



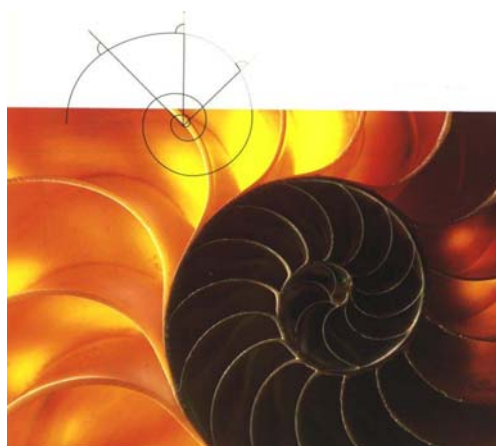
**Upper School  
Student and Parent  
Handbook**

**2011-2012**

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# Waldorf School of Baltimore Upper School

## Introduction

The purpose of this handbook is to provide clear and consistent information and guidelines for co-existing in a harmonious, productive social and learning environment. The handbook is a living, evolving work that invites periodic analysis, editing and recasting. Please be encouraged to question the contents and suggest ways to improve it.

The Waldorf School of Baltimore Upper School prepares students to take their place in a changing world with an education that disciplines the mind, kindles the imagination and builds self-reliance and creative capacities.

The Waldorf Upper School's challenging and developmentally-based curriculum:

- fosters independent and creative thinking, healthy social interaction and love of learning;
- offers an environmental perspective on the sciences and a cross-cultural approach to the humanities;
- integrates experiential education and service learning;
- provides an experience of learning that builds the capacity to create, succeed and excel in higher education and in life;
- enlivens a full academic program with integrated visual and dramatic art, music and movement.

## Curriculum Overview

Learning occurs best when subjects are integrated. At the Waldorf Upper School, the curriculum is consciously interdisciplinary. Science, history, languages, music, movement and the arts are interwoven throughout the curriculum. This integration enables students to approach each subject from many different aspects achieving deeper understanding.

The Upper School teachers work collaboratively in all subject areas to meet the needs of the students.

The Waldorf Upper School uses a unique schedule to enhance learning in each subject area. This schedule includes a balance of *Main Lesson* units as well as quarter and year-long *Track Classes*.

- **Main Lesson units** focus on specific subject areas, such as Medieval History, Inorganic Chemistry or World Literature. These interdisciplinary lessons are developmentally appropriate and are designed to build the students' abilities to reason abstractly and think imaginatively. Unique to Waldorf schools, each intensive unit of study gives the students a double period each day focused on one subject for a span of three to four weeks.
- **Academic subjects**, such as biology or mathematics, are presented in each of the four years of Upper School through Main Lesson units to enable students to gain deeper understanding and insight as their skills, knowledge, and abilities develop. There are ten Main Lesson units in the school year.
- For subjects needing the building of skills over time, such as foreign languages, mathematics, and English, ongoing **Track Classes** develop skills, and give practice in expression and problem solving. Track classes meet two or three times a week over the whole year, a quarter or a semester.

The Waldorf School of Baltimore admits students with varying intellectual, emotional and physical distinctions. The School will accept those students with special intellectual, emotional and physical challenges who can be reasonably accommodated consistent with the school's educational mission, pedagogy and resources. The academic and social integration of the class are the major considerations.

In the Ninth Grade, polarities are directly experienced as the framework for the unfolding of abstract thinking. The thematic question is: "What?"

In Grade Ten, a focus on process and processes leads the students to integrate their inner experiences with the world's diversity. The thematic question is: "How?"

In the Eleventh Grade, the student's capacity for self-knowledge will point them toward their identity, a capacity reflected in their ability to move from analytical thinking to imaginative thinking. The thematic question is: "Why?"

In the Twelfth Grade, they connect deeply with the world and its developments. It is a year of synthesis and culmination of learning and experience. The thematic question is: "Who?"

### **Ninth Grade Observation and Exploration**

Ninth grade students are intensely aware of the dramatic changes in their bodies and in their ability to think in new ways. The dynamics of these changes in body and mind can lead to an inner turbulence; observation of the world can help them find their way. The 9th grade curriculum supports students by offering Main Lessons that help them explore their world.

#### **Sample Main Lessons**

Revolutions: American, French and Industrial  
Comedy & Tragedy  
World Mythology  
Art History  
Probability & Statistics

Geology & Geography  
Thermodynamics  
Plant Chemistry  
Comparative Anatomy  
Locs & Navigation

### **Tenth Grade Comparison**

The tenth grader is striving to find a new identity as a young adult. A new sense of confidence and security develops. Students are interested in their origins and how the world came to be the way it is. The curriculum meets these questions with subjects that compare and contrast phenomena.

#### **Sample Main Lessons:**

Ancient Civilizations  
World Mythology  
Legacy of Abraham  
Poetics & Linguistics  
Geophysics & Earth Science

Mechanics  
Inorganic Chemistry  
Human Physiology  
Logarithms & Progressions  
Trigonometry & Surveying

## Eleventh Grade Analysis

In the eleventh grade, students seek to penetrate beyond a superficial understanding of the world. Through analysis, they learn about the spectrum of human endeavor.

### Sample Main Lessons

Parzival	Astronomy and Cosmology
Medieval & Renaissance Life	The History of Music
Divine Comedy	Botany
Atomic Chemistry	Projective Geometry
Electromagnetic Phenomena	Mathematics of the Computer

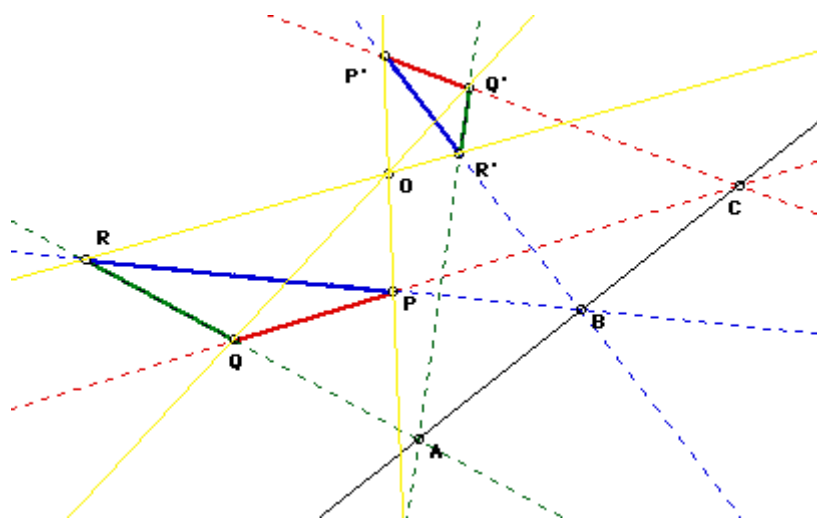
## Twelfth Grade Synthesis

As students prepare to leave the Upper School, their new task is to integrate their experiences in order to move forward into the next phase of their lives. Their lessons present them with ideas from many different perspectives, so that they are challenged to move through analysis to synthesis.

### Sample Main Lessons

The History of Architecture	Bio-Chemistry
World History Overview	Zoology
Faust and Romanticism	Economics
Environmental Science	(Pre) Calculus
Optics	

The **Senior Project**, an independent study planned with a faculty advisor, gives them the opportunity to pursue a topic of personal interest in depth. Through this effort, twelfth grade students come to know themselves in the context of the world in which they live.



## **Standards of Conduct**

A safe and civil environment is essential to the well-being of the school community. We expect all students and visitors to abide by the following standards of conduct. These standards apply to all school-sponsored activities, on or off campus, including sporting events and trips. The standards are essential to the spirit of learning, cooperation and growth that we are striving to foster at the Waldorf School of Baltimore.

As members of the school community, we expect all students to:

- Demonstrate thoughtfulness, appreciation and respect for others both at school and as a representative of the school on field trips, at athletics events, and in the greater community. This includes use of polite and appropriate language.
- Treat the buildings and grounds with respect and keep the campus clean. Respect school and personal property.
- Be friendly and helpful to visitors, and sensitive to the younger students on campus.
- Attend school regularly, work diligently and participate in school activities and events.
- Refrain completely from the use of alcohol, drugs and other intoxicants.
- Honor confidentiality and prevent the spread of rumors.
- Seek assistance from the faculty as appropriate.
- Know and adhere to the school's policies and practices in letter and in spirit.

Any student who does not abide by our common standards of conduct may face disciplinary action, suspension or dismissal from the school.

## **Respect for Others and Harassment**

The school is non-sectarian and does not discriminate on the basis of race, religion, color, national origin, sex, age, veteran status, disability, marital status, political affiliation or sexual orientation in its educational, administrative, admission, and school programs and practices. We are committed to multicultural education, to a diversified student body and faculty, and to the support and respect for the dignity and worth of each member of our community. We intend to provide an environment that is pleasant, professional and free from intimidation, hostility, or other offenses that might interfere with work performance of employees, education of students or comfort of families. Keeping any public display of affection appropriate shows respect for others comfort and for the social environment. Inappropriate public display of affection includes: any romantic kissing, hugging and touching.

The WSB subscribes to and practices Kim John Payne's Social Inclusion work. We adhere to a community Code of Compassion, no-blame resolutions to conflict and restorative remedies for social or other transgressions.

Intimidation, bullying, threatening, and/or harassing any member of the school community based on age, race, ethnic or national origin, religion, sexual identity, gender, or physical appearance, or for any reason whatsoever, in any format—verbal, physical, visual, written, and/or electronic—will not be tolerated. E-mail, instant messages, text messages, as well as web and social networking pages, blogs, or journals can be viewed by others and shared, sometimes even beyond the author's original intentions and their contents may constitute harassment.

Participating in any kind of harassment will be cause for disciplinary action and may be cause for immediate dismissal from the school.

If any member of the school community, including a student, observes or becomes aware of possible harassment, they are expected to report it to the Upper School Chair, the Upper School Administrative Assistant, their individual advisor or the WSB Administrative Chair. The school investigates all such reports. The school will notify all involved parties and will determine appropriate courses of action or remedy including legal ones.

### **Substance Abuse**

We expect, and our curriculum demands, that students be in full, clear consciousness at all times while enrolled at WSB. The school expects that students will not, at any time in school or out, possess, use or be under the influence of illicit drugs or alcoholic beverages at any time in or out of school, on or off of school premises. Any student who does not meet this expectation may be subject to disciplinary action, up to and including dismissal from the school.

The school prohibits any possession and/or use of tobacco products, illicit drugs and alcoholic beverages at any school event or on any school-related excursion. Furthermore, students may not be under the influence of alcohol or illicit drugs at any school event or on any school-related excursion. Any student who violates these rules will be subject to disciplinary action, up to and including dismissal from the school.

The level of investigation and subsequent action taken by the school will be determined in part by, but will not be limited to, the circumstances and degree to which any possible or confirmed violation of the school's substance abuse policy involved the school, its students and/or its resources. The school may seek assistance from law enforcement or social services as it deems necessary and appropriate.

If the faculty's observations of a student lead to concern that she or he may be breaking the law or the school's expectations and rules with regard to tobacco, alcohol or drugs, the school will contact the student's parents.

The school may request or require laboratory testing as a condition of continued enrollment in cases of suspected or confirmed drug or alcohol use or possession.

Each student, along with a parent, signs an acknowledgement of the school's substance abuse policy at the beginning of each school year. We expect students and families to demonstrate compliance with and support of this policy.

### **Endangerment**

Any student who claims to possess or threatens to bring a firearm, explosive, knife, or other weapon on to campus or to any school-sponsored event will be subject to disciplinary action and may be dismissed from the school. Any student who possesses a firearm, explosive, or knife (except one used as a tool with teacher permission) or weapon of any kind on campus or at any school-sponsored event will be dismissed from school.

### **Fire Drills and Emergency Action Plan**

The School holds drills for fire and emergencies in accordance with pre-planned procedures. The Baltimore City Fire Department attends fire drills twice a year. Emergency Action Plan drills will be held yearly for each building. Copies of the WSB Emergency Action Plan are available in the Tamarind Road office.

Any student who plays with, misuses or tampers with any fire prevention equipment, such as fire extinguishers, may be subject to disciplinary action or immediate dismissal from the school.

## **Cell Phones and Electronics**

Bringing cell phones to school for use before and after school and in emergencies is a privilege and a convenience for students and parents. Students may have cell phones in school, as long as the phones are turned off and stored out of sight during the school day. Students must register their cell phone numbers with the school. Phones found on campus with unregistered numbers will be confiscated and returned only to parents in person.

Students must turn off, fully powered-down cell phones before entering the building in the morning, and may not turn them on again (not to call, not to answer, not for voice mail, not for email, not to text message, etc.) until the end of the day, after dismissal. Parents may send urgent messages about transportation/carpools, appointments and the like to students through the upper school office (410-367-6808 ext 1) during the school day, and can certainly instruct students to check cell phone messages after dismissal each day. Cell phones that ring, vibrate, flash, send/receive text messages or are used in any way during the school day will be confiscated and will be subject to current Upper School Confiscated Phone and Electronics Policy.

Students may not use TV's, VCR's, radios, tape recorders, MP3 (such as iPods) & CD players, laptop/notebook computers, PDA's/Bluetooth devices, or hand held electronic/game devices in school, without the express, advance permission of the faculty. If any of these items are brought to school, the student must turn the device off and put it away before entering the building in the morning and may not turn it on again until leaving the building at the end of the day, after dismissal, unless otherwise instructed by a faculty member (for educational purposes.) Electronic devices are not to be used on the Plaza of the Tamarind Building or in any other space except the Conference Room as outlined in the Dismissal policy below.

These items are also not allowed at extra-curricular activities or on school trips without the specific, express permission of the responsible faculty member or coach. Items brought to or used at extra-curricular activities or trips will be confiscated and stored in the safest possible location at the sole discretion of the responsible faculty member or coach. While the school will make every reasonable effort to store confiscated items securely until safe return to the student or parent, the school will not assume liability for any such item.

Personal laptop computers are to be used for school related work only before main lesson or during snack and lunch breaks. School related use during study halls is allowed with faculty permission only. Computers are not to be used between classes.

### **Upper School Confiscated Phone and Electronics Policy**

Items turned on or used in school or used in any violation of the phone and electronics use policies will be confiscated and stored in the Upper School Office. First violation of cell phone and electronics policy as outlined above: Mandatory twenty-four hour confiscation. Second violation: Mandatory one week confiscation with item returned only to parents and only in person. Third violation: Phone or electronics privilege suspended for the remainder of the year. Violation of suspension: Item confiscated for the remainder of the year. Misuse of computers will result in confiscation for the remainder of the school day. Repeated offenses may result in restricted computer use.

## **Dress Code**

### School Days

While WSB does not require uniforms, nor does it wish to discourage individuality, we expect students to follow the dress code. We also expect parents to support the dress code by assuring that students have suitable clothing, and by being aware of how students dress for school each day.

Faculty will ask students to modify attire if needed – and we expect students to cooperate. If a student's appearance is not acceptable and not easily modified, we will contact parents to either bring appropriate attire to the student or will contact parents and send the student home. Students will be held out of class until the dress code violation is resolved. Any class that a student misses due to dress code violation is an unexcused absence. The

student will not be allowed to make-up any quiz, test, or in-class assignment. Students who do not cooperate and/or who repeatedly break dress code will face disciplinary action.

The Upper School student dress code for school days and events, unless otherwise instructed:

- Students should be neat, clean and well groomed, and their appearance should not be a distraction to others.
- Shoes must be worn at all times, and students must have practical shoes/sneakers on hand for outdoor activity.
- Clothing should be free of references to alcohol, drugs or violence, and vulgar, prejudicial or discriminatory language.
- Hats or head coverings of any kind, except for religious purposes, are not to be worn during classes.
- Skimpy, sheer or tight tops are not allowed. Tops must have shoulders or shoulder straps that are each at least 2 inches in width
- Hair should be neatly groomed. Extreme hair styles are not allowed.
- Rib cages, midriffs and lower backs, and navels must not show. The upper and lower garments must meet when the student is seated.
- Undergarments, including boxers, bras, camisoles, and A-line undershirts, must not be worn as outer garments, and must be completely covered by outer garments.
- Cut, frayed, or torn clothing is not acceptable.
- Students may not wear sunglasses indoors.
- Make up, dyed hair and jewelry are allowed unless determined by the Upper School Chair to be a distraction to the educational atmosphere or to school decorum.
- Students must wear proper shoes for physical education or other activities where foot protection is required.
- Safety and legal requirements for hair and dress supersede all other dress code guidelines.

Note: Attending one or more classes dressed inappropriately (in violation of the dress code) does not constitute faculty approval, and the student may still be asked and expected to correct his or her appearance or attire.

### Concert Dress

The choral or instrumental teacher or the Upper School office will tell students when concert dress is required for performances and other events. Any student who does not dress appropriately for a performance will be expected to modify his or her attire or may be held out of a performance and have grades lowered.

#### Concert Dress for Young Men:

- Black trousers (not jeans)
- White, long-sleeved shirt
- Black dress shoes (no sneakers, no flip-flops) and black socks

#### Concert Dress for Young Women:

- Black, loose fitting pants/slacks, or long skirt (below the knee)
- White, long-sleeved blouse in winter months or short-sleeved blouse in summer months
- Black, low-heeled dress shoes (no sneakers, no flip-flops, no high platforms)

### **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.

Whole-school assemblies are more formal occasions. All family members and relatives are invited to attend. These assemblies are usually held before a holiday or school break, and mark the festivals as special times. At special assemblies, classes perform plays or eurythmy, recite poems, sing songs or play music from class work.

We ask that students dress appropriately for whole-school assemblies. 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. Please refrain from eating, gum chewing and indiscriminant or distracting camera use during presentations.

### Assembly Photography and Videotaping Guidelines

At assemblies, class plays, and festivals, students share work from their studies with family, friends and students in other grades. An appreciative audience is important to each class as it performs. Students, family and friends who are in the audience are helping to create a respectful mood, as well as supporting and encouraging the students who perform. Therefore, we have set down these guidelines:

- Students may not, without express faculty permission, take photographs or videotape during assemblies, class plays, or festivals.
- Adults may take photographs or videotape from areas that do not obstruct the view of the audience.
- Aisles must be kept free at all times.
- Student seating area may not be used for photography or videotaping.

### **Campus Use**

#### Campus Limits and Use of Common Areas

Students are expected to behave appropriately on school grounds with respect for dress, language, property, and cooperation and the need to share with others.

During the school day, Upper School students may use is the grassy area on the north side of the Yellowwood building and the adjacent playing field if it is not in use. Students may also gather on the patio outside the Common Room and Humanities Room during breaks. Other outdoor and indoor areas are to be used only as arranged with Upper School faculty.

### **Care of the Environs**

#### Common Room

The Student Common Room is provided as a privilege and students are expected to respect and care for the space. Students are assigned to clean and straighten the Common Room and other spaces including the classrooms, hallways, activity buses, and outdoor areas on a rotating basis.

#### Cubbies

Students are assigned a cubby for temporary storage needs throughout the school year. Students are expected to store coats, books, bags and food in or on top of the cubbies whenever possible-items should not block hallways. Larger items such as musical instruments and sports gear that will not fit into a cubby must be stored out of the way or brought to the Upper School office for instructions.

Students must keep their cubbies neat and continually straightened and free of old food, used food containers and utensils. Dirty dishes and food items left behind at the end of the school day will be discarded. Students will be asked to clear out their cubbies several times per year, and items left behind will be discarded or donated to charity. Students may not post pictures or other items in or on the cubbies without express, advance permission and may not write or draw on the cubbies.

### Trash and Recycling

All students and faculty must dispose of trash in the trash bins and use the appropriate recycling bins for bottles (plastic & glass,) cans, paper and cardboard. Conscientiousness regarding our waste footprint and recycling is central to an ecological school environment.

### **Students transiting between buildings must do so in groups of at least two and only with permission from a faculty member**

Unless specifically directed or accompanied by a faculty member, the following areas are off-limits to upper school students during the school day:

- Classrooms and other non-public spaces in the Tamarind Building except with express faculty permission
- The woods bordering the school grounds, the Elementary School playground
- Ruscombe Mansion and the rest of the Cold Spring Community except as otherwise noted
- The Cold Spring Community tennis courts and pool
- The parking garage and all cars

### **Any student who leaves campus/campus limits without permission may be subject to disciplinary action.**

Defacing or abusing any part of a classroom, the school building, or the school grounds is a serious violation of community respect and will be met with disciplinary action in accordance with the offense. This principle also applies during school excursions and events.

### **Dismissal**

Upper school students are dismissed from the Yellowwood Building at 3:30 p.m. They are then free to transit to home or to their next activity. Students are allowed to be in the Common Room (Yellowwood Road Building) to work, play or rest until 4:30 p.m. A teacher or administrator will be present at these times. This option is available every school day except Thursdays once a month when there will be a full-faculty meeting at the Tamarind (Main) Building. On those Thursdays, students may stay and work in the Conference Room of the Tamarind Building. Cell phones and electronic devices are not to be used outside the Conference Room on these occasions.

### **Driving Privileges**

Driving to school and parking for the day are serious responsibilities and privileges. Students who drive to school must sign an agreement and must register each vehicle as part of this agreement. Students must park on Yellowwood or Tamarind Roads. No student may park in Cold Spring Community garages, the WSB garage or in the lot between buildings. All cars are off-limits to students during the school day without the express permission of a faculty member. No students are to drive or park on the playground road or into the school parking garage. Students of faculty members may drive into the parking garage with their parents. The garaged car is off limits to the student except as noted above and the faculty member is responsible for the vehicle.

Students must drive carefully in the neighborhood. Reports of careless or reckless driving will be taken seriously. Students who violate the terms of the parking agreement or who drive and park without registering will not be allowed to drive to school for some or all of the rest of the school year, and may face other disciplinary action. Driving agreement forms are available in the Upper School office and at the end of this handbook document.



## **Property**

### Personal Property

Students must not open other people's bags, or move, borrow or use other people's belongings without the rightful owner's knowledge and consent (faculty may move or open items as necessary.) Students who must bring valuable items or large amounts of money to school should give these items or money to the Upper School office for safe-keeping.

### School Property, Resources and Records

School and student records are confidential. Students may not access faculty computers, desks, cupboards or other storage areas without the faculty member's knowledge and express consent. Under no circumstances do students have the right to view each other's records (e.g., student files, grade books, school databases) or other confidential school records (e.g., personnel files). Any student who accesses confidential school records will be suspended until the faculty decides whether to dismiss or re-admit the student.

School resources are available for student use as directed by the faculty, for educational purposes. The school's copier(s), computer(s), stationery and other resources are not for students' use without express permission. Computer resources are available to students for educational purposes, at the discretion and direction of the Upper School Chair. Students will only be granted permission to use school telephones in case of need to contact parents or other adults regarding urgent matters such as transportation and health/illness/injury, at the sole discretion of the faculty. Any student who is found using school resources without faculty consent with regard to use and/or content may be subject to disciplinary action.

## **Snacks and Lunch**

There is a break after main lesson and lunch is from 12:15-1:00 every day. There are a toaster oven, a microwave and a refrigerator in the common room available for students' use during break and lunch. Food must be eaten in the Common Room only unless express faculty permission is granted. Sometimes individual classes sell snacks or lunch. The Graul's Market lunch program and school sponsored pizza are available to students. Otherwise, students should bring snack and lunch to school.

Students are not permitted, without express faculty permission, to leave the school grounds at lunch or at any other time during school hours. Seniors may leave for the lunch period only with permission of both a parent and the Upper School faculty.

Students may not order food to be delivered to school during the school day without permission from the Upper School Office.

Any student who leaves campus without permission or who misuses or has lost off-campus privileges may be subject to disciplinary action. (Also see "Campus Limits and Use of Common Areas" section.)

## **Probation**

We want students to take preventive measures to avoid probation by establishing and developing effective learning and social skills. Probation is used as an intervention when the faculty has concerns about a student's behavior and/or academic performance. Probation may follow disciplinary action (see below re: Disciplinary Action and Suspension.) Probation may include temporary withdrawal from school-sponsored, extracurricular activities (i.e. sports, clubs, trips,) and may include mandatory professional assessment/assistance. Students who are on probation may not serve on the Student Council or in other capacities. Students may be barred from participating in trips while on probation including the Exchange Program and the Senior Trip.

The individual advisor will notify parents if the faculty places a student on probation. The Upper School faculty will evaluate the student's progress by the end of the probationary period. Failure to meet the terms of the probation may result in dismissal from the school.

## Disciplinary Action and Suspension

We endeavor to meet students as individuals who are part of a social group and strive to find appropriate means for restitution and rectification for disciplinary infractions. However, some actions compromise the welfare of the individual student and student body to the point that disciplinary action or suspension is clearly warranted.

### Disciplinary Action

Disciplinary action will include, but is not limited to:

- The student will be sent home for a school-mandated absence. This will be a time for reflection on the cause and effect of the student's behavior. A parent will be notified at the onset, and possibly later, about the school-mandated absence length – it may exceed one day.
- A parent-teacher conference is required (may be by telephone or in person, at the faculty's discretion).
- The student will either return to school on probation or will be suspended (see below re: suspension).

The following actions will be met with disciplinary action:

- Compromising the safety and well-being of others—including but not limited to physical violence or
- Harassment—including but not limited to threats of violence
- Cheating or plagiarism
- Extreme or frequent verbal incivility
- Vandalism
- Repeated violation of the school's policies or rules (i.e. dress code, cell phone use, etc.)

Disciplinary action is automatically in force unless the Upper School faculty determines there to be extreme or extenuating circumstances. Other actions may also be met with disciplinary action, at the discretion of the Upper School faculty.

The length of school-mandated absence is to be determined by the upper school faculty. The parents will be informed by telephone, with a written report to follow. During school-mandated absence, a student may not participate in school events, trips or sports, and may not come onto the campus without the specific permission of the Upper School faculty. The student is responsible for all material and assignments missed during reflection time. Generally, it will not be possible to make up quizzes and tests missed during a school-mandated absence.

When the student returns to school (after school-mandated absence,) the student will be on probation. The terms of probation may include, but are not limited to, the inability to participate in sports, trips, events and Student Council. In order for a student to successfully complete a period of probation, the faculty will require, but is not limited to requiring, that the student earn course grades of "C" or higher, and that the student keep his or her record free of incidents of unacceptable behavior. If the student does not successfully complete the period of probation, the faculty will either extend the probation or consider suspension and dismissal from the school. Parents will be notified at the end of the period of probation.

Unless the action changes to suspension (see below,) disciplinary action and the corresponding school-mandated absence and probation are not recorded on the student's transcript. However, all records will remain in the student's file and disciplinary action will be disclosed by the school upon specific request within the parameters of parental release and/or the law (e.g., if a college asks specifically whether or not the student has ever been subject to disciplinary action.)

### Suspension

The school-mandated absence will be considered a suspension if the severity of the student's actions or the student's record cause the faculty to consider dismissal from the school. The faculty may also suspend students for actions not listed above if the severity of the student's actions or the student's record causes the faculty to consider dismissal. Suspension becomes part of a student's permanent record and will appear on the student's transcript.

### **Academic Honor**

Each student is called upon to be a thoughtful, creative individual who develops and exercises his or her own capacity to learn. Therefore, all work submitted under a student's name must represent his or her own efforts. Cheating and plagiarism will not be tolerated, and will result in disciplinary action up to suspension and dismissal from the school.

Plagiarism: Intentionally representing another person's words or ideas as your own

Cheating: Using or attempting to use prohibited materials or information, such as "cheat sheets" or sources other than those approved by the teacher; and/or fabricating or falsifying information or a citation; and/or intentionally helping or attempting to help another student cheat or plagiarize

A teacher who observes or otherwise suspects cheating or plagiarism will speak with the student and notify the individual advisor, Upper School Chair and parents. The teacher will meet with at least two other faculty members (one being the individual advisor if possible) to confirm or dismiss the allegations of cheating or plagiarism. If cheating or plagiarism is established:

- The student will receive a zero for the affected assignment or test
- The student's grade for the block or quarter will be lowered by one full letter grade
- The student will receive disciplinary action and may be suspended
- A parent meeting will be required

In the case of a second instance of cheating or plagiarism in the student's upper school career, the student will be suspended while the faculty decides whether to dismiss or re-admit the student.

### **Assignments**

#### General Policy

We expect students to complete all homework assignments on time and with optimum effort. Students must show responsibility for all assigned work. If a student does not understand an assignment, the student should contact the teacher for clarification well before the assignment is due. Late work may be accepted only on arrangement with the teacher, and the teacher may factor in lateness when grading the work. Students whose work is late or incomplete may be met with consequences ranging from lower grades to meetings with teachers, probation or dismissal from the school. Homework assignments are posted on the [www.yourhomework.com](http://www.yourhomework.com) website.

#### Absence

When a student is absent from school due to illness or emergency, the student is solely responsible for contacting a classmate to find out what short-term and long-term assignments were given during the absence. Upon return to school, the student should check with each teacher to arrange for catching up with missed material, assignments and tests. Assignments due and tests scheduled for the day(s) of the absence, which were announced prior to the start of the absence or emergency event, become due immediately upon the student's return to school. Teachers will only grant extensions at their discretion in the case of extreme circumstances that would have made study and completion of assignments impossible or unreasonable (e.g., injured student has to visit the E.R. and cannot complete overnight homework.)

If a student is excused from class(es) during part of a school day due to a routine appointment or other planned event, the student is responsible for arranging with the teacher for missed material, tests and new assignments. Any assignment(s) due on the day of the absence remain due that same day and must be turned in to the teacher either before the class, if the student is leaving school early; or as soon as the student arrives at school, if the student arrives at school after the class.

If a student will miss one or more days of school due to a planned absence (not illness or emergency), please see our policy on Planned Absence, in the “Attendance Policies and Expectations” section.

### Tardiness

Students arriving to school tardy need to obtain a note from the Administrative Assistant for admission to their first class. Tardiness will be noted on student transcripts. Tardiness to class after arrival will be noted and will affect the student’s participation grade. Teachers will not grant students extended time for in-class assignments, quizzes or tests to make up for time lost due to unexcused tardiness. In the rare case of excused tardiness, the student should consult with the teacher if the student needs additional time to complete in-class assignments, quizzes or tests. Students should consult teachers and classmates outside of regular class time regarding any material missed due to tardiness. Chronic tardiness may result in disciplinary action.

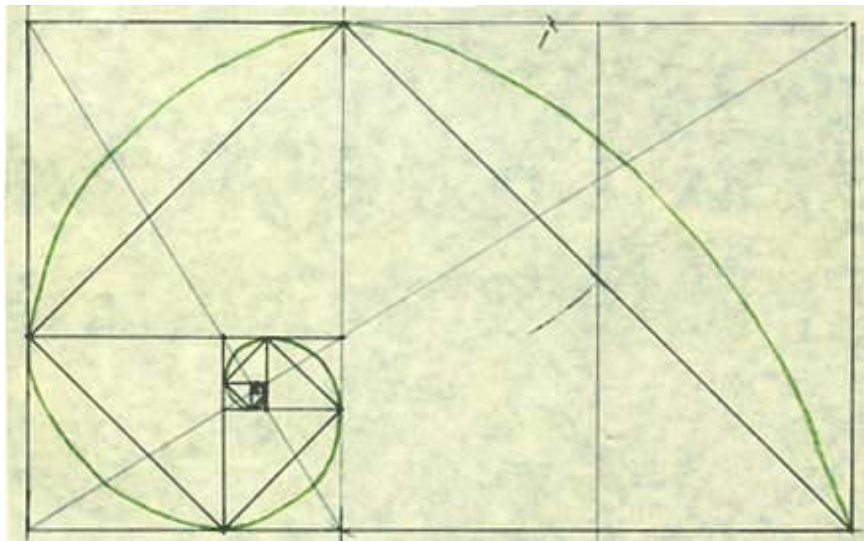
### Word Processing

Students are generally allowed to word process assignments. Teachers may instruct students to handwrite a particular assignment or a particular kind of assignment. Students are not permitted to use laptop computers during class without express permission or as granted as an accommodation by the Upper School faculty (see Computer Use Policy and Agreement in appendix.)

### Graduation Requirements and Credits

The Waldorf School of Baltimore is licensed by the State of Maryland and accredited by the Association of Independent Maryland Schools (AIMS.) and the Association of Waldorf Schools of North America (AWSNA.)

The Upper School program exceeds the State of Maryland’s requirements for graduation. Graduation from WSB requires participation in the full range of our curriculum. In special cases, the faculty may waive a particular course requirement (Maryland graduation requirements still must be met in order to receive a diploma), and families are cautioned that this may conflict with some colleges’ and universities’ admissions requirements or preferences.



## Upper School Credits

A student entering the Upper School at 9<sup>th</sup> grade will earn 30 credits. A minimum of 24 credits (minimum of 6 per school year) is required to graduate with a WSB Diploma in Secondary Education.

The following table shows the credits provided through the WSB Upper School curriculum and the minimum requirements for successful graduation, over four years.

	<b>WSB Four Year Curriculum Offered (Full)</b>	<b>WSB Graduation Requirements (Minimum)</b>
English Language Arts	4.5	4
Mathematics & Technology Education	4.5	4
Science	5	4
Social Studies	3.5	3 <sup>1</sup>
World Languages	3	2
Fine Arts & Hand Crafts	3.5	3
Music	2	1.5
Physical Education & Health	2	1.5
Other	2	1
<b>Total</b>	<b>30</b>	<b>24</b>

One credit in the Waldorf curriculum corresponds to a school year of instruction with 45 minute periods meeting three times per week.

If a student is absent from any course for 20% or more of the class meetings in a grading period (quarter or block), the student may lose credit for that grading period, at the sole discretion of the teacher and school. If a student is unable to participate in movement classes for 20% or more of the class meetings in a grading period, the student will lose credit for that grading period. Please also note that we are required to report absences on each student's official transcript.

Generally, the school does not grant credit for extra-curricular studies unless the course/credit is needed to meet graduation requirements, or the faculty has approved an independent study plan. A sheet of guidelines for extra-curricular credit is available from the Upper School office or through a student's individual advisor.

### Advanced Placement Courses

At present, WSB does not offer advanced Placement Courses. However, any student wishing to sit for an advanced placement test in any subject will be provided assistance and guidance by their academic advisor, the teacher of that subject and the school administration.

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<sup>1</sup> Includes US History

## Grade Reports and Transcripts

Narrative reports with grades are mailed home within three weeks of the end of each semester. Grade reports are issued for courses in the first and third quarters. Transcripts are mailed home at the end of the semesters. Main lesson blocks do not coincide with the ending of quarters and semesters. Blocks straddling or ending with quarters may appear in the next quarter's report.

To request a copy of a student's transcript at any other time, please contact the Upper School Administrative Assistant. Likewise, if you have questions about the transcript or report card or believe that there may be an error, please contact the Administrative Assistant. However, if you dispute the teacher's decision about a grade or the teacher's grading practices, you should contact the Upper School Chair.

Please note that a student's reports and transcript will be held if the family has outstanding accounts to settle with the Business Office, and may be held if the family has outstanding accounts (e.g., for books, uniforms, fees) to settle with the library, Athletics Department or Upper School office.

## Grading

Each teacher evaluates and grades students on the quality of their work, class participation, completion of assignments, effort and written or oral reviews. Please note that within these guidelines, the particular system used and the weight of class components, as well as grades given, are the purview of each individual teacher.

Academic grades are based on several components, including competency, skill, effort, participation and presentation. Non-academic classes are based on consistency in effort, preparation for class work, focus, cooperation and participation. Attendance affects grades. Please also see the policy regarding tardiness and unexcused absence.

### Grading Scale

A+		97-Above	Superior
A		94-96	Exceptional
A-		90-93	Excellent
B+		87-89	Outstanding
B		84-86	Very Good
B-		80-83	Good
C+		77-79	Above Average
C		74-76	Average
C-		70-73	Acceptable
D+		67-69	Below Average
D		64-66	Poor
D-		60-63	Sub-Standard
F		59-Below	Unacceptable

### Grade Evaluations

#### Academic Classes:

- A** Superior effort; excellent work showing a strong command of the subject and a strong use of skills and expression. Perfect or almost perfect work.
- B** Good work; well presented and well organized work showing extra effort and care and a good use of expression and skills.
- C** Satisfactory effort, meeting the requirements of the course with adequate skills and expression.
- D** Substandard work; substandard skills and expression; missing or incomplete work.
- F** Inadequate work and effort; substandard presentation; missing or incomplete work; lack of basic understanding of course content.

### **Non-Academic Classes:**

- A** Superior and consistent attention and effort; always prepared for class work. Perfect or almost perfect work
- B** Good, solid participation and effort. Well prepared and cooperative
- C** Satisfactory attention but not always prepared or ready for class work
- D** Often distracted or unprepared for class work; sometimes uncooperative and distracting to others; missing or incomplete assignments
- F** Consistently unfocused or distracting in class Unfocused and uncooperative; missing or incomplete assignments

### **Special Circumstances Grades:**

**P**—Pass or **F**—Fail are given in a pass/fail program for students who need time to adjust to the curriculum (i.e. foreign exchange and ESL students) or as arranged in a plan for students with special needs. Students cannot receive a combination of pass/fail and traditional letter grades in same class.

**INC**—Incomplete is given by arrangement with the teacher for students who legitimately need more time to complete work. An incomplete must be made up within two weeks of the close of the course or the close of the quarter. Otherwise, unless other arrangements are made between the family, student, teacher, and Upper School Chair or Administrative Assistant for an extension greater than two weeks, the Administrative Assistant will record the grade as an F. If an extension is granted, the new due date must be met or the Administrative Assistant will record an F.

### Grade Point Averages

Each student's transcript will reflect a cumulative Grade Point Average (GPA) for all of the courses reported on the transcript. Grades are reported unweighted but honors sections are noted as such.

### Class Ranking

The school does not rank students and the transcript will not reflect a class ranking.

### Attendance Record

Each student's attendance record, reporting total absence and tardiness, will be posted to the transcript at the end of the school year.

### Course Withdrawal

Students may withdraw from an elective/optional course without penalty in the first 2 weeks of the course by arrangement with the Upper School Chair. Withdrawal after this period may result in loss of credit and/or a failing grade.

### Return of Work

Teachers are responsible for returning homework, main lesson books, projects and tests in a timely manner.

- Within a reasonable amount of time for ongoing work
- Within 16 calendar days of the end of a main lesson block, art block, or quarter course

Any student or parent who believes that work is not being returned in a timely manner should contact the Upper School Chair as soon as timely return becomes an issue.

### **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. *The Weekly* and the WSB website ([www.waldorfschoolofbaltimore.org](http://www.waldorfschoolofbaltimore.org)) offer notification of these events.

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. We encourage you to attend each meeting. These meetings are intended for adults only.

### **Parent Conferences and School Reports**

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. 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. If a custodial parent requests that the non-custodial parent not receive progress reports, etc., concerning the child, the school requires a court order.

### **Standardized Testing and College Application Process**

The Upper School Administrative Assistant works with the upper school faculty and families to coordinate the PSAT's, SAT's, ACT's, and other college-related testing, and teacher recommendations, and is the school contact person for colleges and college counselors. The school provides college counseling and application information to families during the junior year. Please refer to the College Board's website, [www.collegeboard.com](http://www.collegeboard.com), for a wide range of information and test registration for the SAT family of tests. The school's identification number for College Board testing is **210168**. For information about the ACT, please refer to the American College Testing Corporation website at [www.act.org](http://www.act.org).

### **PSAT**

The Preliminary SAT Reasoning Test (**PSAT**) will be administered at the WSB on October 15, 2011 10:00 a.m. Preparation materials will be issued and time will be spent on orientation and preparation for the test. Contact the Administrative Assistant as early as possible to apply for PSAT, SAT and ACT testing accommodations due to learning or other disabilities.

### **Accommodations for Students with Disabilities**

The Upper School requires documentation of a student's learning or other disabilities in order to make any corresponding accommodations, such as extended time on tests or the use of books on tape. The student's family should provide the upper school with a copy of professional diagnosis/assessment, including any recommendations, completed within the last three years. If a disability has been diagnosed at or before the time of admission, the parent(s) must provide the corresponding information in the admissions process. The school may require that the family obtain a new or additional assessment in order to begin or continue accommodation(s), and may recommend educational testing for a student according to teacher observations. Please note that College Board (PSAT & SAT) and ACT require current documentation for any accommodation on the PSAT's, SAT's and other standardized tests (contact the Upper School Chair or the Administrative Assistant for more information.)

The school will evaluate whether or not to provide requested/recommended accommodations, and will advise the family accordingly. The school will not allow audio or video recording of classes.

If it is deemed necessary and appropriate per the student's educational assessment and by the faculty, and if the student is still on track to meet Maryland's minimum graduation requirements, the faculty may waive a particular course requirement for a student. Families are cautioned that this may conflict with some colleges' and universities' admissions requirements or preferences.

Otherwise, all students will be responsible for all of the material, assignments, and tests of every course in which enrolled, and will be graded according to the regular grading scale.

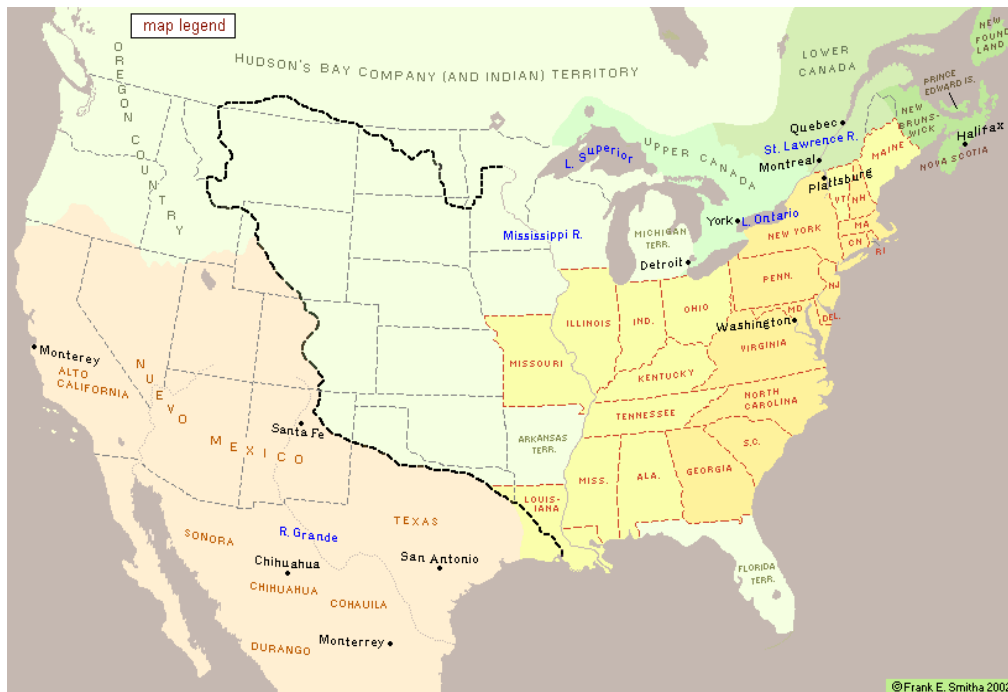
## Progress Reports

At mid-quarter and at mid-main lesson block, teachers will inform students and parents if the grade is below a B-average or has not turned in significant assignments. Teachers try to communicate with parents about any unusual or substandard performance that may affect grades adversely. Please note that it is not necessarily possible to report dramatic changes in the last weeks and days of a course, nor necessarily possible to predict a low or failing grade on a final exam. Teachers are not required to report status for grade averages of B- or higher. Please be in contact with teachers if you have any concerns or need for specific information.

## Probation

We want students to take preventive measures to avoid probation by establishing and evolving effective learning and social skills. Probation is used as an intervention when the faculty has concerns about a student's behavior and/or academic performance. Any student who receives an F or two D's (including D+) in any given quarter will be placed on probation through the end of the following quarter. The probationary period may span the summer break between school years, except for a grade of D+ or lower received in the fourth quarter of the student's senior year, in which case the student will be placed on probation through the end of the senior year. Probation may include temporary withdrawal from school-sponsored, extracurricular activities (i.e. sports, clubs, trips), and may include a mandatory tutoring program or summer classes. Students who are on probation cannot serve on the Student Council.

The individual advisor will notify parents if the faculty places a student on probation. The Upper School faculty will evaluate the student's progress by the end of the probationary period. Failure to meet the terms of the probation may result in dismissal from the school.



## **ATTENDANCE POLICIES AND EXPECTATIONS**

### **Daily Attendance and Hours**

Students are expected to be on time and to meet all obligations. Regular Upper School hours are 8:15 a.m. to 3:35 p.m. Students may arrive as early as 7:30 a.m. Main Lesson begins promptly at 8:15. Students who are late should report to the Upper School office for a late pass—this ensures that they are marked present for the day. Transportation to and from school is each family’s responsibility, and we expect families to make and adjust transportation arrangements so that students will be present for the beginning of class each day.

The school cannot assume responsibility for Upper School students who arrive before 7:30 a.m. In cases where an Upper School student brings one or more Lower School student(s) to school, the school cannot assume responsibility for the Lower School student(s) until faculty supervision begins at 7:30 a.m. in the elementary building foyer.

All students are dismissed to their own responsibility at 3:35 p.m. unless they are involved in an adult-supervised after-school activity. There will be faculty supervision for in and around the common room from 3:35-4:30. Parents should arrange transportation so that students can leave the school grounds promptly at the end of after-school activities. The school cannot provide supervision or assume responsibility for students who remain past the conclusion of an after-school activity or who leave the designated school premises.

### **Tardiness**

#### *Procedures*

Students arriving to school tardy need to obtain a note from the Administrative Assistant for admission to their first class. Tardiness will be noted on student transcripts. Tardiness to class after arrival will be noted and will affect the student’s participation grade. Tardiness is recorded when a student arrives after class has begun. Classes do not begin before their scheduled times, and may begin slightly later at the discretion of the teacher, so a student who is in the classroom and ready to begin at the scheduled time will always be on time. Students are expected to be in class at the designated time regardless of the presence of the teacher.

Teachers are also expected to report to their classes on time and to dismiss their classes on time. In the rare instance that a teacher dismisses a class late, the teacher is responsible for reporting to the teacher(s) of the next class.

There will be no automatically excused tardiness for classes after main lesson. Tardiness may only be excused by the request of a faculty member in instances of extreme illness, other bona fide emergency or if a teacher has held a student past the end time of the previous class. In the latter case, the teacher is required to accompany the student or send a note with the student to the next class. All other tardiness will be unexcused.

Teachers will not grant students extended time for in-class assignments, quizzes or tests to make up for time lost due to unexcused tardiness.

Students arriving late for a class should respect the classroom and recognize that their tardiness may be disruptive. Teachers may, at their sole discretion, ask students who are late to wait outside to be admitted at the least disruptive time.

### **Absence**

#### Illness, Emergency, or Appointments

We expect students to attend school whenever it is in session, except in cases of an illness or a genuine emergency. We expect parents to make dental and medical appointments for students outside of school hours when possible. We also expect families to schedule travel/vacations during school vacation times and over weekends.

If a student must miss school, will arrive late, or will leave early, the student's parent (not the student) must notify the upper school office. Please note that while a student may miss or leave school at a parent's request, this does not automatically excuse the student from class responsibilities and other obligations.

In the case of a "same-day" absence for illness or emergency, the student's parent (not the student) should telephone the upper school office by 9:00 a.m. If a parent can foresee a prolonged absence (more than 3 consecutive days) for illness or emergency, the parent should also contact the student's individual advisor so that the advisor can best prepare to assist the student upon return, and can report to the rest of the faculty as appropriate.

### Planned Absence

When a planned absence of one full day or more is necessary, parents must send a written request to the faculty at least 2 school weeks in advance for allowance for any missed work, including quizzes and tests. This request should be sent to the Upper School Office and the student's individual advisor. Even if the faculty excuses the absence, it may not be possible to make up all missed work, including quizzes and tests. If the faculty excuses the absence, it will set conditions for missed work, and the family can plan accordingly. Generally, the faculty will not excuse extra vacation days or personal days. The faculty will not consider requests to excuse absences without a written request at least 2 school weeks in advance (except for illness/emergency). In the case of a late request, teachers will not be compelled to provide the student or parents with a statement of specific impact of the absence in advance of the absence.

To request a planned absence, a student's parent(s) should write or email the following information to both the individual advisor and the Upper School Chair at least 2 weeks in advance:

- Times and dates of the absence
- Classes that will be missed
- Reason for the absence and the reason it must be planned for a school day(s)

The Upper School Chair will notify the family of the faculty's decision and any conditions within five school days of receipt of the request. It is the student's responsibility to follow-through on any conditions set by the faculty.

A pattern of unexcused absences may result in disciplinary action.

### Absence and Loss of Credit

If a student is absent from any course for 20% or more of the class meetings in a grading period (quarter or block,) the student may lose credit for that grading period, at the sole discretion of the teacher and school. If a student is unable to participate in movement classes for 20% or more of the class meetings in a grading period, the student will lose credit for that grading period. Please also note that we are required to report absences on each student's official transcript.

### **Early Release**

The parent(s) of any student who wishes to be excused from school early on a regular, recurring basis must make a formal, written request to the Upper School faculty, and should request further information and guidance from the Upper School Chair. Requests for early release will be granted at the sole discretion of the faculty and may result in loss of credit.

### **Visitors**

From time to time, students and/or adults will visit the Upper School during the regular school day. Most of these visitors will be prospective students, prospective parents or educators.

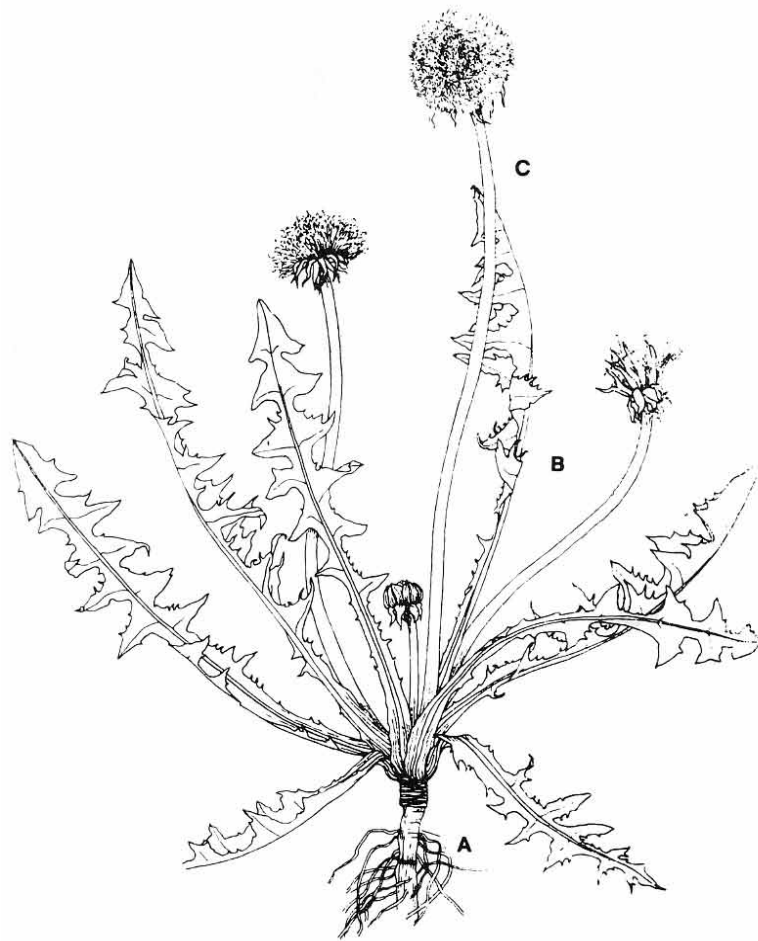
### Student Visitor Days

If there is interest, WSB may host one or more upper school visiting day(s) each school year on a day when one or another local school or school system has a holiday, for former WSB students currently enrolled in grade 9-12 at other schools. Students may visit 8:15 a.m.-3:30 p.m. (full day), or 8:15 a.m.-1:15 p.m. (morning classes and lunch), or 12:30 p.m. – 3:30 p.m. (lunch and afternoon classes), and will attend classes. Due to the small size of our classes, we can accommodate a maximum of 4 visitors per grade. Reservations will be made on a first-come first-served basis. Students who would like to visit should request a reservation with the upper school office. We will then provide permission slips and more detailed information to potential student visitors and their parents.

### Other Visits

If a student would like to bring a visitor of any other kind-or on any other day-to school, the student must request permission from the Upper School Chair at least 1 week in advance, with a note from the student's parent. The note should name the visitor, explain the reason for the visit to the school and give the dates and times of the visit. We are most open to local visitors during the lunch period. We will consider house-guests and other long-distance visitors as a courtesy to the WSB host family. We reserve the right to deny a visit request.

We cannot accommodate and will not accept responsibility for unexpected visitors.



### **Class Sponsors and Individual Advisors**

Questions or concerns about a whole class should be directed to the class sponsor. Questions or concerns about an individual student should be directed to the student's individual advisor.

#### Class Sponsors

Each class has a sponsor. Class sponsors focus on the social life of the class and the needs of the class as a whole to help the class meet the challenges of each year. Class sponsors may vary from year to year, according to the needs of the class and of the Upper School. Duties include:

- Work with the class to establish good communication and a spirit of collective cooperation
- Plan and lead class forums
- Plan and manage fundraising activities
- Plan class trips in coordination with other teachers and the curriculum
- Plan and lead the senior trip
- Plan and lead parent meetings

Class of 2015

Donald Bufano

Class of 2012

Marian Perry Tamburrino

Classes of 2013 & 2014

James Mesevage

#### Individual Academic Advisors

Individual advisors focus on the individual student with regard to their academic and individual social life at school. Any changes in a student's situation should be reported to the student's advisor for care or action as needed. Parents and/or students may contact individual advisors whenever the need arises, and are encouraged to schedule appointments to allow time for longer conversations. Duties include:

- Meet with advisees periodically to review progress and goals
- Meet with parents at least once during the school year
- Review course placement with advisees
- Review quarter grades with advisees
- Seek information regarding special situations or needs that may arise, and report to the faculty or administration as appropriate
- Provide a point of contact for the advisee and family
- Provide recommendations to colleges, other educational institutions, and organizations or special programs

Parents, please plan to attend the parent/teacher conference with your student's individual advisor in November and February. Advisor/advisee meetings will be scheduled during the school day several times throughout the school year. If you would like to request a particular advisor or a change in advisors, please contact the Upper School Chair.

### **Books and Supplies**

The Upper School distributes report covers to students throughout the year for blocks and class work. All students should purchase a three-ring binder with dividers or other system to organize their work, pens (blue or black), and regular (graphite) pencils for all class work. As any additional/special supplies become necessary, teachers will either provide the supplies or tell the students what supplies to purchase/bring from home. Students are generally not asked to purchase books, or music, or pay laboratory or studio fees, so it is critical that students treat books and other school supplies with respect and care, so that the school can continue this practice. Books, music and team uniforms are loaned in good condition, returned in good condition, or repaired/replaced by the student/parents. The school will notify families of any loaned items that are not returned, and of replacement costs for any tools or other supplies that a student damages or loses. Please note that some loaned items (including textbooks, library books and uniforms) must be returned to the lender and/or replacement fees must be paid before the student's final reports or transcript can be released.

## **Festivals, Events, and Fundraising**

We will notify parents of class events and school events that students are expected to attend outside of the regular school day. Attendance at Upper School Chorus performances is mandatory. Please see the school calendar for concert dates. Families will be notified at least one month in advance of each performance, and notice will include the call time, curtain time, location, and any requirements in addition to concert dress.

Parents and students will be asked to participate in whole-school, class, and other fundraising activities throughout the school year. Please contact the class sponsor for more information about class fundraising events, and the Development Office for more information about whole-school fundraising events.

Betting pools and other forms of wagering are not allowed on campus, except as organized by the school for official fundraising purposes (i.e., raffles.)

## **Extracurricular Activities**

Students are encouraged to participate in extracurricular activities such as sports, drama, tech crew, yearbook, foreign exchange and instrumental music. However, if a teacher or advisor feels that a student's work is suffering, the student may be asked to forgo these activities until his or her school work improves.

### Sports

The school has several competitive sports teams, and opportunities to join will be announced throughout the year. Team membership is open to all Upper School students who are willing to commit to the schedule of practices and games/events, be positive representatives of the school and participate to the best of their abilities. Additional fees and permission forms are required. More information about permissions and fees, equipment, game and practice schedules (and updates), and directions are available from Caroline Jones in the Athletics Office.

### Foreign Exchange Program

The Upper School has a foreign exchange program. We are certified by the United States Department of Homeland Security to issue F-1 visas for foreign students and to host them at WSB. To participate, WSB students must be in good academic standing and the family's school account must be up to date. We must be able to secure exchange arrangements agreeable to both schools and to both families involved, including any required visas. Our program is designed for exchanges in the sophomore or junior year with other Waldorf schools outside of the U.S. WSB also hosts visiting and short-term regular enrollment students from abroad. Specific information about participating in an exchange is available from the Upper School Chair and from Alejandra Lorenzo Chang, the program coordinator.

## **UNESCO**

WSB is affiliated with UNESCO (United Nations, Educational Scientific and Cultural Organization). The School is part of the UNESCO Associated Schools Project Network (ASPnet), a global network of around 8000 educational institutions in 177 countries promoting quality education. As an ASPnet school, the WSB Upper School is committed to undertaking of projects with other ASPnet schools, National and International organizations, to promote quality education by reinforcing the humanistic, scientific, cultural and international dimension of education. Waldorf Schools around the globe are also affiliated with UNESCO.



### **Student ID's**

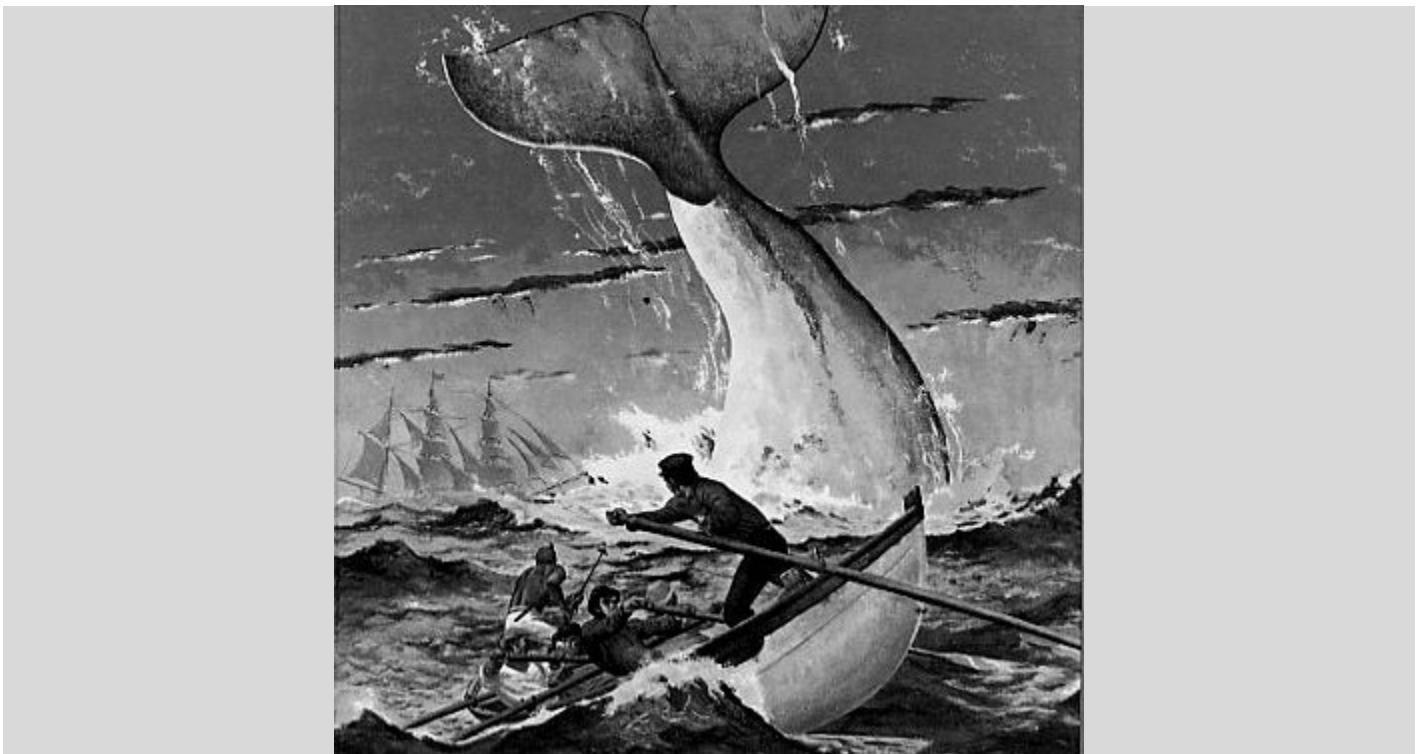
Student ID's are issued to new students and are valid until graduation. Please note that school-issued ID's, including ours, do not satisfy Transportation Safety Authority (TSA) and other official requirements. Students may need government-issued identification such as a passport or driver's license. Students who do not have a driver's license or passport may find it convenient to obtain a Maryland State ID from the Motor Vehicle Administration (MVA.) Students who wish to provide a particular picture for an ID are welcome to submit it for approval.

### **Driver Education**

WSB does not offer a driver education course. Generally, students will need both classroom and behind-the-wheel instruction. We recommend that you consult the MVA for licensing requirements, and then contact either a private driving school for registration information or the public school system for summer school information. The school must sign and seal an MVA Learner's Permit School Attendance Certification form. It is available at <http://www.mva.state.md.us/Resources/DL-300.pdf>. General Maryland Driver's information is available at Maryland MVA: [www.mva.state.md.us](http://www.mva.state.md.us)

### **Work Permits**

Get work permit information and download work permit forms from the Maryland Department of Labor, Licensing and Regulation at <http://www.dlrr.state.md.us/labor/empm.shtml>. The employer and the student must fill in the form before submitting form to WSB. Donald Bufano, Upper School Chair, is an Issuing Officer for the Maryland Department of Labor, Licensing and Regulation for minors' work permits. Contact the school for details.



## FACULTY AND SCHOOL PHONE NUMBERS

WEBSITE [www.waldorfschoolofbaltimore.org](http://www.waldorfschoolofbaltimore.org)

### PHONE NUMBERS

Upper School Office	410-367-6808 ext. 1 (from outside)
Upper School Chair, Donald Bufano	410-367-6808 ext. 364
Administrative Assistant, Diane Hrabal	410-367-6808 ext. 366
Athletics Office	410-543-6808 ext. 374
Tamarind Building phone	410-367-6808 ext 200
Upper School Fax	410-367-5823
School Fax (Tamarind)	410-664-4221

(See WSB School Directory for other numbers)

### UPPER SCHOOL FACULTY

Donald Bufano	410-358-6043
Humanities, Upper School Chair, Class of 2015 Sponsor	<a href="mailto:dbufano@twsb.org">dbufano@twsb.org</a>
Edna Emmet	410-578-0615
Art History	<a href="mailto:ekemmet@hotmail.com">ekemmet@hotmail.com</a>
Diane Hrabal,	410-431-7240
Administrative Assistant	<a href="mailto:dhrabal@twsb.org">dhrabal@twsb.org</a>
Caroline Jones	410-252-9863
Physical Education	<a href="mailto:cjones5253@aol.com">cjones5253@aol.com</a>
Alejandra Lorenzo-Chang	410-377-2889
Spanish, Exchange Program, UNESCO	<a href="mailto:alorenzo@twsb.org">alorenzo@twsb.org</a>
James Mesevage	201-394-9263
Mathematics, Guitar, Class of 2013 & 14 Sponsor	<a href="mailto:jmesevage@twsb.org">jmesevage@twsb.org</a>
Michael Raitzyk	410-243-5826
Instrumental Music	<a href="mailto:mraitzyk@aol.com">mraitzyk@aol.com</a>
Marian Perry Tamburrino	410-377-2898
Science, Mathematics, Class of 2012 Sponsor	<a href="mailto:mperrytamb@twsb.org">mperrytamb@twsb.org</a>
Kim Weisheit	410-584-9378
Choral Music	<a href="mailto:kweisheit@twsb.org">kweisheit@twsb.org</a>
Brenda Wolf Smith	410-254-9437
Art, Handwork	<a href="mailto:bsmith@twsb.org">bsmith@twsb.org</a>
Visiting Faculty:	
Cynthia Bennett	703-528-7587
Curriculum Consultant	<a href="mailto:bennettca@comcast.net">bennettca@comcast.net</a>
Stephen Gibson	<a href="mailto:stephengibson@aol.com">stephengibson@aol.com</a>
Preston Barker	<a href="mailto:theaterart@mac.com">theaterart@mac.com</a>

### INFORMATION & TEST REGISTRATION:

WSB College Board PSAT/SAT #: 210168	<a href="http://www.collegeboard.com">www.collegeboard.com</a>
ACT Test #: 210168	<a href="http://www.act.org">www.act.org</a>
WSB NAIS School and Student Service #: 8002	<a href="http://www.nais.org">www.nais.org</a>
Federal Student Aid for College Forms	<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>
<b>PSAT</b> (no pre-registration needed – 10 <sup>th</sup> & 11 <sup>th</sup> grades)	
Test date: Saturday October 15, 2011 10:00 a.m. at WSB.	

## **WSB GENERAL INFORMATION**

### **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 America (AWSNA), and is licensed by the Maryland State Department of Education. The Maryland State Department of Education and the Child Care Administration license the Children's Garden. It has also received a special program accreditation in Early Childhood Education by MSDE.

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

The Waldorf School of Baltimore admits students with varying intellectual, emotional, and physical characteristics. The School will accept those students with special intellectual, emotional, and physical differences who can be reasonably accommodated consistent with the school's 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 Medica-

tion 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:**

Students in the Upper School are instructed in 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.

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

### **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 student 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. The Upper School Chair and the teachers are the primary sources of information. Feel free to call teachers, or make an appointment to talk to them at any time (no need to wait for formal conferences!)

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.

\* **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 Workshops** - 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.

## 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.</b> Aftercare open ½ day.
Thu Sep 1	First day of classes for CG** 5-day classes; Grade 1 dismissed at 12:15 p.m. Aftercare open ½ day.
Fri Sep 2	Grade 1 dismissed at 12:15 p.m. Aftercare open ½ day.
Mon Sep 5	<b>All Schools Closed</b> – Labor Day
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. Aftercare open all day.
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. Aftercare open all day.
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. Aftercare open all day.
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> Aftercare open ½ day.
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> Aftercare open ½ day.
Mon Dec 19	<b>All Schools closed</b> for Holiday Break, December 19 through Tuesday, January 3, 2010. <b>Aftercare closed.</b>
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, Parent-Teacher Conferences 1-5 p.m.</b> Aftercare open ½ day.
Fri Feb 10	<b>All Schools Closed, Parent-Teacher Conferences.</b> Aftercare open all day.
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> Aftercare open ½ day.
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**

I look into the world  
In which the sun is shining,  
In which the stars are sparkling,  
In which the stones repose;  
Where living plants are growing,  
Where sentient beasts are living,  
Where humankind to spirit gives  
A dwelling in the soul.

I look into the soul  
That lives within my being.  
The world-creator moves  
In sunlight and in soul-light,  
In world-wide space without,  
In soul-depths here within.

To you, creator-spirit,  
I seeking turn my heart  
To ask that strength and skill  
For learning and for work  
In me may live and grow.

*-Rudolf Steiner*



## **Waldorf School of Baltimore Upper School Computer Use Policy and Agreement**

The computer is powerful tool for research, communication and productivity. Responsible people endeavor to use it to its optimal potential fully aware of the possible ethical, legal and personal health issues involved.

The Internet has become a vital part of our information infrastructure. The educational value of appropriate information on the Internet is substantial. Internet resources provide access to research sources and opportunities for communication and collaboration, promoting educational excellence on curriculum-related projects. Used daily by educators, businesses, government agencies, and private individuals, mastery of this relatively new medium has become vital to our daily lives.

E-mail and Internet provide students and staff with vast opportunities. The goal is to promote educational excellence by facilitating and encouraging resource sharing, innovation, collaboration and communication. WSB believes in the educational value of these technology resources and recognizes the potential of such to support its curriculum and instruction, and student learning.

The Internet also includes material which may be judged as inaccurate, abusive, profane, sexually oriented or illegal. The Waldorf School of Baltimore Upper School does not condone or permit use of this material. However, parents and guardians must be aware that direct supervision by school personnel of each student using school computers is not always possible. Thus, students are expected to use the resources in a manner consistent with the school contract and will be held responsible for their use. Parents should also discuss with their children their own expectations for their child's computer and Internet use.

Common sense and basic courtesy are the best guides for computer use. The following are details that will support the conduct expected of the students.

- Be brief. Few people will bother to read a long message.
- Minimize spelling errors and make sure messages are easy to understand and read.
- Use accurate and descriptive titles for articles.
- Remember that humor and satire is very often misinterpreted.
- Remember that if you post to multiple groups; specify all groups in a single message.
- Cite references for any facts you present.
- Forgive the spelling and grammar errors of others.
- Post only to groups you know.

Students are expected to communicate with respect, honesty and integrity. Any act or message which harms or deceives another person, or which violates any of the above rules, may result in suspension of network privileges or disciplinary action.

### General Use

The security and maintenance of computers issued to student are the sole responsibility of the students and families. Laptops may be taken home or left at school locked and charging in the storage closet. For safety and convenience, the use of memory sticks is recommended if computer access is readily available at home. Extended warranties are available to families through the school.

At school, students may use only the student printer in black and white mode unless otherwise specified by a teacher or administrator. All assigned or required documents must be in Microsoft Office Document format or otherwise readable by Microsoft Office.

The usual rules concerning messaging, electronic games, entertainment video viewing, appropriate visual and auditory displays, playing of music and recordings, etc. apply to the computer. Students are limited to school oriented computer use during the school day. Commensurate disciplinary action will result from disregard of these rules.

Prohibited Use

- . The following uses for the Internet are prohibited:
  - Any use that violates federal, state or local law or is in violation of school rules is prohibited. This includes, but is not limited to, the transmission of copyrighted materials. Students may not read or save any material on the network or on their computers, or engage in any computer-related activity, that is illegal
  - No student may access or alter anyone else's private files. All student work/information should be saved on the student's own computer, external memory or printed out.
  - Students may not view or transmit explicit descriptions or depictions of sexual acts via the school network.
  - Students may not use or alter any school computer without permission and direct faculty supervision.
  - Student laptops may only be connected via wireless or any network jacks provided and labeled specifically for student use.
  - Because electronic information is so volatile and easily reproduced, respect for the work and personal expression of others is especially important in computer environments. Violations such as plagiarism, invasion of privacy, unauthorized access and copyright violation are grounds for disciplinary action.
  - United States copyright and patent laws protect the interest of authors, inventors and software developers and their products. Software license agreements serve to increase compliance with intellectual property, copyright and patent laws, and to help ensure publishers, authors and developers a return on their investments. It is against federal law to violate the copyrights or patents of computer software developers.

If a student has any question about whether a specific activity is permitted, he or she should ask a teacher or administrator. If a student accidentally accesses inappropriate material, he or she should back out of that site or document at once.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent / Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Driving and Parking Agreement

From the Upper School Handbook:

### Driving Privileges

Driving to school and parking for the day are serious responsibilities and privileges. Students who drive to school must sign an agreement and must register each vehicle as part of this agreement. Students must park on Yellowwood or Tamarind Roads. No student may park in Cold Spring Community garages or in the lot between buildings. All cars are off-limits to students during the school day without the express permission of a faculty member. No students are to drive or park on the playground road or into the school parking garage. Students of faculty members may drive into the parking garage with their parents. The garaged car is off limits to the student except as noted above and the faculty member is responsible for the vehicle.

Students must drive carefully in the neighborhood. Reports of careless or reckless driving will be taken seriously. Students who violate the terms of the parking agreement or who drive and park without registering will not be allowed to drive to school for some or all of the rest of the school year, and may face other disciplinary action. Driving agreement forms will be available in the Upper School office.

Student Name \_\_\_\_\_ Graduation Year \_\_\_\_\_

Mobile Phone \_\_\_\_\_

Vehicle: Make \_\_\_\_\_ Model \_\_\_\_\_ Year \_\_\_\_ Color \_\_\_\_\_

Tag Number \_\_\_\_\_ State \_\_\_\_\_

Student Driver's License Number:

\_\_\_\_\_

Vehicle Registered Owner:

\_\_\_\_\_

What relationship is this person to you?

\_\_\_\_\_

Vehicle Identification Number: \_\_\_\_\_

Insurance Company: \_\_\_\_\_

Insurance Policy Number: \_\_\_\_\_

I, \_\_\_\_\_, agree to abide by all the rules and guidelines noted above and in the Upper School Handbook. In addition, I agree to use basic common sense and keen observation in driving and parking in and around the WSB school campus. All information entered on this form is correct.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_