

# WALDORF

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## SCHOOL OF BALTIMORE

CHILDREN'S GARDEN,

LOWER SCHOOL,

&

MIDDLE SCHOOL

# PARENT & STUDENT HANDBOOK

2011 - 2012

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## Waldorf School of Baltimore School Calendar for 2011-2012

Tue	Aug 30	New Student Orientation, 10 a.m.
Wed	Aug 31	All US*** Trip, Wednesday through Friday
Wed	Aug 31	<b>SCHOOL OPENS</b> for grades 1-12; Opening Assembly 8:30 a.m. MPR*, <b>dismissal 12:15 p.m. Aftercare open ½ day.</b>
Thu	Sep 1	First day of classes for CG** 5-day classes; <b>Grade 1 dismissed at 12:15 p.m. Aftercare open ½ day.</b>
Fri	Sep 2	<b>Grade 1 dismissed at 12:15 p.m. Aftercare open ½ day.</b>
Mon	Sep 5	<b>All Schools Closed</b> – Labor Day <b>Aftercare closed.</b>
Tue	Sep 6	First day of classes for CG** 3-day classes
Wed	Sep 14	All School Parent Evening - MPR 7:00 p.m.
Thu	Sep 29	<b>All Schools Closed</b> in observance of Rosh Hashanah. <b>Aftercare open all day.</b>
Fri	Sep 30	Festival of Courage, Pageant - Tamarind Playground 8:45 a.m.; Tug-0-War on Tamarind Playground 1:45 p.m.
Tue	Oct 18	Children's Garden – Parent Evening – 7 p.m.
Mon	Oct 31	<b>All Schools closed</b> for AIMS Conference. <b>Aftercare open all day.</b>
Thu	Nov 3	End of 1 <sup>st</sup> quarter for Upper School
Fri	Nov 4	<b>All Schools Closed</b> – Faculty In-Service Day. <b>Aftercare open all day.</b>
Fri	Nov 11	Children's Garden Lantern Walk 5 p.m./Elementary School Lantern Walk 6:30 p.m.
Sun	Nov 13	All School Open House 2 p.m.
Thu	Nov 17	<b>All Schools Dismissed 12:15, Parent-Teacher Conferences from 1 - 5 p.m.</b> <b>Aftercare open ½ day.</b>
Fri	Nov 18	<b>All Schools Closed, Parent-Teacher Conferences.</b> Aftercare open all day.
Wed	Nov 23	Thanksgiving Assembly 10:45 a.m. MPR; <b>All Schools dismissed at 12:15 p.m.</b> Aftercare open ½ day.
Thu	Nov 24	<b>All Schools closed</b> in observance of Thanksgiving. <b>Aftercare closed.</b>
Fri	Nov 25	<b>All Schools closed</b> – Thanksgiving Break. <b>Aftercare closed.</b>
Sat	Dec 3	Holiday Fair (snow date, 12/4)
Thu	Dec 8	Festival of Light, MPR 7 p.m.
Tue	Dec 13	St. Lucia Play - in school
Fri	Dec 16	Holiday Assembly 10:45 MPR; <b>All Schools dismissed 12:15 p.m.</b> <b>Aftercare open ½ day.</b>
Mon	Dec 19	<b>All Schools closed</b> for Holiday Break, December 19 through Tuesday, January 3, 2010. <b>Aftercare closed.</b>

\*MPR - Multipurpose Room in the Yellowwood Building

\*\*CG - Children's Garden

\*\*\* US - Upper School

Tue	Jan 3	All Schools re-open after Holiday Break.
Wed	Jan 4	Financial Aid Application Deadline
Fri	Jan 6	<b>Willow Room Closed (Butterfly &amp; Violet open)</b> 1 <sup>st</sup> Grade Readiness Conferences <b>Upper, Middle, and Lower Schools Open</b>
Mon	Jan 16	<b>All Schools closed</b> in observance of Martin Luther King, Jr. Day. <b>Aftercare closed.</b>
Thu	Jan 26	End of 2 <sup>nd</sup> Quarter for Upper School
Fri	Jan 27	<b>All Schools Closed</b> – Faculty In-Service Day. Aftercare open all day. Children’s Garden Parent/Teacher Conferences
Sat	Jan 28	“Next Steps – Grades 1 and 6” Open House 11 a.m.-2 p.m.
Wed	Feb 1	All School Parent Evening – 7:00 p.m.
Thu	Feb 9	<b>All Schools Dismissed 12:15</b> , Parent-Teacher Conferences 1-5 p.m. Aftercare open ½ day.
Fri	Feb 10	<b>All Schools Closed</b> , Parent-Teacher Conferences. <b>Aftercare open all day.</b>
Fri	Feb 17	<b>All Schools closed</b> for Presidents’ Day Weekend Break. <b>Aftercare closed.</b>
Mon	Feb 20	<b>All Schools closed</b> for Presidents’ Day. <b>Aftercare closed.</b>
Tue	Feb 21	School Reopens
Mon	Mar 19	<b>All Schools Closed</b> – Spring Break 3/19 – 3/23. <b>Aftercare closed.</b>
Mon	Mar 26	School Reopens
Fri	Mar 16	1 <sup>st</sup> Eurythmy Assembly, 1:45 p.m. MPR
Thu	Apr 5	End of 3 <sup>rd</sup> Quarter for Upper School.
Thu	Apr 5	2 <sup>nd</sup> Eurythmy Assembly 1:45 p.m. MPR
Fri	Apr 6	<b>All Schools closed</b> for Good Friday. <b>Aftercare closed.</b>
Mon	Apr 9	<b>All Schools closed</b> for Easter Monday. <b>Aftercare closed.</b>
Tue	Apr 10	All Schools re-open after Easter Weekend Break
Fri	May 4	May Day celebration 8:30 a.m.-1 p.m.; <b>school dismissed 1:00 p.m.</b> <b>Aftercare open ½ day.</b>
Mon	May 28	<b>All Schools closed</b> in observance of Memorial Day. <b>Aftercare closed.</b>
Fri	Jun 1	All-School Closing Ceremony 10:45
Sat	Jun 2	Senior Graduation Ceremony 2 p.m.
Thu	Jun 7	Moving Up Day, <b>All Schools dismissed at 12:15 p.m.</b> ; Aftercare open ½ day. 8th Grade Graduation Ceremony, 4:30 p.m.
Fri	Jun 8	Final Assembly 10:45 a.m.; <b>All Schools dismissed at 12:15 p.m.</b> <b>Aftercare closed.</b> End of 4 <sup>th</sup> Quarter for Upper School

**Note: In the event that school is closed for inclement weather, we may use Monday, April 9<sup>th</sup>, and/or Monday, May 28<sup>th</sup>, as make-up days.**

- \*MPR - Multipurpose Room in the Yellowwood Building
- \*\*CG - Children’s Garden
- \*\*\* US - Upper School

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

## **Mission Statement:**

The Waldorf School of Baltimore educates children to think deeply, flexibly, and imaginatively. By bringing together the realm of thinking with the expressiveness of the arts, music, and movement, we foster the child's natural curiosity and sense of wonder while stimulating intellectual awareness. Within a protective and nurturing environment, teachers and staff work in partnership with parents to build a community where each child's sense of responsibility and self-reliance will unfold.

## **Vision Statement:**

The vision of the Waldorf School of Baltimore is to send out into the world young people who are free-thinking moral beings able to discern possibilities as they respond to personal and societal challenges. We will accomplish this by:

- providing a quality, comprehensive nursery through twelfth grade Waldorf education within a fully developed campus of facilities;
- maintaining a financially secure school with a faculty and staff committed to professional excellence, with a school committed to opportunities for professional development;
- focusing on academic excellence and creative, intellectual, and spiritual growth,
- building a vibrant and inclusive school community that contributes to the greater community.

## **Philosophy Statement:**

The Waldorf School of Baltimore is an independent, non-sectarian, co-educational school, serving children from nursery through high school. In existence for nearly one hundred years, Waldorf Education is based on the insights, teachings, and principles of education outlined by the renowned philosopher, artist, and scientist Rudolf Steiner. The principles of Waldorf Education evolve from a profound understanding of human development that addresses the needs of the growing child and is supported by current neurological studies of brain development.

Our broad and comprehensive curriculum is structured to respond to the three developmental phases of childhood: birth to 6 or 7 years; 7 to 14 years; and 14 to 21 years. Teachers bring age appropriate content that nourishes healthy growth for the Waldorf student. All subjects- mathematics, the sciences, the humanities and the arts-

are thoroughly investigated and experienced. Waldorf students cultivate their intellectual, emotional, physical, and spiritual capacities to become individuals certain of themselves and of service to the world.

- In the nursery and kindergarten early childhood development is addressed by a curriculum built upon a child's innate ability to learn through imitation and immersion in imagination through creative play. The classroom environment provides aesthetic beauty and activities involving a variety of sensory experiences that engage the whole child and develop the senses. This builds the strong foundation of skills and rich variety of experiences that provide the basis for more formal academic life.
- In the Elementary grades, the child's learning builds upon the language immersion and experiences in the early childhood program. Instruction shifts to lessons that ask the child to imagine and think about the subjects presented in the blocks. The ability for more conscious and consecutive thought emerges as formal mathematics, reading, and writing are introduced, and the pictorial world of the creative imagination is nurtured throughout. The study of foreign languages and subjects such as music, art, handwork, and eurythmy are considered of equal importance to the other academic subjects. 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 integral parts of the curriculum. The depth of the Main Lesson curriculum strengthens the students' ability to concentrate and focus attention, and fosters a deeper understanding of the concepts being taught.
- Next the student enters a phase of development characterized by a wish to make life one's own. The individuality of the adolescent begins to emerge. The upper school student discovers him/herself in the world of ideas. The challenging curriculum fosters independent and creative thinking, social interaction, and the capacity to learn. It offers an environmental perspective on the sciences and a cross-cultural approach to the humanities, integrated with experiential education and service learning. It also provides an experience of learning that builds the capacity to create, to succeed, and to excel in higher education and in life.

Within this philosophy and pedagogy, the Waldorf School of Baltimore implements a curriculum that develops the critical and creative thinking required for the issues facing our time and our city.

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 American (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 education 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 Director of Academics is the primary point of contact between parents and the Collegium. The Director of Academics 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 Director of Academics, Director of Advancement, Director of Administration, 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 Director of Administration coordinates administrative areas of the school and acts as liaison between various bodies of the school. The Director of Administration is also the facilitator of the Central Team, which brings together the Director of Academics, the Director of Advancement, and the division chairs, as well as the President of the Board of Trustees and a representative of the Parents' Association, 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 Director of Administration or Director of Academics and s/he will either answer the question 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 Full Faculty Meeting, the Children's Garden Meeting, the Elementary Meeting, the Upper School Meeting, and the Office Meeting.

The Full 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 division 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 division 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 "Communicating a Concern, a Question, a Suggestion, or a Compliment" 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 Director of Administration 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 Fund 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.

Annual Funds support the financial structure of our school and help keep tuition increases to a minimum. In addition, a successful Annual Fund 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 Annual Fund campaign if everyone gives to his/her own ability. We ask that you respond as generously as you can during our Annual Fund campaign.

## **\*WSB ENROLLMENT POLICIES\***

### **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 1<sup>st</sup>. 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 20<sup>th</sup> or June 5<sup>th</sup>. 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. 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.

### **Refund Policy:**

The Enrollment Deposit is non-refundable. Families who withdraw in writing prior to the June 1 deadline are obligated only for the Enrollment Deposit. Families who withdraw after June 1 are obligated for the full tuition. The school recognizes that there may be circumstances beyond a family's control that may necessitate a student's withdrawal. These circumstances may include a job transfer to another state or a job loss. In these cases, a family may submit a written request for early release from the Enrollment Contract to the Finance Committee with documentation of the circumstances. If a release is granted, the family will be obligated for the Enrollment Deposit plus 1/12 of the tuition balance for each month beginning in June up to and including the month of the release.

## \*WSB STUDENT & PARENT POLICIES \*

### Student Health Policies:

Health and Emergency Contact Forms are kept on file for each child. These forms are available on the school web site, [www.waldorfschoolofbaltimore.org](http://www.waldorfschoolofbaltimore.org) 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 Technician during school hours the following regulations will 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 Technician or Nurse who has been authorized by the student's physician and parent via a completed "Maryland State School Medication Administration Authorization 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 a completed 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 Technician 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 Technician 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 Technician 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 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, 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 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. 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](http://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 **3:25 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 3:45 p.m. (3:15 for the Children's Garden) 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, the School provides after school care. **You must be registered with us to use this service.** Registration information is available on page 65. 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 WSB's Aftercare Program (page 65.) 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 of the Yellowwood Building. 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 PARENTS' ASSOCIATION\***

### **Welcome! And Welcome Back!**

The Parents' Association welcomes you to the community of parents at The Waldorf School of Baltimore. Each of us has actively chosen Waldorf education because we believe it offers the richest, most comprehensive curriculum, as well as the most heart-centered philosophy of education, in Baltimore. Parent involvement is a key aspect of our school; you will find ample opportunities to contribute to the life of the community here. Waldorf education also offers you a unique opportunity to grow and develop as your child grows.

You will soon notice, if you haven't already, that Waldorf pedagogy (and organization) is quite different from what most of us remember from our own schooling. We urge you to keep an open mind, and to pursue all the means we offer to educate yourself about the kinds of things your child does during the day, and why.

Developing a close relationship with your child's teachers will help you with this education. Feel free to call teachers, or make an appointment to talk to them at any time (no need to wait for formal conferences!) The Class teacher is the primary source of information about the class curriculum, classroom routine, social development, etc. However, Specialty teachers are also available to discuss curriculum, classroom routine, social development, etc.

Parents provide practical, emotional, and spiritual support for the teacher, and the class, as well. The Class Parent and Class Liaison facilitate these aspects. Each class has one or more Class Parents, who organize parents to help with class events (such as camping trips or other outings) and other school events (such as the Harvest Festival and Holiday Fair.) Class Parents also help develop the community of families within the class by arranging for picnics at the beginning and ending of the school year.

The Class Liaison welcomes new families, and provides orientation to class meetings, as well as other special aspects of the school. In addition, the Class Liaison is available as a supportive parent to the teacher and to other parents in thinking about "how things are going" in the class. Sometimes parents want to talk with another parent – this is the time to call the Class Liaison! The Class Liaison interacts frequently with the class teacher, and is knowledgeable about the school and its traditions, so may be a helpful resource.

There are many other opportunities for parent learning and service. Make a habit of reading *The Weekly* for information on upcoming conferences, assemblies, workshops, lectures, and other events of interest; going to class meetings and get-togethers; volunteering to help with a fundraiser; coming to our Parents' Association meetings and socials; and reading books from the Parents' Library and the school store.

We look forward to greeting you at our Welcome Back Coffees as school opens and the Parent/Faculty Evening in early September. We hope you find that being a part of a Waldorf School Community is a challenging, engaging, and exciting adventure!

## **A Little about Our Association:**

Founded in 1983, the Parents' Association has grown and changed with the school. Always, however, it has been a community of parents who support each other and the school in a variety of ways. Drawing membership from the parent body and faculty, the mission of the Parents' Association is to renew, nourish, and develop the school through enriching its program and environment. It is responsible for ensuring that a collective parent voice is represented to the school through appropriate groups and channels in matters that are more than individual concerns. The Parents' Association's mandate is received from the Board of Trustees. As part of our outreach activities, we participate in the Parents' Council of Baltimore and provide public workshops on parenting issues.

## **Parents' Association Activities:**

We welcome and encourage your participation in our activities, which provide fellowship as well as funds for the school. We value your skills, interests and experiences and hope they may find expression in the school. Some of the annual projects of the Parents' Association may be of interest to you.

\* **Crafts and Conversation Group** - A weekly gathering of parents, often including their preschoolers, to create Waldorf-inspired crafts and share informal discussion. Soft dolls, flying birds, flower fairies, and gnomes are a few of the beautiful items produced. The purpose of the group is threefold: community building within the school; reaching out to community at events; and fundraising. Prior handwork experience is not required. Drop-ins and children are welcome.

\* **Harvest Festival** - An October family fun afterschool gathering and potluck. Just for fun - not a fund raising event!

\* **Holiday Fair** - A Holiday Bazaar in early December includes food, music, fellowship, and lots of wonderful crafts and gifts to buy. There are activities for young children and adults alike. It is a major fundraiser for special class trips and general school needs. Each class helps with some aspect of the event.

\* **Special Assemblies** - Storytellers, musicians, and other cultural enrichment performances for students are underwritten by the Parent's Association three or four times each year.

\* **Parent Workshop** - An opportunity for parents to come to school for workshops in personal development, family process, and parenting. We draw on our own experiences and incorporate Waldorf pedagogy and child development.

\* **Fundraising** - The Parents' Association supports school-sanctioned fundraising events. A fundraising team made up of parents and the Development Manager coordinate and direct fundraising projects throughout the year. Each class will have a

responsibility to support a particular fundraising activity by organizing and coordinating the activity.

\* **Scrip** - The sale of scrip cards (usable just like cash at many area stores) by the Parents' Association returns a percentage of the value of each card back to the school. Scrip is available for purchase by order each week. The scrip order forms are available in the lobbies of both buildings.

In addition to the regular activities, short-term projects are available from time to time. Watch *The Weekly* for these opportunities.

## \* 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.

Children's Garden classes will follow the following routine for only drop-off of your children with the exception of families enrolled in the Transitional Nursery, who will also follow this procedure for pick-up. (See below for Nursery and Kindergarten pick-up procedure) At the beginning of the day the double metal gate to the roadway along the side of the playground is open and parents are allowed to park at the lower end of the driveway in the Children's Garden (CG) Parking Lot. Parking spaces are marked. Walk your child up the steps from the parking lot to the entrance to the Children's Garden. Once you enter the building proceed up the steps to the lobby area of the Children's Garden. For the safety and security of the children, please do not use the classroom doors inside the play yard unless you are arriving before 8am, or after 3:30 p.m. If you will be more than 10 minutes, please park your car on the west side of Tamarind Road (the side of the road opposite the Tamarind Building) and walk your child down to the entrance through the single metal gate in the playground fence along the street. If you are also dropping off a child in the elementary school, you may park in the designated areas along Tamarind Road and walk through the lobby of the Elementary School, then down the stairs to the lobby of the Children's Garden. When picking up your child, for both Nursery and Kindergarten, either at 12 p.m. or 3:00 p.m., please park your car on the west side of Tamarind road and walk across the street to the plaza in front of the main entrance to the Tamarind building. Your child's teacher will dismiss the class from the plaza at 12 p.m. and 3 p.m. Please note that the entrance to the driveway is closed at dismissal for playground use.

If your child is enrolled for the Half Day or Full Day Program, it is important to pick your child up promptly at 12:00 p.m. or 3:00 p.m., at the plaza. If your child is enrolled for the Aftercare Program, please pick up your child promptly by 6:00 p.m. Children who are enrolled in the Aftercare Program will go to the Aftercare Room at 3:00 p.m. and will be picked up from the Aftercare Room. 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 our Aftercare Program. See page 65 and "After School and Late Pick Up" section on page 18.) When picking your child up from Aftercare, please park on Tamarind Road and walk down to the Aftercare room.

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. For the children's safety, identification such as a driver's license may be required for anyone who is not a parent picking up her/his own child.

## **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 rest in the afternoon. We respect the right of families to make choices about which foods nourish their children. However, in order to foster a sense of community, to promote peace, and to teach good nutritional habits, 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. 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 afternoon 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 outdoor time and dismissal at 3:00 p.m. from the plaza at the main entrance to the Tamarind Building. **Please remember that all children must be picked up by 3:15 p.m.** (See third paragraph under the "Arrival and Departure" section above.)

## **Children's Garden Dress Code:**

Our goal is to provide a school environment where children can play inside and out and in all kinds of weather, well-protected and unencumbered by the distractions of advertisements and concerns about fashion statements. Here are some guidelines for

parents that will help us to attain this goal. These guidelines are appropriate for the Children's Garden environment, and are consistent with the pedagogical goals for the young child.

- 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, backs and shoulders 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 bandana. *No dyed hair is permitted.*
- Two layers of clothing, top and bottom, are necessary in cold weather. In changeable weather, it is very helpful 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. **Be sure to label your child's clothing!**

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 writing, scary pictures or any kind of advertisement (sports teams, media characters and the like.)
- Logos that are 2 inches or smaller 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 permitted as they do not provide good protection for the feet and can restrict free movement needed for activities.
- *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. The students must have:

- Sun hats and sunscreen in the fall and spring.
- We ask that children have raincoats, hats, and boots that are required on rainy days. Boots, coats, hats, and mittens are required on cold or snowy days.
- No hats may be worn indoors.
- Please be sure your child's boots fit well. Boots will 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.* We find that kindergarten children tend not to care for them safely.

While these guidelines may seem extensive, our experience is that they allow the children's play to flourish at school. The teacher's of the Children's Garden appreciate the parents assistance with ensuring the comfort and safety that proper clothing provides the children.

### **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). **Be sure to label your child's clothing!**

### **\* CHILDREN'S GARDEN - 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. The teachers will visit all new students and students beginning with a new class.

### **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, the classroom hallway, or on the playground. We ask that parents who need to use their cell phones do so in the Children's Garden entryway near the elevator. Making or receiving phone calls in the classroom, classroom hallway, 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 Festival, the Lantern Walk, the Winter Garden, and the Spring Festival. 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. There may at times be “All Children’s Garden” meetings, perhaps with a guest speaker, about a subject that pertains to all Children’s Garden families.

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, eurhythmy, 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. Some areas of concern may include, but may not be limited to 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. Other Children’s Garden parents have their conferences in 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.

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). **Parent follow-up at home is important to help a child transform inappropriate behavior. 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.

## \* CHILDREN'S GARDENT - AT HOME \*

### Play Dates:

Play dates provide opportunities for children and parents to make connections and build community, both in the classroom and out of school. 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. For example, families make different choices about food and when and whether to introduce media and screen time. Being sensitive to each other's needs and traditions strengthens our community.

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. **The fields of education and early childhood development recognize 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. Limiting or 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. (Please see "Bringing Things from Home" section.)

**\* 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 3:25 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. First and second graders arriving before 8:00 a.m. will be brought to the Second Grade classroom and supervised by one of a rotation of lower school teachers. 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 **curb** between the Tamarind and Yellowwood Buildings. 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. Information about how to order the Graul's lunches and school pizza will be e-mailed to families during the summer.

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:**

The mood of the school day is set by the opening verse and the songs that are sung together; students who arrive late miss this important time. Students who arrive after 8:15 a.m. must stop at the office to get a late slip. If they arrive while the opening exercises are occurring, they must wait outside the classroom door until there is an appropriate time to enter the room without disturbing the class.

Teachers may call the parents of a student who is habitually late to reinforce the importance of arriving on time. Continued lateness may be taken up by the Lower or Middle School Chair and/or the Collegium. A student who is excessively tardy will have a note put in her or his permanent record.

### **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 and private tutors (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 main lobby in the Tamarind Building. 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 School Calendar on pages 5 and 6 of the Handbook or *The Weekly* for precise times.

We ask that students dress up for Whole-School Assemblies (see Dress Code guidelines on page 51 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 twelfth 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 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 pageant performed by the 6<sup>th</sup> grade, and the May Pole dances prepared by the 4th grade. The eighth grade sells lunch, and we have an all-school picnic.

The last two weeks of school are highlighted by four events: **Twelfth Grade Graduation, Rose Ceremony, Eighth Grade Ceremony**, and the **Final Assembly**. The Twelfth Grade Graduation and the Eighth Grade Ceremony are special events, 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. The Rose Ceremony is attended by the entire school as the twelfth graders accept roses from the first graders assisted by eighth graders in a gesture of closure. At the Final Assembly, performances and the extinguishing of the school candle complete 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 LAUGH Code of Compassion.

*Live peacefully*  
*Allow for mistakes*  
*Understand differences*  
*Grasp opportunities*  
*Help others*

The Social Action Committee (SAC) of 2010-11 created the Code of Compassion in collaboration with the students of the school and the Emotional Life Focus Group (ELF.) 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 2010/11 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 **5<sup>th</sup> 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, Carol Steil; 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.

## \* GRADES 1 – 8, GENERAL INFORMATION \*

### **Dress Code: (for Elementary School Grades 1-8)**

A student's personal appearance should be modest, clean, appropriate, and not disruptive to the education process. A student's dress should reflect the pedagogy of the school. To this end as Waldorf educators we strive to ensure an environment that is conducive to learning, provides safety, and engenders respect for both students and teachers. In support of this 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.
- Students are required to have appropriate outdoor wear for the weather conditions.
- Shirts, blouses, and sweaters may only be solid colored, striped, or plaid. Clothing with patterns is not permitted. Tee shirts, turtleneck shirts, and collared polo shirts are acceptable.
- All school wear must be free of writing, pictures, patterns, and numbers; the only writing allowable is the WSB logo or a logo smaller than 2" x 2". To maintain school spirit only school logos that are WSB are acceptable.
- All shirts, tops, dresses, and blouses must have sleeves.
- Pants must be solid-colored. (Jeans are acceptable.) Pants cannot have adornments and must be free of tears or holes.
- Skirts, skorts, and shorts may be solid-colored or plaid and cannot be more than 2" above the knee.
- Leggings or tights may not be worn as pants. They may be worn with a skirt or dress that is no more than 2" above the knee.
- Athletic clothing may be worn on gym or game days only.
- Shorts may be worn from April 15th through October 31st.
- Midriffs and undergarments must be completely covered when a student raises their arms or are in motion.
- We strongly recommend tie shoes.
- Shoes should be sturdy and appropriate for all types of outdoor activities.
- Athletic shoes must be worn during P.E. classes and for After School Sports. Athletic shoes with cleats are not permitted.
- Backless shoes or shoes with electric lights are not allowed. Sandals must have a closed toe and may not be worn for woodwork classes.
- Crocs or shoes that have separate toes may not be worn in school.
- Students in grades 1 through 3 should have supportive low cut tie shoes for use indoors.
- Boots are for outdoor use only. Students must have appropriate indoor shoes on inclement days.
- Jewelry should be tasteful and not distracting. Discreet makeup is only permitted in the middle school.
- Tattoos, perfume and body glitter are not allowed in any of the grades.
- Solid color nail polish may only be worn in the Middle School.

- Hair should be clean, neatly groomed, and out of a student's eyes. Hair longer than shoulder length must be tied back when deemed appropriate for class activities.
- The dyeing or coloring of a student's hair is not permitted. Students who come to school with dyed hair will be referred to the Director of Academics who will require parents to have their child's hair returned to its original color before the student will be permitted back in school. Hair that is streaked or highlighted by being colored is considered dyed.
- Hats and head coverings, except for religious purposes, may not be worn inside the building. Scarves or bandannas may be worn to keep long hair neatly groomed.
- The Dress Code applies to all school days, events, and camping trips. Camping trips may have modified dress codes, which will be up to the teacher's discretion.

**The enforcement of the dress code is a collaborative effort between the parents and the faculty. Parents will be contacted when a student has not complied with the dress code and in some cases a parent or guardian may be contacted during the day to bring a change of clothing. Middle school students are subject to the discipline code for dress code issues. The Faculty reserves the right to address individual dress code issues not covered in the above guidelines as they arise.**

#### **Assembly, Recital, and Orchestra/Chorus 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 or choral performances, students should wear a **white collared dress shirt, or girls may wear a white top with sleeves**; black pants or skirt, and dress shoes. Girls' shoes should have only a modest heel.

#### **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.

### **Media and Technology:**

Electronic media and technology are an ever-growing presence in our lives. Our intention in the Waldorf School is to bring the world, including the world of electronics, to the child in a way and at a time that are appropriate to the child's development.

In our teaching we rely on the richness of direct experience, the growth that comes from physical challenge and the social skills that grow out of real human interactions. The lessons and experiences from school extend from one day to the next, and are processed and digested in students' free time. Our experience has shown that children with less exposure to electronic media during their free time are more successful in school, and better able to imagine and create during their elementary years. Brain research demonstrates that children with limited exposure to such media display less stress, better social skills, improved memory and sharper listening and concentration abilities.

Parents have found that reducing children's media exposure also encourages them to develop a livelier interest in peers, family members, and their immediate environment—thereby improving interpersonal communication and fostering a deeper connection to the world around them.

While we recognize the difficulties many parents encounter in minimizing their children's exposure to media—many of which are aimed specifically at children—we would like to work together to help parents develop alternatives that reduce the importance of electronic media in the lives of their children.

By middle school, students have reached a stage of development when they are prepared to use electronic media as an educational tool. This is because they have developed a rich experiential foundation which these media can supplement, without substituting for direct experience.

### **Television, video games, and movies**

Young children are by nature doers. Television, video games, and movies discourage this natural impulse to act in the world, keeping children in an artificial world that encourages passivity—a passivity which often masquerades as activity. In addition, the content of many television programs, video games, and movies can be glaring in its disregard for the essence of childhood, and plunge children into worlds for which they are not ready.

Parents are urged to provide their pre-elementary children with an early childhood free from television and video games. Parents of elementary school children are recommended to restrict usage of such media to weekends, and limit this usage according to their age and the type of programming. We respectfully ask all parents to keep their children's rooms television-free.

It is the school's policy that electronic games, radios, iPods, etc., are not allowed in school or on class and athletic trips. Abuse of this policy may result in the devices being confiscated and returned to parents.

### **Computers, Internet and E-mail**

For all the possibilities and benefits which it carries for adult work and life, the world of information technology also carries real perils and difficulties for the health and

development of the growing child. As we deal with any issues that arise around computer use, we urge parents to discuss these questions with the child's class teacher.

Out of our study and understanding of child development, we see that it is entirely appropriate for the upper school student to be learning and developing skills in computing. At the same time, research has shown that for younger children, imagination, physical skills and social awareness develop better when they do not use computers on a regular basis.

For children in the early childhood program and in the lower grades (1-5) it is recommended that computer use not become a part of their daily lives. During grades 6, 7 and 8 we find it appropriate for students to have a gradual and guided introduction to computing. Middle school teachers may ask their students to use computers for research purposes, and to type school papers.

Social networking sites (such as MySpace and Facebook) have led to numerous, well-documented cases of bullying, abuse, and inappropriate communication. Should a parent choose to permit his or her child to access these sites, the school recommends that families follow the established guidelines of these sites for use by minors. In addition, it is important that parents retain control of the use of the technology by their children. Passwords should be held by parents and it is recommended that software be used to restrict children's use of the Internet by hour and site. In addition, it is strongly recommended that any computer used by children be kept in a central location in the home.

### **Cell phones**

While we recognize that some parents may want to have their child carry a cell phone for emergency use before or after school, there is no reason for a child to use a cell phone during the school day. Any child who needs to make an emergency call during the school day can get permission from a teacher or staff member to use a school phone. Any parent who has an urgent need to reach a child during school can do so through the school office.

Children in grades 1-5 may not have cell phones in school. If you feel that your middle school child needs to carry a cell phone, we ask you to please follow these guidelines:

- Inform your class teacher that the child is carrying a cell phone.
- Instruct your child that the phone is to be turned off and in the school bag, and not to be used on school premises.
- See that the phone is not taken along to sports events or on a school trip (where there are adults who can make or receive a call in an emergency).

Willful misuse of a cell phone at school by any student may result in the cell phone being confiscated and returned to the parents, and the privilege of carrying a cell phone at school being revoked.

## **Cell Phone Use by Visitors**

We ask that all cell phones be turned off during school assemblies and festive gatherings. Furthermore, in deference to the children of the school, we ask that cell phones not be used in public areas of the school building, or on the plaza during dismissal.

## **Photography and Video Recording**

We believe that it is of primary importance for both participants and audience members to be fully engaged in the experience of school plays and events.

Videotaping and flashes from cameras can take both the participants' and audience's concentration away from the performance. Recording school plays can also bring a self-consciousness to children, and an emphasis on the result, that takes away from the pedagogical value of the event. We ask that parents make clear arrangements with the class teacher, or other relevant faculty, before recording plays, concerts or assemblies. Flash photography may only be permitted with the agreement of relevant faculty members.

Amateur videographers and photographers are asked not to move around during performances. We ask that any recording of performances be done by adults.

## **Photographing or Video-taping 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.

## **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.

**\* SPECIFIC INFORMATION: GRADES 1 – 5 \***

**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 each season progresses.

**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.

## **\*SPECIFIC INFORMATION – GRADES 6 - 8 \***

### **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 GRADES 1 – 8, 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 child's parents guide this process. All students in Grades 4-8 are required to play an orchestral instrument. Small group instrumental classes will be scheduled once a week 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 small group lesson days. Daily practice (half hour minimum) is expected, and may be viewed as "music homework." If a family decides to have their student take private instruction on an instrument, the lessons must take place outside of school hours.

Some families may find the cost of instrument rental difficult. Financial assistance for rental of instruments is available from the Paul Levin Music Fund. To apply, please address a letter requesting assistance to the Administrative Chair at the school. 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 small group lesson instructor or the orchestra instructor.

The orchestra instructor, the small group 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 51). 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.

**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](http://www.waldorfschoolofbaltimore.org), where back issues are available as well. An e-mail notice, with *The Weekly* as a PDF attachment, is sent to our community each Monday. 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, Charlotte Snyder at [csnyder@bcpl.net](mailto:csnyder@bcpl.net) by 3:00 p.m. on Friday for publication the following Monday.

### ***Newsbites***

Newsbites is a twice weekly e-mail newsletter which provides reminders and news of the School in a very brief, bulleted format. Distribution is to the entire Waldorf School of Baltimore community.

### **After School Sports and Club Program:**

The After School Sports Program rotates through the year with soccer, basketball, tennis, and swimming. The program is open to all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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 Aftercare. The fee to participate in the After School Sports Program varies depending upon the length of the session. Registration forms will be sent home with all Middle School students in the over the summer and throughout the year.

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 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders to select the team. Letters are sent to parents well in advance of tryouts, informing them of dates and details.

We encourage all children and students to take part in and fully support at least one after school activity. Clubs vary from year to year. In the past we have offered cooking classes, Lego robotics, singing, chess, crafts, and Amnesty International. A catalog with offerings, dates, prices (where applicable), and a generic permission form will be sent near the beginning of the school year.

## Aftercare Program:

The school will offer an aftercare program for children enrolled in Nursery through Grade 8. The program starts August 31 and ends with the last day of school on June 8, 2012. The hours are from the end of the school day (3:25pm) until 6pm on days when school is in session. On days when school is in session for a half day, aftercare will begin at 12:25pm and end at 6pm. There is a full day aftercare option available on six days when school is not open, as described below. Families register and pay for aftercare online through TADS. **To register, go to:**

<https://secure.tads.com/Go/StartAdmissionsApplication.aspx?SetupCode=FXCZKH9YUY-SWWD>

**The registration deadline is 8/15/11.**

### Aftercare Fee Schedule

# of Days per Week	Fee
4 -5 Days	\$1890
(\$189 paid with registration, balance paid in 9 monthly payments of \$189 through TADS beginning 9/15)	
3 Days	\$1350
(\$135 paid with registration, balance paid in 9 monthly payments of \$135 through TADS beginning 9/15)	
1 -2 Days	\$990
(\$99 paid with registration, balance paid in 9 monthly payments of \$99 through TADS beginning 9/15)	

### Full Day Care Option

Students enrolled in the aftercare program may sign up for full day (8am-6pm) care on the following seven days when school is closed but aftercare is offered. These days include: 9/29, 10/31, 11/4, 11/18, 1/27, and 2/10. The cost for this option is \$250 and will be added to your monthly payment.

### Occasional Drop-In Care

The cost for Drop-In Care is \$25 per partial afternoon (3:30pm-6pm) and \$50 for a full afternoon (12:25pm – 6pm). To participate in Drop-In Care, you must be registered and have selected a payment method. The \$25 deposit paid with registration will be applied to your first drop-in. Future drop-ins will be billed and automatically paid using your selected payment method on the 15<sup>th</sup> of the month following use.

### Payment Methods

All aftercare fees are paid through TADS. During registration, families may elect to pay by direct debit from a checking or savings account or by credit card. There is an additional convenience fee when paying by credit card. Families may pay the full fee at registration or they may pay in 10 equal payments with the first payment paid at registration and subsequent payments paid on the 15<sup>th</sup> of each month beginning September 15. All fees must be paid on time. Children may not attend aftercare if fees for the month are not paid in full through TADS.

**Late Pick-up Fee**

It is important to pick up children not later than 6pm. A late fee of \$20 per 15 minutes late will be charged for late pick-up.

**No Aftercare Available**

There will be no aftercare on the following days: 9/5, 11/24 -11/25, 12/19 –1/2/12, 1/16, 2/17 – 2/20, 3/19 – 3/23, 4/6 – 4/9, and 5/28.

**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's self. Please call the store manager if you are interested in volunteering. Hours are posted and published in *The Weekly*.

**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, lazuring 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 8<sup>th</sup> grade alumni are well out of college and our new upper school graduates is first Senior Class of 2011, 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 Fund 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 is available on our website as a separate document and will help you identify locations where meetings and events take place on campus. The building which currently houses the Upper School administrative offices, classrooms grades 9-12, and the Multi-Purpose room is known as the **Yellowwood Building**. The building which currently houses the Main Office, Children's Garden, classrooms for Grades 1-8, the Music Room, the Eurythmy Room, the Library, the Art Room, the Handwork Room and the Community Art Gallery is known as the **Tamarind Building**. We use these identifications in all of our announcements

**\* WSB FACULTY 2011-2012 \***

**Children's Garden Teachers:** Average class size: 10. Teacher/Student Ratio: 1:

LISA BECHMANN, B.A. Ramapo College; M.S.Ed., Waldorf Early Childhood Education, Sunbridge College

CHARLOTTE LANDGRAF, B.S. University of Nebraska; Certificate in Waldorf Kindergarten Teaching, Wynstones Kindergarten Teacher Training Gloucester, England

BROOKE REDGRAVE, B.A. Morgan State University; Associates Certificate Waldorf Early Childhood Education, Sunbridge College

**Lower & Middle School Teachers:** Average class size: 13. Teacher/Student Ratio: 1:8

ALEXANDREA ARNOLD, B.A. Towson University; M.E. Towson University; Waldorf Teacher Certification from the Nova Institute

ERIC EBERT, B.A. St. John's College, Santa Fe, NM; Waldorf Class Teaching Certificate from Antioch New England Graduate School.

CHRISTINA HARRIS, B.A. Virginia Commonwealth University, Masters Waldorf Elementary Education, Sunbridge College

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.

GRETCHEN MAXWELL, B.S. Portland State University; Foundations I and II and Waldorf Certification for Elementary Grades 1-8, Nova Institute

ED MEADE, B.A. University of Chicago; Waldorf Class Teaching Certificate from the Rudolf Steiner Centre

CAROL STEIL, B.S. University of Maryland; M.Ed. Towson University

MATTHEW THURBER, B.A. Princeton University; Institut Rudolf Steiner, Chatou, France, Waldorf Foundation Studies

**Subject Teachers**

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
ACCOMPANIST	LAWRENCE CIONE, Bachelor's of Music Education, Peabody Conservatory of Music
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
ORCHESTRA	WILLIS E. KEELING, B.S. Instrumental Music Education, Virginia State University; M.Ed. Music Education, University of Virginia
HANDWORK	CATE MULVIHILL, B.A. Montclair State University; Certificate in Applied Arts, Sunbridge College
PHYSICAL ED.	CAROLINE JONES, B.A. Ithaca College

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.LS Dalhousie University, Halifax, Nova Scotia
TUTOR	MARTHA McLAUGHLIN, B.A. Goucher College; Orton-Gillingham Levels 1 & 2, Lindamood-Bell Visualization & Verbalization Training, Jemicy School

**Upper School:** Average Class Size: 6. Teacher/Student Ratio: 1:5

#### 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.
SPANISH	ALEJANDRA LORENZO-CHANG, B.A. Technological Institute of Buenos Aires, M.A. University of Massachusetts
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.