understanding of your child.

### Kindergarten to Primary Progression

Progression from kindergarten to Class 1 is determined by the Forest House Faculty of Teachers under the guidance of the Principal, based on the developmental readiness of the child. The teacher will discuss readiness with the parents.

### A Typical Day in Class 1 — 6

A day in a Waldorf classroom begins with a morning verse and circle that is led by the class teacher. During circle time, children move, sing, and recite in unison to prepare for the main lesson. The concentration achieved in the main lesson block allows each subject to be pursued in depth and with continuity. Always, whatever the subject, the teacher's goals are to engage the child's feelings and imagination so that the subject comes alive for each child in his or her own unique way.

### Topics Commonly Taught in Each Grade

Mandarin as a second language, Music, Arts and Crafts, Eurythmy and Bothmer gymnastics are taught in each grade.

### Class 1

Fairy Tales and Poems with strong rhythm  
Form Drawing, drawing and painting give way to letters, simple words, speech exercises, phonetics, and short plays  
Maths: Whole numbers, 4 operations (+, -, x, ÷) for numbers 0-24, counting from 1-144, mental arithmetic  
Science: Nature studies

### Class 2

Symmetry: Mirror drawing, form drawing  
Fables, legends of the saints, local folklore  
Begin reading from children's own written Main lesson book, plays and speech work, rhyming words  
Maths: whole numbers, times tables, number patterns, carrying and borrowing, situation problems,  
Science: Nature studies

### Class 3

Form drawing as an introduction to cursive writing  
Hebrew mythology as part of ancient history, fables, reading from Main lesson book, poetry  
Grammar: Structure of a sentence, verbs, adjectives, simple spelling and writing  
Math: Whole numbers, times tables, number patterns, measurement, time, money  
Practical studies: House building, farming, and clothing

### Class 4

Geometric drawing (freehand), form drawing, interlocking forms  
Local history through geography, Norse sagas, poetry, alliteration  
Grammar: verb tenses, prepositions, plurals, abbreviations, personal pronouns, adverbs, oral reports  
Writing: Compositions, form and content  
Maths: Arithmetic operations, word problems, times tables, averages, long division, factoring, proofs, prime numbers  
Geography: Map making  
Science: Zoology (human and animal)



### Class 5

Free geometric drawing, dynamic drawing  
Culture of Ancient India, Persia, Mesopotamia, Egypt, and Greece  
Greek mythology and early Greek history  
Grammar: Active/passive verbs, punctuation, syntax, subject/  
predicate  
Writing: Composition with emphasis on descriptions, book reports  
(oral and written), letter writing  
Geography: Asia  
Science: Botany  
Maths: Decimals, fractions, mixed numbers, reciprocals (athleticism).

### Class 6

Exact geometric construction, geometric string designs, mosaic  
pictures  
The founding of Rome through the monarchy, republic, and empires  
Grammar: Subjunctive mood, conditional sentences, transitive/  
intransitive verb, possessive/objective nouns, phrases and clauses,  
sentence diagramming, review 8 parts of speech  
Writing: Composition with emphasis on exposition, paragraphs,  
narration: descriptive, expository, contrasts  
Geography: World Map  
Science: Physics (sound, heat, light, magnetism, static electricity),  
mineralogy  
Maths: Mathematical sentences, interests, profit, loss, percentage,  
money, proportion, estimation, exchange  
Writing: All blocks have original writing, summaries, longer essays  
and comparisons

## IX. Festivals

Throughout the year, we celebrate festivals to connect us with the cycles of nature, establish a yearly rhythm for the children, and strengthen our community. Festivals help us to nourish our souls through the sharing of stories, food, songs and activities linked to the seasons and expressed with beauty and reverence. In addition to the community-wide festivals, teachers celebrate other festivals in the classroom, including those connected to different cultures being studied, or the religious traditions of the students in the class.



## X. Parent Roles and Responsibilities

### Sleep

Parents should ensure that their children get enough sleep so that they get the full benefit of a Waldorf education. Regularity in the lives of children is important – regular bedtimes, regular mealtimes; a basic rhythm is essential. Ask your class teacher if you have any questions concerning these matters.

### Monday

It's a good idea to plan your weekend activities so that you are home early on Sunday and your child can have "recovery time". Your child cannot be alert and responsive on Monday morning when he/she has not had time to recover from a full weekend of lively, stimulating, and tiring activities. The lesson planned for Monday morning is crucial to the rest of the week's lessons. Your child needs to "be there" for it, or the child will not be able to receive it properly.

### Lunches and Snacks

Please pack nutritious snacks and lunches for your children. Remember that the school day is long and busy for the growing child and that they need enough healthy food to sustain them throughout the day. Please do not send candy, soda and/or foods high in refined sugar.

### Birthdays

A child's birthday is a time for celebration in the classroom. Every effort is made to celebrate the child's birthday on that very special day. However, should the birthday fall on a weekend or during vacation time, arrangements should be made for a mutually convenient day. Usually a shared snack from home accompanies the birthday celebrations throughout the grades. Highly refined sugar products should be kept to a minimum. Please do not send invitations for home birthday parties to school for distribution.

### School Supplies

Teachers carefully plan and select appropriate supplies for each grade level. The school provides most supplies. Your teacher will notify you of any extra supplies your child may need.

### Field trips

Class teachers plan field trips to enrich the curriculum. All students being transported to and from school activities must wear seat belts. The teacher will provide special health and permission forms. Parents are responsible for all expenses.

### What can parents do to support FHWS?

The healthy future of our school depends on increased enrollment. Full enrollment is most important for the long-term financial health of the school. Even with an extensive community outreach programme, word of mouth from our present families remains the most effective means of increasing interest in our school.

### How can you help the enrolment efforts of the school?

Inform your friends and family about Forest House Waldorf School. Bring prospective parents to Open Days and other events such as the Spring fair.

Write an article about a meaningful experience you or your child has had within the context of our school and submit it to the school newsletter.

Talk about Waldorf education to your neighbours, friends and family members. Some key descriptive phrases might be: "hands on, direct experience", "developmental approach that nurtures the imagination in the early years, strengthens the emotional intelligence in the middle years, and challenges the intellect in the adolescent years", "a creative approach where the actual process of learning is an art itself", "develops each child's special talents and gifts", "strong sense of community", "stresses a high degree of parental involvement", "close, long-term relationship with the class teacher".

Attend Open Days and Waldorf Workshops to better understand and experience Waldorf education.

Get involved in community outreach activities. Feel free to bring us to a community of friends you think ought to hear about what we are doing at Forest House Waldorf School.

Build the community by volunteering in at least two areas of need as recognised by the Parent Teacher Association.

Attend your Parent Teacher Association meetings whenever possible.

### Support your teachers

Help your child to be prepared for school.

Help your child show respect for his or her teacher by being prompt each day. Arrive on time or a little early with all the necessary school materials.

Attend class meetings to learn how to help with your child's education and development.

Attend all parent/ teacher conferences.

If you need an individual meeting, make an appointment with your teacher outside of lesson times. This will allow for a more focused discussion.

Work with teachers to facilitate a productive learning experience.

Provide a home environment conducive to learning: a quiet place, adequate nutrition, rest and limited exposure to media experiences during the school year.

Communicate with teachers any significant happenings in your child's life that will impact his/her school experiences. When recommended, collaborate with teachers for tutor assistance or additional evaluations that may be necessary for the success of your child's learning.



## XI. Complaint Procedure for Parents

Forest House Waldorf School operates with a Principal who shares his/her authority and leadership with the additional principals. Therefore, the procedure to follow should a parent have a concern/complaint about a teacher or staff member is as follows:

**Level I - Non-Facilitated Direct Communication:** As a first step, parents should go directly to the teacher or staff member to inform them they would like to discuss an issue. The teacher, staff member or the parent should take the initiative to schedule a meeting to discuss the issue. A scheduled meeting where both parties are free to devote their full attention to the issue is best. Impromptu meetings during school hours often result in more frustration because neither party is able to fully focus on the matter at hand. If either party is uncomfortable about taking this initial step, he/she may request support through the class representatives or through another teacher or staff member.

**Level II - Facilitated Communication:** If there is no resolution following the parent-teacher meeting, either party can write to the Principal to request assistance. The Principal will bring this to the attention of the additional principals. Together, they will assign a facilitator to respond to both parties listed in the request within seven working days, and will schedule a meeting if appropriate. If the matter is resolved at the meeting, the facilitator will minute the result. If no resolution is achieved at the meeting, either of the parties can request mediation.



**Level III - Facilitated Communication with Mediation:** If there is no resolution from Levels I & II, either party may then write to the Principal to request mediation. The Principal will consult with the additional principals to assign a mediator who is acceptable to both parties. If such a mediator cannot be found, either party can request the matter be referred to arbitration which is Level IV and the final level. The mediator will contact the parties within three working days. The purpose of the mediator's initial contact with the disputing parties is to explain the process, get consent for mediation and to schedule a meeting for the parties and the mediator. When both parties agree to mediation, they will proceed to a meeting with the mediator. Mediation is a confidential, voluntary process designed to bring conflicting parties together in a face-to-face meeting to work out solutions to their differences. If there is no agreement at an initial meeting with the mediator, but progress is being made, the parties can request additional mediation. When the parties reach an agreement, the mediator will minute the agreement. If resolution cannot be achieved through mediation, either party can request the resolution through arbitration which is Level IV and the final level.

**Level IV - Arbitration:** Either parties can request arbitration at any level or at any time by making a request in writing to the Principal. Upon receiving this request, the Principal will set up an Arbitration Committee which will comprise him/herself and at least one of the additional principals. This committee will set up a meeting within seven days of receipt of the request. At the meeting, the committee will listen to each party individually and together, and discuss the complaint. Then the committee will discuss and evaluate the complaint privately and confidentially and come to a decision as to how to resolve the complaint. The committee will make a written report of the complaint and the decision for resolution and issue this report to both parties. The resolution decision of the Arbitration Committee will be final and must be accepted by both parties.



## XII. Emergency Information

### Injury at School

In the event of scraped knees, bruises, superficial cuts, or scratches, the office staff or teacher will administer first aid. The school does not administer any topical or oral medication unless written permission is granted by the parent on the emergency form filed in the main office. In the event of a medical emergency, the school will endeavour to contact the parents, and will take the child to a hospital emergency service if necessary, as indicated on the emergency information card.

### Insurance

All students at Forest House Waldorf School are covered by an accident insurance policy. Please ask the administration staff for a copy of the policy to familiarise yourself with the cover.

### Illness

A sick child should be kept at home. Please contact the school office by 8.30am if your child is going to be absent that day. If a child becomes ill while at school, parents will be contacted to pick up their child. The school does not have facilities to care for children who come to school too ill to remain in class. The school staff are not permitted to administer any medicine without written parental permission. Approval for administering medicine, including homeopathic remedies, aspirin, or topical first aid treatments is part of the Emergency Form on file. Children should remain at home for 24 hours after a fever breaks.

Any child who contracts a contagious illness such as measles, mumps, chicken pox, or strep throat, must be kept at home until the child is no longer contagious. The class teacher should be informed of the illness so that other parents can be alerted. A note from your health care provider stating the date your child may return to school is required, and should be submitted to the school office prior to the child's return.

Any child who contracts a communicable disease such as head lice, pink eye or impetigo must receive medical treatment before returning to school. In the case of head lice, treatment should be sought. The child's hair must be free from lice and eggs before returning to school.

### Weather Procedures - Emergencies & Tropical Cyclones

Please visit the Hong Kong Observatory website for detailed weather information, and also the HK Education Bureau website for details regarding school closures.

Websites:

HK Observatory: <http://www.hko.gov.hk/contente.htm>

HK Education Bureau: <http://www.edb.gov.hk/en/index.html>

### General measures during inclement weather:

#### 1. Signal 8 Before School

If a signal 8 is hoisted before school begins, the Director of Education (responsible for ALL Hong Kong Schools) will announce through the media, usually before 6.15am, that all schools are closed. In this case the school bus will not operate and all students are expected to remain at home.

#### 2. Signal 8 During School

If a signal 8 is hoisted during the school day, the school has to close, and the children have to be sent home "when it is safe to do so". We will not send any students home early, without first ensuring that parents are informed and are able to receive them.

### Tropical Cyclones Signal System

**Hoisting of No. 1 Signal:** School will operate as normal.

**Hoisting of No. 3 Signal:** School will operate as normal unless otherwise stated.

**Hoisting of No. 8 Signal:** School will close.

**Lowering of No. 8 Signal:** School to remain closed for the rest of the day and resume the following day, unless otherwise stated.

### Heavy Persistent Rain & Thunderstorms

#### Amber Alert:

Indicates that 50mm of rain or more is expected over Hong Kong during the next 6 hours or so. The school will operate as usual.

#### Red Alert:

Indicates that 50mm of rainfall has been recorded generally over Hong Kong during any 1-hour period or less. Further heavy rain could cause widespread road flooding and traffic congestion. Children will be advised to stay at home or remain in school until it is safe for them to return home.

#### Black Alert:

Indicates that more than 100mm of rain has fallen in the past two hours or less. Because of widespread road flooding and serious traffic congestion, residents will be advised to stay at home or take shelter in a safe place until the rainstorm has passed and road conditions have improved.

#### Thunderstorms Warning:

Indicates that certain regions will be affected by thunderstorms during the warning period to alert members of the public to take appropriate precautions, such as prevention of outdoor activities in open area. When the thunderstorms warning is hoisted, all outdoor school activities will be cancelled.

## 2. Signal 8 During School

If a signal 8 is hoisted during the school day, the school has to close, and the children have to be sent home “when it is safe to do so”. We will not send any students home early, without first ensuring that parents are informed and are able to receive them.

# XIII. Books of Interest

## FAMILY ACTIVITIES

The Children’s Year by Cooper, Frynes-Clinton & Rowling

Festivals, Family & Food by Diana Carey & Judy Large

Toymaking with Children by Freya Jaffke

Painting with Children by Brunhild Miller

Dumbing Us Down by John Taylor Gatto

Towards Wholeness by M.C.Richards

Simple Environmental Activities for Young Children by Carol Petrash

Festivals Together — A Guide to Multi-Cultural Celebration  
by S. Fitzjohn, M.Weston & J. Large

## EDUCATION AND CHILDHOOD DEVELOPMENT

The Incarnating Child by Joan Salter

Phases of Childhood by B.C.J. Lievegoed

Children at Play by Heidi Britz-Crecelius

Childhood by Caroline von Heydebrand

The Way of the Child by A.C. Harwood

Understanding Young Children & Rudolf Steiner Education  
by Francis Edmunds

School as a Journey by Torin Finser

Teaching as a Lively Art by Marjorie Spock

The Waldorf School – An Introduction by Christof Wiechert



## FAMILY LIFE

You Are Your Child’s First Teacher by Rahima Baldwin

Lifeways Working with Family Questions by Gundrun Davy & Bons Voors

Between Form & Freedom — A Practical Guide to the Teenage Years  
by Betty Staley

Seven Times the Sun — Guiding Children Through Rhythms of the Day,  
by Shea Darian

Who’s Bringing Them Up? Television and Child Development  
by Martin Large

Parenting, A Path through Childhood by Dotty Turner Coplen

Raising a Daughter, Raising a Son by Jeanne & Don Elium

Simplicity Parenting by Kim John Payne

## BOOKS BY RUDOLF STEINER

Foundations of Waldorf Education by Rudolf Steiner

Education as an Art by Rudolf Steiner and Others

Education of the Child

Prayers for Mothers and Children

The Four Temperaments

Study of Man

Practical Advice to Teachers

Discussions with Teachers

The Kingdom of the Childhood: Introductory Talks on Waldorf Education

Deeper Insights into Education and Modern Spiritual Life

