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Waldorf School of Baltimore School Calendar for 2009-2010

Mon	Aug 31	Play Centers open all day
Tue	Sept 1	Play Centers open all day
Wed	Sept 2	SCHOOL OPENS for grades 1-11; Opening Assembly 8:30 a.m. MPR*, dismissal 12:15 p.m. (Play Centers open ½ day)
Thu	Sept 3	First day of classes for CG 5-day classes; Grade 1 dismissed at 12:15 p.m. (Play Centers open ½ day)
Fri	Sept 4	Grade 1 dismissed at 12:15 p.m. (Play Centers open ½ day)
Mon	Sept 7	Labor Day, all schools closed. (Play Centers closed.)
Wed	Sept 16	All School Parent Evening 6:30 p.m.
Fri	Sept 25	Festival of Courage, Pageant - Tamarind Playground 8:45 a.m.; Tugs-0-War on Tamarind Playground 1:45 p.m.
Mon	Sept 28	All Schools closed in observance of Yom Kippur. (Play Centers closed.)
Fri	Oct 16	Harvest Festival, grades 1-5, Tamarind Playground, 3:30 – 5:00 p.m.
Thu	Oct 29	CG and Grades 1-8 Parent-Teacher Conferences; CG, Lower and Middle Schools closed for students; Upper School open. (Play Centers open all day.)
Fri	Oct 30	CG and grades 1-8 Parent-Teacher Conferences; CG, Lower and Middle Schools closed for students; Upper School open. (Play Centers open all day.)
Fri	Nov 6	End of 1 st quarter for Upper School
Sun	Nov 8	All School Open House 2:00 p.m.
Mon	Nov 9	All Schools closed for AIMS Conference. (Play Centers closed.)
Fri	Nov 13	Children's Garden Lantern Walk 5:00 p.m./Elementary school Lantern Walk 6:30 p.m.
Wed	Nov 25	Thanksgiving Assembly 10:45 a.m. MPR; All Schools dismissed at 12:15 p.m. (Play Centers open ½ day, closed Thu & Fri)
Thu	Nov 26	All Schools closed in observance of Thanksgiving
Fri	Nov 27	All Schools closed in observance of Thanksgiving
Sat	Dec 5	Holiday Fair (snow date, 12/6)
Thu	Dec 10	Festival of Light, MPR 7:00 p.m.
Fri	Dec 11	St. Lucia Play - in school
Fri	Dec 18	Holiday Assembly 10:45 a.m. MPR; All Schools dismissed 12:15 p.m. (Play Centers open ½ day Fri., closed remainder of break.)
Mon	Dec 21	All Schools closed for Holiday Break December 21 through January 3, 2010. (Play Centers closed.)

*MPR – Multipurpose Room in the Yellowwood Building

Mon	Jan 4	All Schools re-open after Holiday Break.
Wed	Jan 13	Upper School Evening 7:00 p.m.
Sat	Jan 16	Civil Rights Brunch, MPR 12 – 3 p.m.
Mon	Jan 18	All Schools closed in observance of Martin Luther King Day (Play Centers closed.)
Wed	Jan 20	All School Parent Evening, 7:00 p.m.
Fri	Jan 22	End of 2 nd Quarter for Upper School
Sat	Jan 23	Children's Garden - Looking to the Grades Luncheon 11:00 a.m.-2:00 p.m.
Thu	Feb 4	Parent-Teacher Conferences for grades 1-11; Lower, Middle, and Upper Schools - closed for students; Children's Garden open (Play Centers open.)
Fri	Feb 5	Parent-Teacher Conferences for Children's Garden and Grades 1-11 – ALL schools closed for students. (Play Centers open.)
Mon	Feb 15	All Schools closed for Winter Break; re-open Monday Feb. 22 (Play Centers closed.)
Mon	Feb 22	All Schools re-open after Winter Break
Fri	Mar 19	1 st Eurythmy Assembly, 1:45 p.m. MPR
Sun	Mar 21	Music Recitals, 1:30 and 3:00 p.m. Eurythmy Room Tamarind Bldg.
Sun	Mar 28	Music Recitals, 1:30 and 3:00 p.m. Eurythmy Room Tamarind Bldg.
Thu	Apr 1	2 nd Eurythmy Assembly 10:45 a.m. MPR; Schools dismissed 12:15 p.m. (Play Centers open ½ day.) End of 3 rd Quarter for Upper School.
Fri	Apr 2	All Schools closed for Spring Break; re-open Monday, Apr 12 (Play Centers closed.)
Mon	Apr 12	All Schools re-open after Spring Break
Fri	May 7	May Day celebration 8:30 a.m.-1:00 p.m.; school dismissed 1:00 p.m. (Play Centers open ½ day.)
Mon	May 31	All Schools closed in observance of Memorial Day (Play Centers closed.)
Thu	Jun 10	Moving Up Day, All Schools dismissed at 12:15 p.m. ; (Play Centers open ½ day.) 8th Grade Graduation
Fri	Jun 11	Final Assembly 10:45 a.m.; dismissal 12:15 p.m. (Play Centers open ½ day.) End of 4 th Quarter for Upper School

WALDORF SCHOOL OF BALTIMORE CHILDREN'S GARDEN-ELEMENTARY-MIDDLE SCHOOL PARENT-STUDENT HANDBOOK

*** OUR SCHOOL'S PHILOSOPHY ***

The Waldorf School of Baltimore is an independent, non-sectarian, co-educational nursery, kindergarten, elementary, middle, and high school dedicated to realizing fully the innate capacities and abilities of each child, so that he or she may develop into a free-thinking individual, able to contribute meaningfully to society. Central to Waldorf education is the belief that the deepest and most universal human values can only arise when the educational process brings into healthy balance the faculties of thinking, feeling, and willing. By viewing each child as a unique and spiritual individual, and by appropriately nourishing these faculties through the head, the heart, and the hands, Waldorf education enables the process of childhood to unfold fully and naturally.

The Waldorf School of Baltimore's philosophy has its origins in the first Waldorf School, founded in 1919 in Stuttgart, Germany. The pedagogic basis of the curriculum was fully described by Dr. Rudolf Steiner, Austrian scientist and philosopher, and remains today the foundation of every Waldorf School's philosophy. Within this philosophy and pedagogy, the Waldorf School of Baltimore strives to create and implement a curriculum suited for our time and our city.

Waldorf pedagogy is based upon an understanding of the distinct developmental stages of childhood. In the nursery and kindergarten, imitative, imaginative play forms the basis of the curriculum. Waldorf pedagogy strongly emphasizes the need to refrain from an academic curriculum at this stage of a child's development. The class environment is beautiful and nurturing, and class management enables each child's day to flow between individual and group activities. There is a structured rhythm to each day and week. With a focus on learning through imitation and example, the curriculum fosters the ability to play together and feeds the life of moral imagination. Classroom activities nurture cognitive, social, and physical development in readiness for academic life.

In the lower and middle grades, Waldorf pedagogy is based upon an orderly, structured, rhythmic, and artistic approach to education, which best trains and prepares children for the abstract and conceptual thinking that becomes possible with the onset of full puberty. Reverence for nature, respect and consideration for others, a sense of responsibility to the community, appreciation of one's own accomplishments, and love of learning are fostered within the curriculum. The curriculum itself is comprised of an articulated set of educational goals and processes for all of the subjects, fully integrated with an artistic approach to the day's activities and academic requirements. In this regard, the study of foreign languages and specialty subjects such as music, art, handwork,

and eurythmy are considered of equal importance to the other academic subjects. Students prepare their own texts rather than using textbooks, providing an explicit opportunity to integrate the academic and artistic.

Waldorf pedagogy recognizes, supports, and values individual learning styles. The progression of the class teacher with his or her class through the grades allows the teacher to set values and expectations that fit the individual; they are not rigid grade level standards. Articulated curricular goals provide a foundation for expectations, but the teacher's interpretation in the context of each individual child is paramount. Self discipline, a love for the process of learning, and the appreciation of a task well done are emphasized.

The Waldorf School provides a comprehensive and integrated academic, artistic, and physical education program, presented in a supportive, structured, developmentally appropriate, and cooperative environment. Through the process of Waldorf education, a world rich in potentials is brought before each child. The acquisition of knowledge becomes an experiential path of discovery, and the great cultural achievements of humanity become the foundations for the development of knowledge of self and society. In furtherance of this development, the School is a full participant in the life of the city and serves as a resource for life-long learning.

While the Waldorf School of Baltimore maintains working relations with other Waldorf schools and their professional associations, it is an independent institution governed by its own Board of Trustees and a Collegium. The Collegium consists of teachers and non-teaching faculty who feel able to carry the philosophy of Waldorf education into the life of the school and who have made the commitment to carry the school spiritually, as well as in areas such as pedagogy, staffing, the internal working of the school, and parent concerns, and with whom ultimate pedagogical, administrative, and financial responsibilities lie.

The Waldorf School of Baltimore is accredited by the Association of Independent Maryland Schools (AIMS), is a full member of the Association of Waldorf Schools of North America (AWSNA), and is licensed by the Maryland State Department of Education. The Maryland State Department of Education and the Child Care Administration license the Children's Garden. It has also received a special program accreditation in Early Childhood Education by MSDE.

The Waldorf School of Baltimore admits students of any race, color, religion and national and ethnic origins to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, religion, disability, sexual orientation, or national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, athletic, and other school-administered programs and the appointments of faculty and staff.

The Waldorf School of Baltimore admits students with varying intellectual, emotional, and physical characteristics. The School will accept those students with special intellectual, emotional, and physical differences who can be reasonably accommodated consistent with the school's educational mission, pedagogy, and resources, as well as the social integration of the class to which the child's admission is being considered.

*** WALDORF SCHOOL ORGANIZATION ***

Two bodies carry joint responsibility for the overall life of the school: the Collegium and the Board of Trustees.

The Collegium consists of a group of teaching and non-teaching faculty who have made the commitment to carry the school spiritually, as well as in areas of pedagogy, staffing, internal workings, and parent concerns. Ultimate responsibility and authority for all pedagogical matters rest with the Collegium. The Chair of the Collegium known as the Faculty Chair is the primary point of contact between parents and the Collegium. The Faculty Chair is assisted by four school chairs: the Children's Garden Chair, the Lower School Chair (Grades 1-5), the Middle School Chair (Grades 6-8), and the Upper School Chair Grades (9-12).

Responsibilities of the Collegium:

- Developing and implementing the curriculum.
- Resolving student/parent concerns with the established policies and procedures of the school.
- All issues relating to school personnel, including the hiring and firing of teaching and non-teaching staff.
- In conjunction with the Board's Finance Committee, presenting the budget to the Board of Trustees for approval and responding to issues arising from its implementation.
- Approving changes to school policies and procedures that originate in mandated committees.
- Establishing and administering admissions and academic standards.

The Board of Trustees consists of at least 13 members drawn from the faculty, parents of current students, alumni or alumni parents, and members of the community at large.

Responsibilities of the Board of Trustees:

- Leading the effort to assemble the financial and other resources necessary to the successful operation of the school.
- Developing short- and long-term plans to further the mission and vision of the school.
- Assuring compliance with all legal and regulatory requirements and establishing policy in non-pedagogical areas.

- Ensuring that quality Waldorf education is available in Baltimore.

Joint Responsibilities of the Collegium and the Board:

- Defining the mission and vision of the school.
- Hiring and firing of the Faculty Chair and Administrative Chair and the professional administrative staff.
- Establishing goals and objectives for admission and retention of students.
- Representing the school and Waldorf education to parents and the community at large.

The Collegium reports regularly to the Board of Trustees, Faculty Meeting, and the Parents' Association. Open channels of communication are maintained between the Collegium and all committees and organizations of the school.

The Administrative Chair coordinates administrative areas of the school and acts as liaison between various bodies of the school. The Administrative Chair is also the facilitator of the Central Team, which brings together the Faculty Chair, the facilitators of the Faculty Meeting, the Elementary Meeting, the Children's Garden Meeting, and the Office Meeting, as well as the President of the Board of Trustees and a representative of the Waldorf Community Alliance, on a regular basis to coordinate the day-to-day operations of the school and integrate them with the long term needs of the school. Please feel free to bring your questions to the Administrative Chair and s/he will either get the answer for you or direct you to the appropriate group.

In Waldorf Schools, the teaching faculty shares in the administrative and governing function of the school. The entire staff participates in meetings and work groups that relate to their particular areas. These groups are the Faculty Meeting, the Children's Garden Meeting, the Elementary Meeting, the Upper School Meeting, and the Office Meeting.

The Faculty Meeting consists of most part- and all full-time teachers and staff, and meets regularly to discuss and direct the ongoing life and operation of the school. An important segment of each meeting is devoted to deepening the group's understanding of our student body and of Waldorf education.

The Children's Garden, Elementary, and Upper School faculties, as well as the Office staff, meet separately in addition to the regular Faculty Meeting in order to conduct their respective business and work with specific concerns. Each meeting has a facilitator to whom concerns may be brought.

Communicating Questions and Concerns:

Open and thoughtful conversation between members of the community is fundamental to the healthy working of a Waldorf School. The first and most important place for dialogue is the relationship between parent and teacher. Questions or concerns should be resolved in person or by phone with the teacher. Should further discussion be necessary, the chair of the respective school can be contacted. All parents and teachers are encouraged to enter into a full and honest dialogue around any questions, suggestions, or concerns in order to develop the conscious and respectful relationship needed to support the child.

Your child's teacher can answer most questions or concerns. From time to time, a meeting with all of the child's teachers may be useful. Any time you need further discussion of an issue, you can contact the respective school chair, either in person, by phone, mail, or e-mail. Generally, issues will be resolved with this direct communication. Should either the parent or the teacher, or both, feel that a conflict has arisen which is difficult to resolve one-on-one, a letter should be written to the Collegium, which will work to resolve the differences.

Confidential communication of concerns, questions, suggestions, or compliments may be made in writing by completing a form. Forms and locked mailboxes in which to deposit completed forms are located in the Tamarind and Yellowwood Building lobbies. Boxes are checked daily, contents removed by the Administrative Chair and forwarded for action to the appropriate body or person. E-mail acknowledgement of the receipt of the form will be made within two business days and a response of action taken will be made within a business week.

Our Parents' Commitment:

Like thousands of other parents around the world, you have chosen Waldorf education for your child, and we ask that you actively support the work of your school. Every Waldorf School is unique, but like most schools, each is composed of interrelated groups: the board, the faculty, parents, and students.

It is the role of parents to support their school's mission both morally and financially. The ideal for any Waldorf School is that individuals take responsibility for the whole by contributing as much as they are able on their own initiative.

Parents' support of the life of the school with their time and talent is also essential. Parent volunteers enrich the school in many ways: in the classroom; on committees; at fundraising and cultural events; participating in study groups and in the Parents' Association; providing expertise in practical areas; and helping with enrollment.

Since income from tuition only covers part of the operating budget of any school, Annual Giving Campaigns are essential to the health of all educational institutions. In all independent schools, gift income finances part of the cost of educating each child. Campaign funds support the financial structure of our school and help keep tuition increases to a minimum. In addition, a successful Annual Giving Campaign tells potential donors that members of the community support the mission of the organization. Knowing this, donors are more inclined to make a grant or give a gift. Every family ultimately benefits from a successful Campaign if everyone gives to his/her own ability. We ask that you respond as generously as you can during our Annual Giving Campaign.

Enrollment Contracts:

Enrollment Contracts for the next school year are sent to parents in January and are due back in February along with deposits. The signed contract and the enrollment deposit reserve space for your child for the following year. The enrollment deposit is not refundable. Parents should keep this financial obligation in mind as they plan for the year. Parents should also review the terms of the Enrollment Contract carefully, as it is a legal document.

Tuition Payment Policy:

As of June 1st, a family is obligated for the full annual tuition and fees as specified in the contract. The enrollment deposit is not refundable. Parents are reminded to carefully review the terms of the enrollment contract.

Families may pay the full tuition due in one payment by check or money order directly to the school by June 1st. The school also offers a two-payment plan, a nine-payment plan, and a financial aid plan (eleven payments for families receiving financial aid) through the FACTS Management Company. Payments through FACTS are made automatically from either a savings or checking account, and families may choose a starting payment date of May 20th or June 5th. There is an annual FACTS enrollment fee based on the payment plan selected. Families may also elect to pay their tuition by credit card (MasterCard, Discover, or American Express only) through the FACTS Management Company. The credit card option has a convenience fee in addition to the enrollment fee. Late payments are subject to late fees as specified in the Enrollment Contract and in the FACTS Automatic Tuition Payment Agreement. A \$30 per check charge is incurred for returned checks. There is a \$25 fee for adjustments to payment plans after the first two adjustments.

As stated in the contract, the school ordinarily shall not permit a child to continue to attend school unless tuition and other charges are paid to date. In

addition, the school ordinarily shall withhold any diploma, certificate, or scholastic record if all tuition and other incurred charges are not paid.

It is the parent's responsibility to contact the Finance Director if there are any difficulties with meeting financial obligations.

Financial Aid Program:

The Waldorf School of Baltimore is committed to diversity within its student body and seeks to promote access to the school for qualified students from a variety of backgrounds and income levels. To support this commitment, the school offers a tuition assistance program to families demonstrating financial need. Assistance is offered only to students whose families qualify for aid on the basis of financial need. Admissions decisions are made prior to, and separately from, decisions about financial aid.

A family's ability to pay is determined by a needs-analysis program. Total income, assets, number of dependents, cost of educating all children in fee-charging institutions, extraordinary expenses, and retirement needs are some of the factors taken into consideration. The computation tables used by the needs-analysis program reflect need criteria based on a "modest standard of living" as defined by the Bureau of Labor Statistics.

The financial aid program exists to help fill the gap between a family's ability to pay and the actual cost of tuition. The Financial Aid Committee attempts to meet individual needs, but its decisions are influenced by availability of funds and number of applications. In general, the financial aid available from the school is limited, and families are encouraged to explore all available non-school resources for assistance.

Financial aid information and application are available on line at our school website in December. (Upon request to the office, applications can also be mailed in December.) The completed application forms are due back in early January. It is important for families to meet the deadlines as outlined in the instructions to receive full consideration by the Financial Aid Committee. Financial materials submitted by parents are treated with strict respect for confidentiality.

Student Health Policies:

Health and emergency contact forms are kept on file for each child. These forms are sent to parents during the summer, and must be returned before the first day your child attends school. **Emergency Forms must be updated every year.** This is a requirement of the Baltimore City Health Department. Please make sure information forms are up-to-date! Please notify the office of any phone, workplace, or address changes.

Any child who is ill with a contagious or infectious condition must not be brought to school. If a child is not well enough to participate in usual class activities, such as playing outdoors, s/he should be home with special care. **Children should remain at home for 24 hours after a fever subsides.** Please let us know if your child becomes ill with a communicable condition so that other parents may be alerted. If a child becomes ill after arrival, the office will contact the parent to arrange for the child to return home. The child will remain in the health room until s/he is picked up.

If a child is absent due to illness for more than **five consecutive days**, the City Health Department requires that parents provide a doctor's note upon the child's return to school. We must have a parent's note each time there is an absence.

Should it be necessary for your child to have medication administered by the Medication Assistants during school hours the following regulations apply:

- **PLEASE NOTE:** If at all possible, please arrange the times of dosage so that medications will not have to be administered during the school day.
- Medication of any kind can be administered to a student only by a WSB Medication Assistant or Nurse who has been authorized by the student's physician and parent via a completed "Request to Administer Medication" form (**available on the School's website**) signed by BOTH the parent and the physician. According to state law, we cannot administer medication, including over-the-counter items as Tylenol, aspirin, or homeopathic remedies, without this completed form on file.
- Prescription medication must be provided in its original container with the pharmacist's label and prescription information intact and be accompanied by the above-mentioned form. If possible, a separate prescription should be supplied to the school.
- Non-prescription medication must be in the manufacturer's UNOPENED, original container.
- Over-the-counter medications may only be used for the reason stated by the physician on the original order form, i.e., Tylenol prescribed for and kept on hand for chronic headaches **cannot** be administered for a sore throat.

- The first dose of any prescription medication must be administered by a parent at home or by the child's physician.
- Medications and the accompanying physician authorizations must be delivered to the office by a parent or designated adult (car-pool parent), and handed in person to the Medication Assistants or Nurse. Any changes in dosage, times, etc. must be made in writing with a date and signature of the parent. The parent, upon the final date of the requested dosage time period, shall pick up all medications, or the Medication Assistant will effect disposal.
- All requests for the dispensing of medications must be renewed each school year.
- If medication(s) are necessary for a student going on a **class trip**, the above protocol must be adhered to. In advance of the trip, completed forms and all medications must be handed directly to the Nurse or Medication Assistant whose job it is to direct the class teacher on the medication's administration and storage and in whose possession it will remain.

If a child suffers an injury during the school day, proper first aid procedures are followed. An accident report is sent home to the parent in the event of a more serious injury. Information is retrieved from the emergency form on file. It is very important that this information always be kept current. Every effort is made to notify the parent immediately of a serious injury or illness.

Educational Support for Children with Learning Differences:

Waldorf Education and the Child with Learning Differences

- by Donald Bufano

“Waldorf classes work best when they are composed of diverse personalities, learning styles, and work paces. Waldorf schools use movement, art (color, form, and music), the care and cultivation of the senses, multi-faceted approaches to learning, interdisciplinary integration, teacher and curriculum consistency, and individual pacing within a highly refined child development psychology. It is important to note that the central guiding principle of Waldorf education is that every child is a unique being with eternal spiritual and moral qualities. Thus individuality and social responsibility are recognized and honored. These and many other innovative means serve the variety of students found in the population today.

These approaches might serve the child with learning differences well, but only in a class with other learning styles and with a strong “center” of students who move the lessons forward academically and artistically. The Waldorf curriculum and its successful application can help all children, but Waldorf education alone is not a magic cure for learning difficulties. The teacher, working

with colleagues and parents, must determine if any particular child can be well served.”

Educational Support Services Available:

The Waldorf School of Baltimore accepts students with a range of capacities, although we cannot accommodate children with serious remedial needs. We provide some supplementary services and accommodations for children who have demonstrated needs. These services and accommodations may include:

- In Grades 2-5, a reading tutor works with designated individuals or small groups of children using the Orton Gillingham method.
- Grade 2 students take the Slingerland screening for indication of possible learning differences. Teachers share results in late January and/or early February at parent/teacher conferences. Trained faculty members use the Slingerland screening to assess possible learning differences, possible needs of support, or the need for further evaluation.
- The School provides a list of tutors and other resources that parents may hire.
- The School may provide reasonable accommodations for implementing a student’s individual educational plans (IEP), as long as it is consistent with the School’s educational mission and resources. This work is done in conjunction with parental input, outside educational professionals, and WSB faculty.
- The School offers Therapeutic Eurythmy for children through the school’s program for an extra fee.
- The School offers the possibility, at the parents’ discretion, for intensive child study by WSB’s Care Group. A teacher or parents may recommend a child to the Care Group. The school doctor, therapeutic eurythmist, class teacher, and other professionals that are also part of the community, take part to offer suggestions and recommendations for the child’s support.
- The WSB individualized Education Accommodation Plans for both Grades 1 – 8 and for the Children’s Garden can be made on a case-by-case basis and are documented on the WSB individualized Educational Accommodation Plan (WSB – EAP). This WSB – EAP lists the in-school support, as well as extra services that a student is receiving outside of the School. The in-school support may include one or more of the following: Auditing a foreign language, dropping one foreign language and having

private tutoring, longer time on tests, un-timed tests, modifications in amounts of homework, modifications in amounts of written work required, computer use for writing papers, and testing accommodations.

WSB also has available to teachers a list of professionals that the teachers may access and offer to parents as the need dictates. WSB does not endorse any one professional over another. Parents are also recommended to contact their family physician and do their own personal research to find a professional that meets their needs and with whom they are comfortable.

Fire Drills and Emergency Action Plan:

Children in both the Elementary and Children's Garden buildings are instructed in an age appropriate manner of the procedures in the event of a fire or other emergency at school. The School holds drills for fire and emergencies in accordance with pre-planned procedures. The Baltimore City Fire Department attends fire drills twice a year.

Emergency Action Plan drills will be held yearly for each building. Copies of the WSB Emergency Action Plan are available from the office.

Snow and School Closing:

For emergency school closings or delayed openings due to snow or inclement weather, the Waldorf School of Baltimore will notify WBAL radio, WBAL-TV, and WMAR-TV to make an announcement under the name of "Baltimore Waldorf School" on radio and "Waldorf School of Baltimore" on TV. If you register with www.wbal.com, a message will be sent to you if school is closed. In addition, the school answering machine provides the latest information about closings or late openings.

In the case of a school delay, children who are enrolled in the Full Day program in the Children's Garden or the Elementary School should arrive at the specified time. Children who are enrolled in the half-day program in the Children's Garden are welcome, but are not required, to attend. In the Elementary School, there will be a shortened morning schedule and normal afternoon schedule.

If road conditions become poor during the course of a school day, you may pick up your child early. Please phone the office first.

After School and Late Pick-up:

Dismissal is at **3:00 p.m.** for the Children's Garden and **3:20 p.m.** for the Elementary School. Please know that there may not be anyone to supervise your child if s/he is not picked up on time. Teachers and office personnel have meetings or other after-school responsibilities. Safety issues make it impossible for children to be left alone in or out of the school building. You must pick up your child **by 3:30 p.m.** or arrange for him/her to go to aftercare. To make it convenient for families who cannot pick up a child from school at dismissal time, we have contracted with an aftercare provider, Play Centers, Inc. **You must be registered with the aftercare provider in order to use this service.** Registration packets are available by phoning the Play Centers office at 410-296-4880.

We realize that emergencies sometimes arise; in the event that a parent or guardian will be late to pick up a child, the school must be notified immediately.

After the SECOND time you are late in picking up your child, you will be *required* to register with Play Centers, Inc., our aftercare provider. Failure to register and continued late pick-up may result in your child's being unable to attend school.

When a family has difficulty with picking up a child by dismissal time, it is beneficial to know that the class teacher and community are resources for help. Parents can communicate with the teacher to begin exploring carpool or childcare possibilities within the school community.

We must have a signed note if your child is being picked up by anyone other than you or the person(s) listed on your child's Emergency Form. The school is only authorized to release students to pre-designated adults. No child may be driven from one building to another by anyone without prior written permission from a parent.

Child Abuse and Neglect Policy:

Maryland law (Section 5-704 of the Annotated Code) requires that any teacher, counselor, or other professional employee of the Waldorf School of Baltimore, acting in his or her professional capacity, who has any reason to suspect that a child has been subject to abuse or neglect, is to immediately make a report to the local Department of Social Services (DSS). In the case of abuse, the employee may notify an appropriate law enforcement agency instead of DSS.

Building Accessibility Policy:

We are concerned for the families and friends of the Waldorf School of Baltimore who need special arrangements for parking and seating at assemblies and events in the Multi-purpose Room. We want to accommodate people in wheelchairs, with walkers, with canes, with visual or hearing impairments.

Please call the office AT LEAST ONE DAY IN ADVANCE of the event so that we know you are coming. Please arrive early at the event so that we can accommodate you by showing you to the seat designated for you.

The Waldorf School will make sure that the driveway chain is down so easy access to the Multi-purpose Room is possible. The front doors will be unlocked for weekend and nighttime events for accessibility without stairs. A designated person will be present for people needing assistance and special seating. Seating will be reserved for wheelchairs, and for those with walkers, canes, visual or hearing impairments.

Policy on Alcoholic Beverages at Class Functions:

Consumption of alcoholic beverages at class picnics, or on class trips is prohibited.

The Waldorf Community Alliance:

For more information about the Waldorf Community Alliance, parents and community members who are active in the life of the school, please consult the separate booklet produced by the Alliance.

* CHILDREN'S GARDEN *

Daily Details

Arrival and Departure:

We open our doors at 7:30 a.m. expressly for those parents who need to be at work. Otherwise, we expect all children to arrive by 8:30 a.m. Beginning the day at the same time with the other children will help establish the rhythm that is the foundation of our program and will prove helpful for a smooth transition from home. The child who is consistently late is at a considerable disadvantage to the other children as s/he tries to enter into a group activity or play that has already taken form.

All Children's Garden parents should park their cars in the community parking lots or along Yellowwood Avenue. Please limit curbside parking to Yellowwood Avenue. Do not park in the fire lanes: this includes the curb or the circle of The Children's Garden drive, and in front of the chained gate. Parents should walk their children to their classroom door. Many times, older kindergarten children like to feel their independence by going to the door by themselves. We do understand, but please make sure you are following close behind to see that your child goes directly to the teacher.

If your child is enrolled for the Half Day Program, it is important to pick your child up promptly at 12:00 noon, at the outside door of each classroom of the Children's Garden. Come into the hall if the weather is bad. If your child is enrolled for the Full Day Program or the Aftercare Program, please pick up your child promptly at 3:00 p.m. (Full Day) or by 6:00 p.m. (Aftercare Program). Children who are enrolled in the Aftercare Program will go to the Aftercare Room at 3:15 p.m. **After the SECOND time, parents who are later than 3:15 p.m. for Full Day dismissal will be required to register their child with Play Centers, our Aftercare provider.** Phone 410-296-4880 for an application packet. (See After School and Late Pick Up section on page 14.)

It is our policy that a Children's Garden child in a carpool must be picked up by a parent or designated adult. It is important to notify your child's teacher in writing of any changes in your child's pick-up schedule.

Snack and Lunch:

A nutritious mid-morning snack will be served to the children. Snacks include natural juices, whole cooked grains, fresh fruits and vegetables, and fresh baked breads and muffins, which are prepared by the children in class. We serve foods with little or no refined sugars or additives.

At lunch time, teachers strive to cultivate a peaceful environment that permits children to sleep or rest in the afternoon. We respect the right of families to make choices about which foods nourish their children. In order to foster a sense of community and promote peace, however, we ask that *school* lunches be free from the following items: food with excessive sugars and additives, candy, chocolate, soda, and food in the shape of media characters or food advertising media characters. Teachers will tell the child that she or he may save such items for snack on the way home from school. Again, to help children settle, and in respect for individual family's choices about when and whether to introduce television, we ask that lunch boxes be free from TV and movie characters. Thank you for your support of the class.

The City Health Department has a variety of recommendations and requirements for school lunch. It requires the school to supply white milk to all children at lunch time. The Health Department requires a written authorization from a physician if you do not want your child offered milk. It also forbids the use of thermos containers because of the possibility of contamination. All foods should be tightly wrapped and labeled with your child's name. The Health Department recommends that lunches include a vegetable, protein, and carbohydrate.

Full Day Program (8:00 a.m. to 3:00 p.m.):

Our Half-Day Children's Garden program ends with a 12:00 noon dismissal. Full Day children remain and have lunch in the Children's Garden classrooms with the Children's Garden Faculty. After lunch, the children and teachers prepare for a rest time. One small soft toy from home to cuddle at naptime generally provides the comfort and security the small child needs. The nap teachers stay with the children until the 3:00 p.m. dismissal. The Children's Garden morning lead teachers form the program and work closely with them. The children rest for at least half an hour. Those who fall asleep are allowed to sleep. Those who do not sleep take part in a quiet activity. When all the bedding is put away, the children prepare for dismissal at 3:00 p.m. from the Children's Garden Building.

Clothing:

Our goal is to provide a school where children can play inside and out and in all kinds of weather, well-protected and unencumbered by advertisements and fashion statements. Here are some guidelines for parents that will help us to attain this goal. These guidelines are in concordance with the dress codes in use throughout the school.

All clothing should be in good repair and well-fitted, not overly tight or loose. Clothing extending over hands and feet must be rolled up. Midriffs, bellies and backs must be covered. No spaghetti straps please. Hair should be neatly groomed and out of the child's eyes. Hair longer than shoulder length must be tied back or secured with a scarf or bandanna. No dyed hair. Two layers of clothing, top and bottom, are necessary in cold weather. In changeable weather, it is very convenient to dress your child in layers that can be added or taken off as the weather changes during the day. We bake, paint, climb, and dig. Please dress your child in clothes appropriate for these activities, clothes that will not be ruined by getting dirty or snagged.

Young children learn through play. Given a secure and rich environment free from distractions, creative play helps children develop physically, socially, emotionally, and cognitively. We have found that a variety of items distract children from play, thus depriving them of some of the gifts our curriculum has to offer. For the benefit of the children, we ask that the classroom be free of the following items: makeup, perfume, fingernail polish, tattoos, body glitter, shoes that light up, clothing with scary pictures or any kind of advertisement (sports teams, media characters and the like). Waldorf School logos are OK.

The Waldorf Children's Garden is an active education, and the children need a practical shoe that supports all the walking, climbing, rope jumping, etc. encouraged in the child's day. For safety's sake, shoes need to be fully enclosed and fastened with buckles or laces. Crocs and flip-flops are not appropriate. We strongly suggest shoes with laces. Shoe tying is a good educational activity, and children are able to learn shoe tying by repeatedly seeing it done. The noise of Velcro fasteners on shoes is a disturbance to the mood of the quiet moments in the day.

An important part of our program is outdoor play, and we do go outdoors each day. Sun hats in the fall and spring are important. We ask children to bring the raincoats, hats, and boots that are required on rainy days. Boots, coats, hats, and mittens are required on cold or snowy days. (We will ask the children to keep outside hats in their cubbies when we go inside.) Please have your child wear large enough boots. Boots should be worn if the ground is damp or muddy, even if it is not actually raining or snowing. Be sure to label your child's clothing! Please keep umbrellas at home, since we find that kindergarten children tend not to care for them safely.

While these guidelines may seem strict, our experience is that they allow the children's play to flourish at school. We thank you in advance for your cooperation.

Cubby Supplies:

We ask that you bring in a full change of clothes to put in your child's cubby when you bring your child on the first day of school. If your child is staying a Full Day, he or she will also need a small sheet along with a small blanket or beach towel to rest on. No large sleeping bags please. Cubby supplies should be kept in a small drawstring bag (please, no plastic bags). Please follow the same guidelines for nap supplies as for clothing (no media-related pictures or logos).

*** AT SCHOOL TOGETHER ***

Home Visits:

We endeavor to make your child's early days at school happy. We find that visiting your home before the school year begins is very helpful in establishing a relationship with you and your child. We are able to see your child in his or her own environment, and can also answer your questions regarding Waldorf education and our school.

Cell Phone Use Policy:

The Children's Garden recognizes that parents may need to use their phones while at the school. However, we ask that parents refrain from using cell phones in the classroom or on the playground. We ask that parents who need to use their cell phones do so in the lobby of the building. Making or receiving phone calls in the classroom or on the playground does not support the kind of environment that we all wish for our children while in school. Thank you for helping us reach this goal. Please do not send cell phones to school with children. (Please see the section on Bringing Things From Home.)

Bringing Things from Home:

It is natural for children to wish to show friends things that are precious to them. This can be encouraged when friends visit at home. We have found, however, that bringing toys, books, or electronic devices to school from home can create situations involving possessiveness, competition, anxiety, lost items, and other difficulties. We ask that home toys stay at home. (For children attending Full Day, please refer to the Full Day section for guidelines.) However, we welcome gifts for the nature table, such as, a feather, leaf, acorn, stone, or flower.

Festivals:

Every season reveals its own picture of process and change. In the Children's Garden, we present the seasons as a living process through our celebrations. We create a living calendar through our circle time and craft projects, and these are brought to fruition by our festivals—the Autumn Garden, the Lantern Walk, the Winter Garden, and the Spring Garden. The Elementary grades also have a calendar of festivals and assemblies that all school families are welcome to attend. Details are announced in *The Weekly*.

Birthdays:

Birthdays are special events in the Children's Garden. The parents of the birthday child are invited to come to school for the celebration. Each class has its own way of celebrating. In general, we keep the event as simple and lovely as possible for the children's sake. (Check with your child's teacher about details.) Your child's teacher will contact you a week or so before your child's celebration to make arrangements. Each class makes arrangements to celebrate summer birthdays during the school year.

Unless the entire class is invited to the child's home birthday party, please send invitations through the mail rather than handing them out at school, as this can be very upsetting to those children who are not invited.

Class Meetings:

Class meetings are a very important part of Waldorf education. They are the primary vehicles for the teacher and parents to get together to discuss the process of education your child is experiencing. They are the main vehicles through which a parent can learn about the Waldorf educational philosophy. Please make these meetings a priority.

Class meetings also serve to further communication among parents, offering a forum to share parenting concerns. Class meetings are fun, too. Very often, a class meeting will feature hands-on experiences for parents – beeswax modeling, eurythmy, painting, crafts, and so on. We encourage you to attend each meeting. These meetings are intended for adults only.

Student Evaluations:

The Waldorf School of Baltimore will ask that a child be evaluated if, in the judgment of the Collegium, there is reason for serious concern about any or all of the following factors: a) the child's ability to become a harmonious member of the

group; b) the child's readiness for separation from the home environment; c) apparent developmental delays. After such an evaluation, according to school procedures, the parents will meet with the teacher and representative(s) of the Collegium to discuss further courses of action.

Parent Conferences and School Reports:

There are two scheduled Parent Conferences, one in the fall and one in the winter. We look closely at the prospective first graders in January and schedule those winter conferences with their parents in January and February. A written report giving an overview of the child's school experience for the year is sent to each family after the school year is over. This report is written for the parents only and is not meant to be shared with the child. Please feel free to call your child's teacher any time you have concerns or questions, or to schedule an additional conference if you wish.

Upon request, non-custodial parents may be included on mailing lists for newsletters and announcements of school events. Upon request, the school will provide copies of progress reports to or schedule a conference with a non-custodial parent. If a custodial parent requests that the non-custodial parent not receive progress reports, etc., concerning the child, the school requires a court order.

Information provided to the non-custodial parent does not extend to information in the child's record about other persons, including phone numbers, social security numbers, or place of employment.

Discipline in the Children's Garden:

In the Children's Garden, our goal is to support the development of self-discipline within the child and to help the child develop social skills. The rhythm of the Children's Garden day goes a long way toward helping the children develop inner form and the impulse to care for others, their playthings, and their environment. The teachers work with the children, supporting their natural awe and reverence for the world, their innate need for form, and their compelling desire to imitate, so that they can flow through their days and follow along with the group.

At times, children need more support than the daily work with form, rhythm, and the social group can offer. Teachers and staff will intervene immediately when behavior becomes disruptive or dangerous. Consequences will ideally:

1. Fit the situation.
2. Fit the temperament and the developmental stage of the child.
3. Provide an opportunity for reconciliation or restoration, and an opportunity to set things right.
4. Aid in the development of self-discipline and in the moral development of the child.

We follow a multi-step approach which may include the following:

1. The teacher redirects the child to a more positive behavior.
2. If redirection is not sufficient, the child is brought to an activity with or near the teacher, and if need be, away from the social group.
3. On rare occasions it is necessary to send a child home during the school day. This may occur because of extreme behavior (e.g. a behavior that endangers the student or others), or because the student seems unable to manage being in a social group that day.
4. Depending on the behavior, and at the discretion of the teacher, one or more of the above steps may be skipped in an attempt to support the student and the class. The types of interventions used at the Waldorf School of Baltimore require creativity on the part of the faculty. Consequences in addition to those steps listed above include making reparations, assisting an adult in helping another child, helping to bring order to the physical environment, and performing a task that fosters positive behavior, self-respect, and self-discipline (e.g. sweeping the floor or sanding wooden playthings). Sometimes parent follow-up at home is important to help a child transform inappropriate behavior, and teachers will let parents know about patterns of behavior they have observed. It is also important for parents to notify the faculty if there are changes that add stress to a child's life.

First Grade Readiness:

Children who enter first grade must be 6 years old by August 1st of the year they enter. Children are evaluated on an individual basis for first grade readiness. Many children who were born in May, June, or July benefit from another year in the Children's Garden. Parents who need further information regarding this policy are encouraged to speak with the Admissions Director.

Library:

The school Library is located on the second floor of the Elementary Building. Parents are welcome to visit the library on Tuesday mornings before 10:30 a.m. to check out books. Mrs. Snyder, the school librarian, is available to answer your questions.

* AT HOME *

Play Dates:

Play dates provide opportunities for children and parents to make connections and build community. To show respect for the individual choices families make, we ask that play dates involve activities and foods *any* family in the class would be comfortable with. When parents know that their child will be playing, exploring nature, and eating simple snacks such as fruits, vegetables, and grains, the class room community becomes stronger. Families make different choices about when and whether to introduce television, DVD, video games, and candy. When play dates feature these items, children and parents feel excluded. Thank you for your support of the class.

Especially if this is a first school experience, some children are very tired at the beginning of the school year and need to refresh with time alone. Please do not feel pressured to arrange play dates and social outings if you notice that your child needs to rest. Often after a couple of months of school, children are ready to go home with new friends. **A written note must come to school with your child if another family will pick up your child directly.**

Legal constraints do not allow the use of school facilities for informal playgroups.

Television/Media:

Childhood is a time for learning through activity, for experiencing the wonders of nature, for growing socially, for playing creatively and imaginatively, for singing, talking, quarreling and crying, for running, and for laughing. We have observed that electronic devices adversely influence the way children play. Often they are unable to play creatively, which is an important part of our morning. Likewise, the dramatic content of video and movie stories has the same effect. We request that no media or electronic devices be used during the school week, especially before school and before bedtime. Eliminating these electronic devices can greatly enhance your child's development. Articles and research about this topic will be available throughout the year.

Toys:

At the Waldorf School, we choose toys that impose the least limitations on the child's freedom to play imaginatively. These toys also satisfy the sense of touch; we believe that natural materials do this best. In addition we find that limiting the number of toys with which the children play can create a healthy

sense of order and help the children appreciate the playthings at school. We will be happy to discuss this further with you.

Lost and Found:

Please label all of your child's belongings. For lost items, check in your child's classroom.

*** ELEMENTARY SCHOOL ***

Hours of Operation:

Doors open at 8:00 a.m.

Classes begin promptly at 8:15 a.m. and the children are dismissed at 3:20 p.m.

Students may arrive at 8:00 a.m., but should be at school no later than 8:10 a.m. For students who are dropped off before 8:00 a.m., a staff member will be present starting at 7:30 a.m. Students will be allowed to stand in the entryway between the entrance doors, and will be supervised by the staff member. School office hours are from 8:00 a.m. to 3:30 p.m.

Traffic Flow Reminders:

- **Never** for any reason **leave your car** unattended when **parked** anywhere in the **carpool line**.
- Stay in one line by the curb heading north on Tamarind. Only drop off or pick up your child when in the drop off/pick up area. Pull as far forward as possible when dropping off or picking up your child. In the afternoon, teachers will alert the children to watch for your car. You can help by reminding your child to watch for you.
- Be sure your child has everything she/he needs at hand in the morning, so that he/she can be dropped off quickly.
- When dropping off your child please have him/her exit from your car on the passenger/sidewalk side of your vehicle.
- Be patient and stay in line. It is not safe to pull ahead of other cars or to double park.
- Continue north on Tamarind after dropping off or picking up your child. **U-turns are extremely dangerous for both you and our children.**
- Please obey the instructions of the crossing guard.
- If you need to stop for any reason, park to the north of the school, or on the west side of Tamarind across from the school. **Please do not park in the drop off/pick up area or along the east sidewalk to the south of the school.**

- There is no parking along the parking lot driveway between Tamarind and the Children's Garden. The Coldspring Community will have your car towed or tagged.
- Please make sure that your alternate drivers are aware of these traffic rules.

Snack and Lunch:

Please send a mid-morning snack and lunch with your child each full and half-day. Please include a cold pack in the lunch box. We ask that you carefully consider the nutritional quality of your child's school food. Foods containing refined sugar, excessive additives, and high concentrations of salt or sugar may affect behavior in some children. Natural foods, such as crackers, popcorn, fruits, nut mixes, or sandwiches are preferred. If you choose to send lunch that requires hot water, please include a thermos, unless your class teacher has made special arrangements to have hot water available in the classroom. No students will be allowed to travel to the office during lunch to get hot water. No candy, gum, or soda is allowed at school. The teacher will put these items aside until dismissal.

Please let your class teacher help in deciding appropriate class treats for special occasions.

Lunch boxes should not exhibit media-related pictures. An enjoyable alternative is to cover the lunch box with a picture your child has drawn. Please label your child's lunch box.

As an alternative to home packed lunches, the school has arranged with Graul's Market to supply pre-made lunches packed fresh daily on each school day except Wednesday when pizza will be offered as a school fundraiser. Information about how to order the Graul's lunches and school pizza will be mailed to families at the beginning of the year.

Eating on the plaza at dismissal time is allowed when there are bake sales and other school sponsored events that involve food, **but not at other times.** This will ensure quick pick-up, a clean plaza and a good public image of our school. Two trash cans are available outside the building at all times. Students, parents, and faculty are expected to use them as appropriate. If a school sponsored event calls for more than two, those organizing the event will be responsible for ensuring the provision of extra trash cans and cleaning them after the event.

Absences:

Regular attendance is valued. When your child is absent from school, please call each day before 8:15 a.m. A note must accompany your child when s/he returns, describing the reason for the absence. A doctor's note is required for children returning after an **absence of 5 days or more.**

Tardiness Policy:

Students who arrive late miss an important opening to the school day. The mood of the day is set by the opening verse and the songs that are sung together. Students who are late for school (after 8:15 AM bell) must sign in at the office, or have a parent sign them in.

- If a student is late 3 times in a 30-day period, a phone call will be made to the family by the Lower School or Middle School Chair, whichever is appropriate. The conversation will serve as reinforcement and encouragement to arrive on time.
- If the student is late another 3 times in another 30-day period, a meeting will be scheduled between the student's parent(s) and the Lower School or Middle School Chair, whichever is appropriate. Suggestions and a plan can be put into place to help establish the habit for punctual arrival at this meeting.
- If the student is late for a third set of 3 times in a third 30-day period, a note will be put in the child's file about his or her excessive tardiness.
- At any point along this procedure, parents can request a support circle meeting (See page 40 in this Handbook.) that can offer assistance to the family in achieving timeliness.
- The Collegium will be made aware of students who have excessive tardiness.

Planned Absences from School:

While the school expects that children will be at school every day (except in cases of illness), we recognize that there are other times when children miss school. If your family is planning a trip or other event that will cause your child to miss school, please write a letter to the office including the dates of absence.

Parents are responsible for notifying the class teacher, private instrumental music teacher, private tutors (if applicable), and special eurythmy teacher (if applicable), in writing, of any planned absence.

Please understand that it may not be possible for morning lesson work to be duplicated in the same form that the child would have received it if s/he had

been in attendance. For specialty classes, makeup work may be assigned in advance.

Follow-up conversations with your child's teachers concerning missed work are the parent's responsibility.

*** HOW WE SHARE WITH OUR PARENTS ***

Information on Waldorf Education:

The school offers a variety of events to further parents' knowledge of Waldorf education and the teachings and philosophy of Rudolf Steiner. We offer open houses, lectures, and workshops by experienced Waldorf teachers to supplement the many other opportunities for parent education. There are study groups that meet regularly to discuss the philosophy of Rudolf Steiner. In addition, there is a Parent Library located in a room off the lobby in the Elementary School. Faculty members will be happy to recommend an appropriate book.

Class Meetings:

Class meetings are an important part of Waldorf education. They are the primary vehicles for the class teacher and parents to discuss the process of education your child is experiencing. Class meetings also serve to further communication among parents, offering a forum to share parenting concerns. Class meetings are fun, too. Often, a class meeting will feature hands-on experiences for parents, such as beeswax modeling, eurythmy, painting, crafts, and math work. We encourage you to attend each class meeting.

Classroom Observation:

Teachers in Waldorf schools work in a unique way with classes as social groups. Due to the change in dynamics when adults are added to the class, the Elementary Meeting has determined that it is not possible for parents to participate in lessons. However, parents may visit their child's class for observation by making prior arrangements with the teacher.

In addition, the school is open for observation to all parents and grandparents on May Day/Grandparents Day.

Assemblies:

Assemblies have many different forms and variations in our school, but they always signify a gathering of people sharing an experience together. We have three main types of assemblies: in-school assemblies, whole-school assemblies, and special assemblies. Each serves to remind us that we are more than separate classes -- we are a whole school working together as a community.

In-School Assemblies occur throughout the year on a regular basis for short amounts of time. During these assemblies, the whole school, or a portion of it, meets to share a story, a play, or an event of some kind. For example, we may gather together for Martin Luther King, Jr.'s Birthday, or to hear a traditional Chanukah story.

Our Whole-School Assemblies are much more formal occasions. All family members and relatives are invited to attend. These assemblies are usually before a holiday or school break, and mark the festivals as very special times. At special assemblies, classes perform plays or eurythmy, recite poems, sing songs, or play music, all of which are taken from class work. Please check the enclosed Handbook Calendar or *The Weekly* for precise times.

We ask that students dress up for Whole-School Assemblies (see Dress Code guidelines on page 38 for specific details). These events are often the culmination of a large portion of your child's class work. It is unfortunate if a student misses an assembly, and we request coordination of your vacation times with our scheduled assemblies. Please check the school calendar. If your child must miss an assembly, please discuss this well in advance with your child's teacher.

Special Assemblies are planned with the support of the Parents' Association. Several times a year the Parents' Association sponsors an assembly in which the students are exposed to diverse cultural performances. Parents are welcome and encouraged to attend these events. Please check *The Weekly* for information about Special Assemblies.

Conferences and Progress Reports:

Communication between parents and teachers is an integral element of the support of each child's growth and development. Parents are encouraged to communicate with teachers about individual concerns. A written note enables both parties to gather their thoughts and better facilitate communications. We also hope parents will inform teachers of those factors in their child's home or personal life that might be influencing his or her school experience.

Each class teacher schedules parent/teacher conferences in fall and winter (see calendar). Parents or teachers may also schedule additional conferences. These conferences address issues concerning your child's social, emotional, and academic growth. During the November and February Conferences, all specialty teachers will also be available to meet with parents.

All parents will also receive, by mail at the end of the year, a thorough narrative account of their children's progress in each subject, written by the child's class teacher and each specialty teacher. All financial obligations need to be settled to receive a child's end of year report.

Seventh and Eighth grade parents will receive, by mail, a mid-year evaluation to facilitate the high school application process.

Our experience and conviction is that a written progress report gives a more accurate, complete, and useful measure of student achievement than does a simple letter grade. These reports are written for parents. Parts of these reports, however, may be shared or summarized with older students.

Student Evaluations:

The Waldorf School of Baltimore reserves the right to ask that a child be evaluated if, in the judgment of the Collegium, there is reason for serious concern about any or all of the following factors: a) the child's ability to become a harmonious member of the group; b) (for First Grade) the child's readiness for separation from the home environment; c) failure to make satisfactory academic progress; d) apparent developmental delays. After such an evaluation, according to school procedures, the parents will meet with representatives of the Collegium to discuss further courses of action.

Transcripts:

All requests for transcripts or evaluations of any kind should come directly to the school office. The evaluation and recommendation forms will be given by an office staff person to the proper teachers to fill out and return to the Office. We attempt to send out all transcript packages, evaluation or recommendation forms within one week of the request, and document all that we have mailed. All financial obligations must be current in order for student records to be sent. These include, but are not limited to, tuition, lost or overdue library or parent library books, unpaid Spring Garden bills, and unpaid Therapeutic Eurythmy bills.

Upon request, non-custodial parents may be included on mailing lists for newsletters and announcements of school events. Upon request, the school will provide progress reports and records regarding the academic progress of the

student to a non-custodial parent. This is the same academic progress information that is provided to the custodial parent. If a custodial parent requests that the non-custodial parent not receive progress reports, etc., concerning the child, the school requires a court order.

Festivals and Celebrations:

An important aspect of Waldorf education is the celebration of festivals. Every season offers its mysteries and magic. In the Waldorf School, we present the seasons as a living process through our celebrations. Every festival has its own unique place in the course of the year. A living calendar of rhythm and harmony with nature is created through our seasonal festivals and celebrations.

The **Opening Assembly** is held by the elementary grades the first day of school. This is a celebration of reunions and beginnings. All the elementary classes meet together and are greeted. Then each class teacher, carrying a lighted candle, speaks in turn of what is ahead, and, as the assembly is concluded, the new eighth graders present roses to the new first graders as a gesture of welcome.

In late September, we celebrate the **Festival of Courage**, which arises out of an acknowledgment of the spirit of our times, the archangel Michael. For all of us, but especially for the students, this is a time of year requiring courage. We enter or re-enter school, meet new and old friends, and learn the new rhythms and responsibilities of another year. This is a whole school celebration, which is observed differently at each age level, in the weeks leading up to the actual festival day. For the younger children during this time, the nature tables are adorned with ripe fruits, nuts, and colorful leaves. Much of the play and stories center on farming and the earth's fruits, which ripen in the sun, water, air, and earth. In addition, stories of courage and strength are shared in the classroom, along with poems and painting. For the older students, the imaginations for this time are carried more inwardly, through artistic endeavors, song, and speech. On the day of our celebration, the students take part in an all-school pageant on the field. All students are asked to wear red, and the field is a wonderful sight with all the bright color. After the pageant, classes test their might in a series of tugs-of-war, followed by a sharing of fresh apples. This Festival of Courage is a colorful event, filled with themes of courage and light to strengthen us for the days of increasing darkness ahead.

In October, we celebrate as a whole school community with an **Autumn Harvest Festival**, sponsored by the Parents' Association. This festival is an evening event with activities for the whole family. The middle school schedules its own activities on this evening.

In early November, as the days become shorter, the students in Grades 1-4 share an evening **Lantern Walk** with their teachers and parents. This is an old custom which acknowledges the inner light of human beings shining forth as the world darkens around them. The children make lanterns, either with their class teacher or in language classes, often decorated with suns and moons and stars. These motifs suggest the heavenly forces that want to live in the souls of human beings on earth. Here we find light within the darkness, which is the essence of the autumn season we are celebrating. The candles, lit within handmade lanterns, provide a different light from the candles in Halloween pumpkins. This is the first glow of a light of a different nature, representing the first spark of inner light. As the children walk, they sing fall songs that they have learned in Morning Lesson and in Music class.

In December, when the brilliant colors of autumn have all returned to the earth, and it lies barren or covered with a blanket of snow, our nature tables are adorned with evergreens and pinecones for the many winter festivals we celebrate. With the coming of darkness, a spiral garden of treasures and light greets the children and students, as we walk the **Winter Garden**. Into this cosmic form each child goes to find his or her own center. During these weeks, many celebrations mark the life of the school. We celebrate **Saint Nicholas Day** on December 6th, when Saint Nicholas visits the classrooms and leaves messages for each class. Nicholas is a spiritual being (different from Santa Claus) who, with his great goodness, supports what is right. He offers praise for each class and brings the students a treat. Sometimes he must also admonish a class and encourage the students to bring forth their best effort.

During the closing days of **Advent**, the faculty presents the students and families of the school with the gift of the traditional **Oberufer Shepherd's Play**.

Classes also recognize **Christmas, Chanukah, and Kwanzaa** in a variety of ways.

Before the school breaks for the holidays, we share the spirit of the season with our **Festival of Light**, an evening performance by the community choir and middle school students. On their last day of school before the holiday break, the children in grades 1-5 come together at the **Holiday Assembly**, to give their gifts of song, poetry, and plays to the whole school and their relatives and friends.

Through all of these winter festivities, light is a repeated symbol, reminding us of the inner light and strength we have even as the earth experiences its retreat into darkness.

As the daylight increases, we see that it is as if the earth is coming back to life and the children begin to prepare for Spring Festivals.

May Day was, in ancient times, the celebration of the beginning of summer, and, by Roman tradition, sacred to Flora, the goddess of spring. The May Queen is still representative of Flora. She is crowned with a wreath of flowers. The May Pole represents the tree of life and fertility. We also give May Day as a gift to honor our children's grandparents and friends; it is now known as May Day/Grandparents Day. Parents, grandparents, and friends are invited to join us for the festivities. These include the crowning of the May Queen or King, a story, and the May Pole dances prepared by the 4th graders. The eighth grade sells lunch, and we have an all-school picnic.

The last week of school is highlighted by two events: **Eighth Grade Graduation** and the **Final Assembly**. Graduation is a special event, the culmination of many years of hard work by the students as they give back to the school by sharing their many gifts of speech and music. At the Final Assembly the new graduates receive roses from the first graders, completing the cycle of the year.

The Waldorf School of Baltimore is fortunate to have a diverse population whose members celebrate many festivals. Parents are encouraged to work with teachers during the year to develop age-appropriate activities to share their traditions in the classrooms.

Waldorf School of Baltimore
*** CODE OF COMPASSION ***

Conflicts happen every day and provide opportunities to learn about ourselves and others. How we handle conflict affects our relationships and the feelings of trust and safety within our school. Bullying, teasing, and gossiping promote fear, blame, and disrespect, and are not wanted in our community. We, the students, our parents, and the faculty of this school are committed to a community that promotes peaceful solutions.

We choose to follow our school's SHARE Code of Compassion.

Show kindness

Help each other

Accept others

Remember to respect

Everyone has feelings

The Social Action Committee of 2008-2009 created the Code of Compassion in collaboration with the students of the school and the Emotional Life Focus Group. This Code will be reviewed regularly and revised as needed.

Our Definitions:

What is bullying?

Bullying is regularly teasing, threatening, hurting, or excluding someone, or a severe occurrence of any one of these.

What is the difference between joking and teasing?

Joking becomes teasing when...

- it hurts someone
- it leaves someone out
- someone doesn't think that it's funny anymore

- someone asks for it to stop
- it becomes personal (about the way you look or about your family)
- a person feels outnumbered

What is the difference between “truth-telling” and “tattle-telling”?

It’s good to try to work things out yourself, but sometimes you need to tell an adult about a problem.

Truth-telling is when you tell an adult to keep yourself or others from getting hurt.

Tattle-telling is when you tell an adult just to get someone else in trouble or to bring attention to yourself.

Speaking to an adult about bullying and teasing is a good and important thing to do and can help to keep you and others safe.

The Social Motto

*The healthy social life is found
When, in the mirror of each human soul,
The whole community finds its reflection,
And when, in the community,
The virtue of each one is living.*

The Social Inclusion Approach

It is our goal to assist students to resolve and learn from their social conflicts. The Social Inclusion Approach provides a structure that supports the possibility of bringing all students involved in a social difficulty to a greater awareness of the implications of their actions, and lays the foundation for change to improve the situation. The Social Inclusion Approach is included in the WSB Discipline Policy.

Middle School students have the option of choosing to go through the Social Inclusion Approach instead of the Discipline Policy if the incident is a matter of student-to-student conflict. If the Social Inclusion Approach is selected by all the students involved, then the steps of the process may proceed as outlined. Recommendations from both the class teacher and the Collegium are needed for the student to choose the Social Inclusion Approach when the incident involves bodily injury or drugs, alcohol, or vandalism.

Our Social Inclusion Approach is adapted from the principles designed and developed by Kim Payne, M. Ed.

Waldorf School of Baltimore Social Inclusion Policy: Action and Response Plan

When an incident of bullying and/or targeting is observed, the observer will notify the Social Inclusion Coordinator, Cate Mulvihill or the Discipline Coordinator, Ed Meade. The parents of the students will be notified within 24 hours. A referral form will be filed with the **Emotional Life Focus (ELF) Group**. *This group coordinates the integration of the Social Inclusion Process, as developed by Kim Payne, into our school's policies and practices.* The ELF Group will determine a course of action and within 72 hours the parents will be advised which of the following responses will be implemented:

1. The Class teacher will proceed with a **Pedagogical Approach**. *Teachers use developmentally appropriate stories or lessons within the curriculum to address social issues in an implicit way. Teachers will also work explicitly with social issues by leading direct discussions of situations as they occur.* If the class or any individual students need additional guidance, they will be referred back to the ELF Group.
2. The **Put-Down Diet** will be introduced or reviewed. *Put-downs, jokes, name-calling, and teasing can and easily do escalate into social exclusion, bullying, cliques, and gangs. The Put-Down Diet is a practice that invites the school community (adults too!) to be aware of their own speech, body language, and attitudes that demean others. This approach is presented to a class or group and then reviewed periodically.*
3. The **Disapprove – Affirm – Discover – Do-Over (DADD)** process will be introduced or reviewed. *This tool can be used to deal with a simple clash between children, or it can be used over the space of days when the issue is more complex.*
4. **A Social Inclusion Change Plan** will be implemented. *An adult will help a student complete this form that outlines the student's plan to change behavior.*
5. **A Circle of Friendship** will be created. *When a student is having social difficulties, the class teacher will choose two or three students from the class, and one or two students from the SAC will be selected by their advisor to: greet the student each day, meet together once a week with the student, help the student problem solve, and be available for support.*

6. **A Goals & Achievements Agreement** will be employed. A student is helped to create a plan for change, and then charts his/her own progress for meeting these goals on a written form.
7. **Ready for Change Meetings** are scheduled. A member of the **Social Intervention Team** interviews the students involved in a social difficulty to determine the underlying issues. A **Social Action Committee (SAC)** member is assigned to assist the student through the process and to take notes. The class teacher may also attend. The **Social Intervention Team (SIT)** is a group of teaching and non-teaching professionals who have been trained to assist students through the Social Inclusion Approach and who gather monthly to role-play Ready for Change and No Blame Meetings. The **Student Social Action Committee (SAC)** is a group of student volunteers from the seventh and eighth grades also trained to assist students through the Social Inclusion Approach.
8. **A No Blame Meeting** is planned. This is a group meeting of the students involved in a social difficulty. They will attend with their SAC helpers, a SIT member, and sometimes the class teacher(s), to brainstorm solutions and build agreements. If possible, this meeting is held within a week of the incident. Follow-up meetings are scheduled and the whole process usually takes 3-4 weeks.
9. If the pattern of behavior persists, parents will be called to schedule a **Social Support Circle**. This is a facilitated meeting with the parents and class teacher of a student having social difficulties, to discover how to strengthen and support the child. A follow-up meeting is scheduled 6-8 weeks after this first meeting.
10. If the pattern of behavior still persists, the **Care Group** may be consulted. This is group of teaching and non-teaching professionals who will study a referred child in depth and present the parents and teachers with recommendations and suggestions to support the child.
11. A student who is unable to change bullying/targeting behavior through the noted interventions will be referred to the **Discipline Committee**. These members of our teaching and administrative staff determine daily discipline and refer serious issues to the Collegium.
12. A student's ability to continue as a member of our school community will be determined by the **Collegium**. This group consists of teaching and non-teaching faculty who have made the commitment to carry the school spiritually, as well as in areas of pedagogy, staffing, internal workings, and parent concerns. Ultimate responsibility and authority for all pedagogical matters rest with the Collegium.

Discipline Policy

At the Waldorf School of Baltimore, our goal is to support the development of self-discipline within the student in an objective, caring environment. The overall goal of discipline is to aid in the moral education of the student. Discipline at the Waldorf School is an important, integral part of the curriculum. Children need age appropriate guidance in order to develop the following:

- Respect for self, teachers, staff, and other students;
- Respect for the classroom and school rules and policies;
- Appropriate use and care of materials;
- Problem solving skills;
- Diligence in their studies.

Carefully planned days and lessons that create outer rhythm and form go a long way toward helping the child develop inner form and self-discipline. Classroom lessons are presented with clearly articulated expectations.

The teachers work with the students, supporting their innate sense of rhythm and imitation in the early years, so that they can flow through their days and follow along with the group. The social group is an important element in working with the students. Students meet qualities both similar to and different from themselves in others, and through these experiences learn to recognize both their own strengths and those areas in which they need to improve.

Decorum:

A healthy school community depends on the quality of the relationships between its members. Respect, civility, and politeness are the cornerstones that guide how we interact with each other. In school, this manifests itself in how we behave in the classroom, school building, on school grounds, during school functions, and on trips. It is the expectation of the school that student-to-student and teacher-to-student interactions will be guided by respect, civility, and politeness.

Discipline Response Coordinator:

The Discipline Response Coordinator is a member of the teaching faculty who supports all teachers in determining disciplinary action for both general and extreme incidents, including fighting, injuring others or self, cutting class, excessive arguing, and leaving school grounds without permission. The goal of having a Discipline Response Coordinator is to ensure consistency in WSB discipline procedures. The Discipline Response Coordinator for the 2009/10 school year is Ed Meade.

Behavior Expectations:

Classrooms:

- Raise your hand to speak
- Use encouraging, polite, and kind words
- Use appropriate body language
- Ask permission to use things
- Listen politely when others are speaking
- Keep desks, and cubbies or lockers clean and orderly
- Sit in your chair safely
- Use furniture and supplies appropriately
- Come to class on time
- Come prepared with homework and supplies

Halls and stairways:

- Walk quietly
- Keep hands, feet, and objects to yourself
- Keep hands off walls and displays
- Follow directions
- Walk in a straight line, facing forward
- Stay to the right side
- Walk directly to your destination

Lunch:

- Use indoor voices
- Clean up all trash in your space and under your table and chair
- Stay seated while eating
- Use good table manners
- Push in your chair before leaving
- Use the bathrooms at the beginning or closing of lunch

Bathrooms:

- Give each student privacy
- Keep bathrooms neat and clean
- Flush
- Wash your hands with soap
- Place used paper towels in trash cans
- Return promptly to class
- Report problems to a teacher

Plaza:

- Remain in designated area
- Be attentive for your ride
- Take all your belongings with you

| Playground:

- Share equipment
- Take turns
- Include others
- Keep hands and feet to yourself
- Use equipment in an appropriate manner
- Respect others' property
- Line up or enter building promptly
- Return all equipment at end of recess

Additional Middle School Behavior Expectations:

By Middle School, the Faculty expects that students have developed a level of self-discipline such that only one verbal warning will be necessary to redirect the student. After one clearly stated verbal warning, using the words "THIS IS A WARNING; YOU MUST NOW STOP..." the student will be sent out of class to the Office if s/he is unable to alter his/her behavior. The Faculty has high expectations for the Middle School students. The students' workload is much greater, and if an individual student is struggling to behave appropriately, the impact on the learning of the entire group is tremendous. This discipline policy will be presented to the entire Middle School during the first week of school so that all students are aware of the expectations that the faculty hold for them.

By January, after the holiday break, the faculty expects the **5th graders** to have developed a new level of self-discipline, as they now join the middle school students operating under the Middle School Expectations and Honor Code. The Discipline Coordinator meets with the class to explain the procedures and answer questions. In addition, a letter is sent home to the parents explaining the details of the policy.

Middle School Honor Code:

At the Waldorf School of Baltimore, students are expected to be honest in their interactions and relationships with peers and teachers. All of a student's work, whether on a take-home test, in-class test, or homework, is expected to be his or her own work, unless otherwise indicated by a teacher (for example, group mathematics homework projects). Parent or guardian signatures on student work must be genuine.

Lying, stealing, or cheating are not acceptable behaviors and will be subject to the following consequences:

- Both the giver of assistance and the receiver of assistance are guilty of cheating.
- At a first offense, a student will be sent to the Office and a zero will be recorded for the work.
- A second offense during the same school year will require the student and

- parent or guardian to appear before the Collegium for disciplinary action.
- Honor code disciplines are a part of a student's permanent record.

Behavior Contracts:

Behavior contracts may be necessary to support student's transformation of unacceptable behavior. A Behavior Contract is written by the class teacher and signed by both the student and his/her parent after a conference has been held explicitly covering the areas of change expected.

Suspension:

A student who is unable to change behavior through the noted interventions or who engages in an extreme infraction of school decorum may be suspended from school. Behavior of a violent or illegal nature, or that puts others at risk, may also result in an out of school suspension. The Discipline Committee determines the length of suspensions. If a student is suspended, a parent-teacher conference with the Discipline Response Coordinator and the Class Teacher will be scheduled.

Expulsion:

A student may be expelled from school for serious acts of abusive, disrespectful, threatening, or endangering behavior toward a teacher, staff member, visitor, or fellow student. Theft, substance abuse, or serious acts of vandalism towards the school, community, or personal property may also be reason for expulsion. The Discipline Response Coordinator will make all recommendations for expulsion to the Collegium, whose decision will be final.

Waldorf School of Baltimore Discipline Policy: Action & Response Plan

When an infraction of our school's Discipline Policy occurs, the student will be referred to the **Discipline** Response Coordinator. *This is a member of the teaching faculty who supports all teachers in determining disciplinary action for both general and extreme infractions of our behavior expectations. The goal of having a Discipline Response Coordinator is to ensure consistency in WSB discipline. The Discipline Response Coordinator and Middle School Chair, Ed Meade; Lower School Chair, Laura Trosch; and the Social Inclusion Coordinator, Cate Mulvihill form the Discipline Committee. These members of our teaching staff determine a course of action for daily discipline issues. The parents of students will be notified and advised which of the following responses will be implemented:*

1. Teachers set guidelines and expectations for student behavior in their class and will use a **Pedagogical Approach** to assign consequences. *Teachers consider the infraction, the student's age, temperament, and past behavioral conduct. Consequences may include a reparative activity, loss of privileges, or younger students may need to be sent home with their parents.*
2. Middle School students have the option of choosing to go through the **Social Inclusion Approach** instead of the Discipline Policy if the incident is a matter of student-to-student conflict. A recommendation from the Class teacher and the Collegium is needed for the student to choose the Social Inclusion Approach when the incident involves bodily injury or drugs, alcohol, or vandalism. *This approach is described in the Handbook.*
3. Implement a **Behavior Change Plan**. *An adult will help a student complete this form that outlines the student's plan to change behavior.*
4. Employ a **Goals & Achievements Agreement**. *A student is helped to create a plan for change and then charts his/her own progress for meeting these goals on a written form.*
5. Schedule **Ready for Change Meetings**. *A member of the **Discipline Committee** interviews the student involved in Behavior Code infractions to determine the underlying issues.*
6. If the pattern of behavior persists, parents will be called to schedule a **Support Circle**. *This is a facilitated meeting with the parents and teacher of a student having discipline difficulties, to discover how to strengthen and support the student. A follow-up meeting is scheduled 6-8 weeks after this first meeting.*
7. If the pattern of behavior still persists, the **Care Group** may be consulted. *This is group of teaching and non-teaching professionals who will study a referred student in depth and present the parents and teachers with recommendations and suggestions to support the student.*
8. A student, who is unable to change behavior through the noted interventions, engages in extreme behavior of a violent or illegal nature, or puts others at risk may be suspended from school. The Discipline Committee determines the length of suspensions. If a student is suspended, a parent-teacher conference with the Discipline Response Coordinator and the Class Teacher will be scheduled.
9. Any student receiving an out-of-school suspension will be referred to the **Collegium** for an evaluation of the student's ability to continue as a member of our school community. *This group consists of teaching and*

non-teaching faculty who have made the commitment to carry the school spiritually, as well as in areas of pedagogy, staffing, internal workings, and parent concerns. Ultimate responsibility and authority for all pedagogical matters rest with the Collegium.

Sexual Harassment Policy:

The Faculty actively works with the students, at all ages, and in an age-appropriate manner, to support the development of a healthy social group.

The Waldorf School of Baltimore supports all laws designed to protect our students from sexual harassment. Sexual harassment may be defined as: Any form of unwelcome sexual behavior or conduct, imposed by one person upon another. Two types of sexual harassment are recognized: (1) the requiring or soliciting of sexual favors through the use of power, and (2) any unwelcome or unwanted communication or conduct of a sexual nature. Normally, sexual harassment requires a pattern of behavior. However, there are situations in which one serious incident can constitute harassment. Please note that judgment of sexual harassment will not be based upon determining the intent behind the actions.

Sexual harassment is behavior of a sexual nature which is offensive and may include:

- Undesired physical contact
- Coerced sexual relations
- Physical assault, including rape
- Unwelcome or excessive comments about another's anatomy, appearance, or sexuality
- Repeated or unwanted requests for social engagements or subtle pressure for sexual activity
- Suggestive remarks, jokes, or gestures
- Verbal abuse
- Leering at or ogling of a person's body in any form
- Unnecessary touching, such as pinching, fondling, etc.

If a student reports to a teacher/staff member that she/he feels that she/he is being sexually harassed, the teacher/staff member shall notify the Discipline Response Coordinator immediately. The Discipline Response Coordinator will conduct an investigation and report his/her findings to the teacher, the School Chair, and the Administrative Chair. This group will decide the nature of the disciplinary action to be taken if harassment has occurred and make a

recommendation to the Collegium. The Collegium will make the final decision based on these recommendations. The disciplinary action may include suspension and/or expulsion from the school, depending on the seriousness of the situation.

* GENERAL INFORMATION *

Dress Code:

A student's personal appearance should be modest, clean, appropriate, and not disruptive to the education process. The following guidelines apply:

- All clothing should be in good repair and well-fitted, not extending over hands or feet, and not overly tight or loose.
- **All school wear must be free of writing, pictures, and numbers; the only writing allowable is the WSB logo.**
- **All shirts, tops, dresses, and blouses must have sleeves.**
- **Pants that could pass as pajama bottoms should not be worn.**
- **Athletic clothing, such as jogging suits or sweatshirts and sweatpants worn as indoor clothing, should not be worn. Athletic shoes are acceptable. Athletic pants may be worn on gym days or game days.**
- **Shorts may not be worn from October 31st through March 31st. Students are required to have appropriate outdoor wear for the weather; for example, in cold weather legs need to be covered with pants, tights or long knee socks.**
- Midriffs must be covered completely.
- Undergarments must be covered completely.
- Shorts should be modest.
- Shoes should be sturdy and appropriate for all types of outdoor activities. Backless shoes or shoes with electric lights are not allowed. Closed-toe shoes must be worn during woodwork classes. Athletic shoes must be worn during P.E. classes and for After School Sports. **Crocs may be brought to school for gardening and worn only for that activity.**
- Jewelry should be tasteful and not distracting. Discreet makeup is only permitted in the middle school. No tattoos, perfume, or body glitter are allowed.
- Hair should be clean, neatly groomed, and out of a student's eyes. **Hair longer than shoulder length must be tied back.** The dyeing or coloring of a student's hair is not permitted.
- Hats and head coverings, except for religious purposes, may not be worn inside the building. Scarves or bandannas may be worn to keep hair neatly groomed.
- **The Dress Code applies to all school days except when otherwise discussed, i.e., field trips or other events requiring different attire.**

The Faculty reserves the right to address individual dress code issues as they arise. A parent or guardian may be contacted during the day to bring a change of clothing if the dress code guidelines are not followed, or the school may issue a t-shirt to wear for the day. Middle school students are subject to the discipline code for dress code issues.

Assembly, Recital, Orchestra and Choral Dress:

Parents are asked to support our efforts to create a special event for the whole school. Assembly clothing consists of a dress shirt and dress pants or skirt, or a dress, and dress shoes. For recitals, students should wear assembly dress. For all orchestra and choral performances, students should wear a white collared dress shirt, or top with sleeves; black pants or skirt, and dress shoes.

Homework:

At the Waldorf School, homework is assigned in grades three through eight for several reasons: to review and reinforce class work; to assist in developing organizational skills and self-discipline; to allow the student to exercise inner creativity and deepen thought; and to bring the subject, especially languages, handwork, and music, into the home and daily life.

Homework is generally assigned in such a way that students can accomplish it on their own. Through the fourth grade, homework is not given over the weekend. However, in the upper grades, homework may extend over the weekend, although it is rare that an assignment would be given on Friday and be due on Monday. Class teachers and specialty teachers work to coordinate homework so that the assignments are spread out over the week. Up to ten to fifteen minutes per grade is an appropriate amount of time for a student to spend per day on homework; thus, a fifth-grader could have up to fifty minutes of homework on some days. However, this time does not include handwork or musical instrument practice. If you feel that your child is spending too much or too little time on homework, please contact your child's teacher.

- Teachers offer several types of support to students and parents in the realm of homework, which include but are not limited to:
- Students in grades 4-8 are provided with a homework planner and time to note assignments in it;
- Teachers and specialty teachers write assignments on the board in the classroom; teachers may show students how to lay out and begin the homework during class;
- Teachers will discuss homework guidelines and expectations during the first class meeting of the year;
- Teachers may require parent initials on homework, or additional checking-in for a student of concern.
- Parents can support their children's completion of assignments by:
- Providing an appropriate quiet space and supplies for doing homework;
- Arranging a child's schedule so that there is adequate time for family activities, homework, and free time;
- Fostering a positive attitude toward learning.

We take homework seriously and feel that it is an important part of the students' education. If a student is consistently unable to complete homework assignments, it may be necessary to ask the student to leave the school. Please note that all assignments are important—practicing an instrument is as important as doing a math or language assignment.

Notification will be mailed to parents of **Middle school** students who fail to complete a homework assignment. Students will be required to attend Homework Club. Homework Club is held in the sixth grade classroom from 12:35-12:55 each day (lunch recess) and is supervised by a teacher. A student who is required to attend Homework Club is expected to bring her/his work and work quietly during this time. It is the responsibility of the student to go to Homework Club. Attendance is taken.

A teacher may choose to excuse a student from Homework Club when there are valid extenuating circumstances that prevent the student from completing an assignment. In this case, the student is expected to complete the assignment and turn it in to the teacher the next day.

Television/Media:

Television, movies, videos, cameras, computers, and electronic games undermine the work and benefits of Waldorf education. Teachers attempt to create imaginations through the spoken word during the school day. Our hope is that these imaginations can live in and work on the developing child. The spoken word has a difficult time competing with powerful electronic images. Consequently, we strongly discourage all such activities for elementary age children, especially during the school week. Both the content and presentation of these media adversely affect the concentration and focus needed for a successful school experience. Careful regulation of the media is one of the best and most concrete ways a family can support their child's school experience and performance.

Electronics:

We strongly discourage electronic games, toys, CD or MP3 players, computer disks or CDs, personal digital assistants (such as Palm Pilots), radios, or any other electronic items at school. The following rules apply:

- Electronic items may not be in use at school or at after school programs, including After School Sports.
- Electronic items must be turned off and out of sight, inside and outside the building, at all times (including during dismissal).

Middle school students using such materials contrary to these rules are subject to the discipline code and may be required to have a parent come to school to retrieve the item. Younger students may be required to have a parent come to school to retrieve the item.

Cell Phones:

We strongly discourage cell phones at school. Students have access during and after school to free telephone calls at the office. The following rules apply:

- Cell phones may not be used in the building or at after school programs, including After School Sports, for calls, games, or any other reason.
- Cell phones must be turned off and out of sight, inside and outside the building, at all times, including at after school programs or After School Sports.
- Cell phones may not be put in alternative ringing modes or message-accepting modes at any time, including at after school programs or After School Sports.

Middle school students using cell phones without a teacher's permission are subject to the discipline code and may be required to have a parent come to school to retrieve the phone. Younger students may be required to have a parent come to school to retrieve the phone.

Lost & Found:

There is a lost and found area in each building. Please help the school keep its contents to a minimum by **labeling your child's belongings**. It is the responsibility of the parents to check the Lost and Found locker on a routine basis for their children's belongings. Items not claimed are donated to charity at the end of the school year.

Birthdays:

Birthdays are celebrated in all grades. It is a generous gesture for the birthday child to bring in a special snack from home. Because some children may not be permitted to eat foods with additives, preservatives, or refined sugar, or may have allergies, please prepare refreshments that may happily be shared by all. (Check with your class teacher for any restrictions.) Parents should discuss with the class teacher the timing and what gesture or observation is appropriate.

Inquiries have often been made as to how children may share their birthdays with the school in a fashion more lasting than the traditional party and

refreshments. A lovely idea is the gift of a good quality book, inscribed by the student, and presented to the library on the day the class celebrates his or her birthday. In this way, an ancient tradition, in which the celebrant gives as well as receives, is brought to our children on their birthdays.

Former Student Visiting:

We welcome visits to the school by former students at the discretion of the class teacher. Such visits must be arranged in advance to allow for the office and all teachers who see the class to be informed. The school requires that parents bring the visiting child into the school; that they give the child a note of permission to visit; and that they give the office emergency contact phone numbers. We expect that all student visitors will be on their best behavior. Parents will be called and asked to pick up their child early if the child's behavior is disruptive or dangerous.

Photographing or Videotaping by Students:

At assemblies, classes share work from their studies with parents and students in other grades. An appreciative audience is important to each class as it comes to the stage. Students who are in the audience are helping to create a respectful mood, as well as supporting and encouraging the students who perform. Therefore, students may not take pictures or videotape during assemblies or class plays.

*** LOWER SCHOOL SPECIFIC INFORMATION ***

Extra Clothing:

All students in grades 1-4 should keep extra clothing in their cubbies at school. The extra clothing should include underwear as well as socks. All clothing should be labeled and changed as the seasons progress.

Bringing Things from Home:

It is natural for children to wish to show friends things that are precious to them. This can be encouraged when friends visit at home. We have found, however, that bringing toys to school from home can create situations involving possessiveness, competition, anxiety, and other difficulties. We ask that home toys stay at home. Individual class teachers in the Lower grades may choose to have a sharing day. If teachers so choose, they will provide guidelines for the children and parents about what is acceptable to bring to school.

Class Walks and Field Trips:

The Waldorf School is very fortunate as an urban school to have naturally wooded and open spaces accessible to us. For the past twenty years our classes have used these resources during periods set aside specifically for this purpose. We have never had any difficulties with wild animals, serious injuries, or threatening human encounters. In our opinion and experience, these places, when approached with informed common sense and reasonable caution, are the safest field trips classes can take because they do not involve automobiles or traffic.

When on these outings, two adults accompany grades 1-4. The teachers instruct their class in the proper and safe use of these environments. This includes identification of poison ivy, avoidance of insect problems, and keeping grouped and not wandering off under any circumstances. It is very helpful to us that parents also stress these requirements, especially the avoidance of poisonous plants and insects.

We understand that not all children are able to go on walks. Consequently, if parents do not feel such outings are appropriate, it is essential that the class teacher be contacted and alternate arrangements made.

*** MIDDLE SCHOOL SPECIFIC INFORMATION ***

Middle School Homework Policy:

Notification will be mailed to parents of Middle school students who fail to complete a homework assignment. Students will be required to attend Homework Club. Homework Club is held in the sixth grade classroom from 12:35-12:55 each day (lunch recess) and is supervised by a teacher. A student who is required to attend Homework Club is expected to bring her/his work and work quietly during this time. It is the responsibility of the student to go to Homework Club. Attendance is taken.

A teacher may choose to excuse a student from Homework Club when there are valid extenuating circumstances that prevent the student from completing an assignment. In this case, the student is expected to complete the assignment and turn it in to the teacher the next day.

Late to Class:

Middle School students are expected to travel between classes in an orderly manner and to arrive on time to class. If they need to use the restroom, gather extra supplies, or go to the Office to make a phone call, they must report to the teacher of their next class first and request permission.

Eighth Grade Trip Policy:

The objective of the 8th grade trip is to plan a challenging experience as a rite of passage that each 8th grade student must call upon inner resources to complete. The students will be encouraged to reach beyond their known limits and strive for a new meeting of their own capabilities.

Past trips have included physical experiences (rafting, canoeing, biking, etc), environmental contributions (weeklong participation in environmental improvement activities), and historic studies. The class teacher will decide on the chaperone(s) in a timely manner. Parent(s) of students in the class are usually not chosen to chaperone. An effort is made to arrange for both male and female chaperones.

* ELEMENTARY PROGRAMS *

Music Program:

Making music, as with all academic subjects, is an integral part of our school's curriculum. In third grade, the students are introduced to reading music and look forward to choosing an orchestral instrument. The music teacher and the parents guide this process. All students in Grades 4-8 **are required** to take a weekly private half hour lesson on their chosen instrument. These lessons must be with professional music teachers and may be with the ones affiliated with the school. Lessons most often take place during the school day. In addition, all students in Grades 4-8 are required to play in the weekly class orchestra rehearsal. Instruments and music must be at school on orchestra rehearsal and private lesson days. Daily practice (half hour minimum) is expected, and may be viewed as "music homework."

Some families may find the cost of instrument rental and music lessons difficult. Parents need to communicate financial difficulties with the music teacher and/or instrumental instructor, who can suggest alternatives. There is also a limited supply of school instruments. You can discuss the need for a school instrument with the orchestra teacher.

If students are not meeting the music requirement by either failing to practice, not attending the weekly lessons, or failing to have instruments at school on the appropriate days, the parents will be contacted by the class teacher or the orchestra teacher.

The orchestra teacher and/or the private music instructor and the parent will establish a goal to ensure the continuation of instrumental study by the student. If the goal is not met, a student will not be in compliance with the music requirement and will be notified in writing. Upon notification, the student might be asked to leave the school.

Performances:

Students perform throughout the school year in festivals, assemblies, special events, the Student Recitals, and Spring Concert. If your student's class is scheduled to perform at an event, his/her attendance is required. Special note to the Seventh Grade: the orchestra performs at Graduation and students' attendance at this event is required.

Performance Attire:

For recitals, students should wear assembly dress (see page 38). For all orchestra and choral performances, students should wear a white collared dress shirt or top with sleeves; black pants or skirt, and dress shoes.

Library:

The library is located on the second floor of the elementary building. Students in grades 1-6 come once a week to hear a story or book tale, to develop library skills, and to check out books for their own independent reading. Middle School students' schedules are created around their projects and needs. All students are welcome during free time with the permission of their teacher to visit the library for assistance in research projects, instruction, and recreational reading.

Families often wish to commemorate a child's birthday or other event with a gift book for the library. Parents or children may purchase the book themselves or give the library a donation and let the librarian purchase it. Please check with the librarian if you have a specific title in mind, or if you would like her to suggest a title. All gift books receive a gift plate with the name of the donor.

Parents may visit the library when there are no classes being held, and may sign out books for family sharing. Children's Garden parents are welcome on Tuesday mornings before 10:30 a.m. All books, both children's and parents', must be returned by the last week of school. For lost or damaged books, a replacement fee of \$5 will be charged for paperbacks; the cost for hardcover fiction or nonfiction depends on the book. All library obligations must be settled in order to receive your child's end of year report and to release transcripts.

After School Sports Program:

The After School Sports Program rotates through the year with basketball, soccer, volleyball and hockey. The program is open to all 6th, 7th, and 8th grade currently enrolled students. The programs are designed to give the students an appropriate competitive atmosphere where they can utilize the various skills that have been taught in their Physical Education classes. The After School Sports Program ends promptly at 5:00 pm. Parents must come inside to pick up their children. If arrangements cannot be made to pick up a child by 5:00 pm, the student must enroll with Play Centers. The fee to participate in the After School Sports Program varies depending on the number of days a student participates and the length of the session. Registration forms will be sent home with all Middle School students in the fall.

Our school participates with a 12-member team in the annual Junior High Basketball Tournament held at the Green Meadow Waldorf School in Spring Valley, New York. Tryouts are held among 6th, 7th and 8th graders to select the team. Letters are sent to parents well in advance of tryouts, informing them of dates and details.

Tutoring/Remedial Program:

Some students require extra tutoring. In general, the class teacher, working with the Collegium, makes this determination and a recommendation. The form of tutoring, and whether or not an extra charge is involved, depends on the situation.

The school offers, free of extra charge, a small group academic remediation program for students in grades 2-5 who require it. Participation in this program is by determination of the class teacher and the Collegium. Limited time and space are available in this program; if a child in grades 2-5 requires more extensive support, it will be at the expense of the family.

Since this remediation program is only available to students in grades 2-5, any student above grade 5 who needs tutoring must obtain it at the family's expense. The school can provide recommendations for appropriate tutors, and it is possible to have the tutoring occur at the school, either during the school day or after school.

Purpose of Overnight Field Trips:

The class teachers use the experience of overnight field trips to build confidence and independence in the children. Beginning with the farm trip in third grade and continuing with planned field trips through the eighth grade, the students are given opportunities to view the curriculum with tangible activities and situations which build cooperation and appreciation for their environment. Overnight field trips help foster group work both in and out of the classroom setting. The children learn lifelong skills enabling them to work successfully in a group. Field trips give the children opportunities to learn how to support and appreciate one another.

Whether visiting St. Mary's City, paddling the rivers of the Eastern Shore, hiking in the Shenandoah Mountains, camping on Assateague Island, or sailing on a Chesapeake Bay schooner, students can see firsthand what they have been studying in class throughout the year. Into their visits of state park campsites, each class builds time to perform community service with the park rangers.

Pulling weeds, planting sea grass, picking up trash, and campsite maintenance are among the services classes have completed.

Classes take field trips at the discretion of the teacher(s). On these occasions, parents are required to fill out permission forms, which are kept on file. No child may participate without a signed permission slip. Parents who are driving for the school must provide the office with driver's license information and a copy of their car insurance well in advance of the trip.

Field Trip Chaperone Guidelines:

1. Your willingness to help as a chaperone models for the children how parents support the teacher and the class. Our primary concern is to safeguard the children; your assistance is needed and very much appreciated.
2. The teacher needs to know where everyone is at all times. In that spirit, a chaperone will check in with the teacher(s) if a group plans to leave the campsite for any reason.
3. A chaperone will follow the schedule and duties for the camp activities as outlined by the teacher.
4. While on a trip, any concerns or suggestions, such as schedule changes, questions around the reason for a planned activity, students' discipline, or group behavior rules or safety, should be voiced privately to the class teacher.
5. No alcoholic beverages will be consumed by chaperones while on a field trip with students of the Waldorf School of Baltimore.
6. Confidentiality is required of chaperones around any medical or behavioral issues of students on the trip. Check with the class teacher if in doubt.
7. Please respect the authority of group leaders by not "fringe talking;" if adults are speaking to one another at the edges of the group, children may be distracted and unable to focus on the leader.
8. Help the group move at a reasonable pace. Encourage the students to stay together, and keep them from lagging behind or shooting ahead.
9. Please ensure that the students do not litter, only handle what is allowed, and do not take anything from the park. When we leave a campsite, it should be cleaner than when we arrived.
10. Remember that each chaperone is along to support all of the children in the class. The class must remain together as a large group or in assigned smaller groups, not as an individual child with his or her own parent.
11. Work to build the class as a whole, not dividing into smaller groups. Please do not stop to buy treats such as drinks or ice cream for your group. This singles out one group over another, and we are working toward inclusion for all.

* ADDITIONAL SCHOOL PROGRAMS *

The Weekly

The Weekly is the news bulletin of the Waldorf School of Baltimore, published once per week during the regular school year and is posted on the school's website, www.waldorfschoolofbaltimore.org, where back issues are available as well. The main purposes of *The Weekly* are to keep families informed of events, activities, and policies of the school, especially as they become relevant during the academic year; and to serve as a communication tool among teachers, parents, administrators, students, and alumni.

Each *Weekly* includes "What's Happening," a calendar of events, reports on upcoming activities or activities in the classrooms, development activities (fundraising, recruitment, enrollment, planning), and Community Notes and classifieds. The editor strives to keep each edition to six pages, so articles may be edited for length and clarity. Full articles and notices will run for one week, and thereafter may be condensed or deleted.

All materials, including flyers and attachments, must be e-mailed to the editor by 3:00 p.m. on Friday for publication the following Tuesday.

Aftercare Program:

Beginning at **3:15 p.m.** in the Children's Garden, Play Centers, Inc. provides aftercare activities and supervision for Waldorf School students. Parents contract directly with Play Centers, Inc. Play Centers, Inc. requires pre-registration, and all Waldorf families are encouraged to register. The purpose of the aftercare program is to meet the needs of children whose parents are working, attending educational programs, or who, for whatever reasons, have need for quality, supervised childcare. **If you find that you will be unable to pick up your child at dismissal time (by 3:30 p.m.), you must register for aftercare with Play Centers, Inc.** The Play Centers phone number at Waldorf School is 410-367-2120. The Play Centers office number is 410-296-4880.

The aftercare program includes self-selected and teacher-directed activities, which alternate in quiet and active periods. A worktable is provided in a quiet area for older students who need to complete homework.

Parents are required to sign their children out in the logbook upon pick-up. All children must be picked up from Play Centers, Inc. by 6:00 p.m. **There will be an additional fee for any child picked up after that time.**

Payment must be arranged before the child may begin the program. The rules of the school and discipline procedures apply to the aftercare program. If a

child repeatedly violates school rules, s/he will be dismissed from the program. (See the Play Centers Parent Handbook and registration form.)

Parents with questions or concerns about the program should contact Play Centers at 410-296-4880.

Play Centers will provide childcare during some holiday breaks where sufficient demand is present. Parents should register in advance with Play Centers' personnel if care during a break is needed. Please refer to the school calendar for the dates when childcare is scheduled.

School Store:

The **Spring Garden Store** is located in the Children's Garden. It offers unique toys, books, music lesson books, art supplies, and gifts for sale. The children's books and toys are specially selected to encourage imaginative play, artistic development, and appreciation for the natural world. The store also carries beautiful greeting cards, and lovely handcrafted and imported gifts for all ages. The selection reflects the changing seasons and festivals of the year. There are a variety of books on parenting, Waldorf education, and Rudolf Steiner's philosophy.

The Spring Garden Store is run by a manager hired by the school and is staffed by parent volunteers. Working at the store provides a wonderful opportunity to learn more about the school, meet other members of our community, and to give of one- self. Please call the store manager if you are interested in volunteering. Hours are posted and published in *The Weekly*.

Therapeutic Eurythmy:

There are critical stages in the development of a human being when a slight disharmony can grow into a greater imbalance at a later time. Therapeutic Eurythmy gives your child an opportunity to overcome imbalances or weaknesses that may disturb healthy development and ability to perform well in school. Therapeutic Eurythmy can help with coordination or dominance difficulties, structural weaknesses such as curvature of the spine or flat feet, organic disturbances such as allergies or epilepsy, irregularities in sight, hearing, or teeth, and psychological disturbances such as fear, depression, or shock.

Either the child's teacher or parent may recognize a need that suggests eurythmy could be beneficial. An anthroposophical physician is best qualified to determine the most suitable therapies. Personal information is held in the strictest confidence.

Sessions are planned to keep pace with children's progress, so they are always challenged and encouraged while they learn to move, first together with the eurythmist, then on their own. At the end of a series, the parents, teacher, and doctor are provided with a report of the student's exercises and progress. Sometimes an improvement in the classroom is immediately evident, and sometimes a change comes more gradually. A further assessment at a later date may be made to monitor progress.

A regular rhythm is essential. As with developing any new strength or skill, it takes time for these exercises to effect a change. A child needs to come until the exercises are learned and can be practiced at home without correction. Then the exercises should be continued daily under parental supervision for approximately the same length of time as the series. While block lengths vary, two sessions per week for six weeks is typical. Sometimes children need extra blocks to sufficiently master the sequences or to get further support. To assist the process, homework may be given along the way. Although they will not be asked to move with their child, it helps if parents can find time and space for the child to do eurythmy at home and sit with them while they practice. Parents are welcome to visit sessions as long as the child is not disturbed, and are required to attend the final session.

It is important that your child is well rested and ready to participate- children who would rather be asleep cannot benefit from the therapy. Please be aware that these exercises can be tiring, and your child may require more sleep than normal as the results take effect.

During the course of the school year, there are four blocks of Therapeutic Eurythmy scheduled (see School Calendar). Each block is usually five and a half to six weeks long, for a total of approximately ten to twelve sessions. The fee for Therapeutic Eurythmy is \$30 a session.

Community Programs:

The Waldorf School of Baltimore, as a resource for life-long learning and enrichment, serves the greater community and contributes to the cultural life of the City of Baltimore and the State of Maryland. In addition to providing a preschool, elementary, and high school curriculum, as well as parent education regarding Waldorf education, our school offers a number of opportunities throughout the year for members of the community to practice a skill or learn a new one, study a particular field, or develop a new interest, all either free of charge or at reasonable cost.

Special programs such as cooking classes and nutrition lectures have been offered in the past. Ongoing programs which are open to the community include Crafts and Conversation, Community Choir, lazing workshops,

Eurythmy classes, and clay workshops, to name a few. Additional workshops, lectures, and courses under the auspices of the school are anticipated for the future. Watch for information regarding these programs in *The Weekly*.

Alumni:

The Development Office has assumed the responsibility for developing an integrated and vital Alumni Program over the coming years. As our oldest 8th grade alumni are out of college and our new high school is underway, we are focusing on our alumni tracking and outreach. The Development Office maintains a database of the school's graduates, as well as one on students who left before graduating. Alumni are now included in the Annual Giving and other fundraising appeals, and receive other school correspondence throughout the year. Through the work of the Development Office, we are researching current addresses and activities of the school's alumni.

Alumni are always invited to stop by the school to see the display of alumni class photographs and to chat with teachers and staff.

*** CAMPUS MAP ***

The campus map on the next page will help identify locations where meetings and events take place on campus. The building which currently houses the Children's Garden classrooms, the Upper School classrooms for grades 9-11, the Multi-Purpose room, and the Spring Garden Store will be known as the **Yellowwood Building**. The building which currently houses the classrooms for grades 1-8, the Music Room, the Eurythmy Room, the Library, the Art Room, the Handwork Room and the Art Gallery will be known as the **Tamarind Building**. We will use these identifications in all of our announcements

*** WSB FACULTY 2009-2010 ***

Children's Garden: Average class size: 15. Teacher/Student Ratio: 1/6

TEACHER	CHARLOTTE LANDGRAF, B.S. University of Nebraska; Certificate in Waldorf Kindergarten Teaching, Wynstones Kindergarten Teacher Training Gloucester, England
TEACHER	LISA BECHMANN, B.A. Ramapo College; M.S.Ed., Waldorf Early Childhood Education, Sunbridge College
TEACHER	BROOKE REDGRAVE, B.A. Morgan State University; Associates Certificate Waldorf Early Childhood Education, Sunbridge College

Lower & Middle School: Average class size: 17. Teacher/Student Ratio: 1/9

FIRST GRADE	CAROL STEIL, B.S. University of Maryland; M.Ed. Towson University
SECOND GRADE	GRETCHEN MAXWELL, B.S. Portland State University; Foundations I and II and Waldorf Certification for Elementary Grades 1-8, Nova Institute
THIRD GRADE	GAIL KUDERKO, B.A. University of Michigan; M.A. Eastern Michigan University; Ed. S. University of Georgia; Waldorf Class Teaching Certificate from Antioch New England Graduate School.
FOURTH GRADE	CHRISTINE GOOD, B.S.Ed. SUNY Cortland; Masters in Waldorf Education, Sunbridge College
FIFTH GRADE	LAURA TROSCH, B.S. Towson University; Waldorf Teacher Certification from the Nova Institute
SIXTH GRADE	ALEXANDREA ARNOLD, B.A. Towson University; M.E. Towson University; Waldorf Teacher Certification from the Nova Institute
SEVENTH GRADE	MATTHEW THURBER, B.A. Princeton University; Institut Rudolf Steiner, Chatou, France, Waldorf Foundation Studies
EIGHTH GRADE	ED MEADE, B.A. University of Chicago; Waldorf Class Teaching Certificate from the Rudolf Steiner Centre

Subject Teachers

VOCAL/RECORDER	KIM WEISHEIT, B.M. Eastman School of Music; M.M. University of Illinois Teacher's Certificate in Orff-Schulwerk Pedagogy, George Mason University; Music Teacher Certification, Peabody Conservatory of Johns Hopkins University
EURYTHMY	NORIS FRIEDMAN, B.A. Vassar College; Teaching Certification, Vassar College; Anthroposophical Foundation Year, Emerson College, England; Artistic Eurythmy Diploma, Eurythmeum, Stuttgart, Germany; Eurythmy Teacher Training Certificate, Emerson College, England
EURYTHMIST	VIRGINIA EFTA, B.A. Moorhead State University; Anthroposophical Foundation Year; Therapeutic Education Certificate, Camphill Beaver Run; Artistic Eurythmy Diploma; Therapeutic Eurythmy Diploma, Peredur Center for the Arts, East Grinstead, England
ACCOMPANIST	LAWRENCE CIONE, Bachelor's of Music Education, Peabody Conservatory of Music
HANDWORK	CATE MULVIHILL, B.A. Montclair State University; Certificate in Applied Arts, Sunbridge College

PHYSICAL ED.	CAROLINE JONES, B.A. Ithaca College
GERMAN	GABRIELE MILLER, German apprenticeship; Montgomery Community College; University of Maryland; Sunbridge College; Goethe Institute, AATG German Language Professional Development
GERMAN	BETTINA HUGFARD-KIRKLIGHTER, Julius Maximilian Universität, M.A. Germanic Language Studies, Würzburg, Germany
SPANISH	GRACIELA PASION, Teaching Degree, National Teachers Training College, Mexico; Graduate Studies, University Nacional Autonoma de Mexico
ART	EDNA EMMET, B.A, Hornsey College of Art, London, England; Middlesex Polytechnic, London, England; A.A. Sunbridge College; Assenza School of Art, Switzerland
MATH	KATHLEEN BREEN, B.S. University of Rochester; Ph.D. Johns Hopkins University
MATH	JAMES MESEVAGE, B.M. Philadelphia College of Performing Arts, M.A. Columbia University; Waldorf Teacher Certificate, Sunbridge College
LIBRARIAN	CHARLOTTE SNYDER, B.A. Towson University; M.L.S Dalhousie University, Halifax, Nova Scotia
TUTOR	ROSEMARIE PAULL, B.S. Towson University, Orton-Gillingham Tutor Training with MADAY and Jemicy, Advanced Orton-Gillingham at Jemicy, Project Read
Upper School	
CHAIR & HUMANITIES TEACHER	
	DONALD BUFANO, B.A. University of Maryland, College Park; Waldorf Class Teaching Certificate from Waldorf Institute of the Great Lakes; continuing education courses, Rudolf Steiner Institute, Waterville, ME.
MATHEMATICS	JAMES MESEVAGE, B.M. Philadelphia College of Performing Arts, M.A. Columbia University; Waldorf Teacher Certificate, Sunbridge College.
SCIENCES	MARIAN PERRY TAMBURRINO, B.A. Johns Hopkins University; M.S. Johns Hopkins University; Post Baccalaureate Certificate, Goucher College.
GERMAN	BETTINA HUGFARD-KIRKLIGHTER, Julius Maximilian Universität, M.A. Germanic Language Studies, Würzburg, Germany
PHYSICAL ED.	CAROLINE JONES, B.A. Ithaca College
HANDWORK/ART	BRENDA WOLF SMITH, B.F.A. Maryland Institute College of Art; M.A.T. Maryland Institute College of Art.
ART HISTORY	EDNA EMMET, B.A, Hornsey College of Art, London, England; Middlesex Polytechnic, London, England; A.A. Sunbridge College; Assenza School of Art, Switzerland
CHORAL MUSIC	KIM WEISHEIT, B.M. Eastman School of Music; M.M. University of Illinois; Teacher's Certificate in Orff-Schulwerk Pedagogy, George Mason University; Music Teacher Certification, Peabody Conservatory of Johns Hopkins University.
MUSIC INSTRUCTOR	MICHAEL RAITZYK, Musician, Private Instructor, and Music Instructor at Howard Community College, attended Towson University & Mt. Hood College.