



2022-23

FAMILY

HANDBOOK



WALDORF
SCHOOL OF BALTIMORE

*"Educating and inspiring children to think, feel,
and act with depth, imagination, and purpose"*

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Waldorf School's Notice of Non-Discrimination

As a result of accepting federal financial assistance in the form of a Payroll Protection Program loan under the CARES Act, Waldorf School is required to provide this Notice. Although Waldorf School has and will continue to remain committed to anti-discrimination policies, the designation of a Title IX and Section 504 coordinator shall only last for the duration under which the School is a recipient of federal funding.

Waldorf School does not discriminate in its programs and activities (including employment therein and admission thereto) on the basis of actual or perceived race, color, national origin, religion, sex—including pregnancy, sexual orientation, gender identity or expression, sexual harassment and sexual violence—disability, genetic information, age, veteran's status, or marital status.

The following person has been designated to handle inquiries regarding the non-discrimination policies, including Title IX and Section 504, which includes any complaints of discrimination:

Cecilia Liss
Academic Director
cliss@twsb.org
410-367-6808 ext. 209

Introduction and Background

Disclaimer: Due to the COVID-19 pandemic, some information presented in this handbook is subject to change, based on Waldorf's Distance Learning Plan, its protocols, and on guidance from the MSDE, MDHD, and CDC.

MISSION STATEMENT

The Waldorf School of Baltimore educates and inspires children to think, feel, and act with depth, imagination, and purpose.

VISION STATEMENT

The vision of the Waldorf School of Baltimore is to build a foundation for life-long learning and integrity for its students. We seek to send into the world confident young people who will lead a life of purpose and direction. We are guided in our work by the pioneering insights of philosopher and educator Rudolf Steiner.

We accomplish this by:

- Providing a quality comprehensive Waldorf education within a fully developed campus.
- Growing the school, while maintaining a financially secure organization with a faculty and staff committed to professional development and excellence.
- Fostering intellectual, artistic, and spiritual growth.
- Encouraging a dedication to community service and care for the environment.
- Building a vibrant and inclusive school that brings insights for the renewal of education to the greater community.

PHILOSOPHY STATEMENT

Developed by Rudolf Steiner in 1919, Waldorf Education is based on a profound understanding of human development that addresses the needs of the growing child. Waldorf teachers strive to transform education into an art that educates the whole child—the heart and the hands, as well as the head. As a Waldorf school, our approach to educating children is based on the pedagogical and social insights of Rudolf Steiner and the guidance offered by two national bodies - the Association of Waldorf Schools of North America and the Waldorf Early Childhood Association Network.

The Waldorf School of Baltimore is an independent, non-sectarian, co-educational school, serving children from nursery through grade 8. Our broad and comprehensive curriculum is structured to respond to the developmental phases of childhood--birth to 6 or 7 years and 7 to 14 years--and is supported by current neurological studies of brain development. 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 preschool and kindergarten, early childhood development is addressed through 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 (grades 1-8), 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 reflect on the subjects presented. The ability for more conscious and consecutive thinking emerges through the formal mathematics, reading, and writing lessons. The pictorial world of the creative imagination is nurtured throughout. Foreign languages and subjects such as music, art, handwork, and eurythmy are held in equal importance to the other academic subjects. Respect for others, responsibility to the community, appreciation of one's own accomplishments, and love of learning are integral parts of the curriculum. The depth and breadth of the Main Lesson curriculum trains and strengthens the students' ability to concentrate and focus attention, fostering a deep understanding of the concepts being taught.

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.

ACCREDITATION

The Waldorf School of Baltimore is accredited by the Association of Independent Maryland Schools (AIMS) and the Association of Waldorf Schools of North American (AWSNA). We are a full member of the Waldorf Early Childhood Association (WECAN), and are licensed by the Maryland State Department of Education. The Children's Garden nursery programs and the Forest Aftercare Program are licensed by the Maryland State Department of Education, Office of Child Care.

DIVERSITY EQUITY & INCLUSION STATEMENT

The Waldorf School of Baltimore actively encourages and supports diversity and inclusion in our community. We strive to strengthen diversity, equity, and inclusion (DEI) through our pedagogical and administrative policies and practices. We welcome people of (but not limited to) all races, gender identities, sexual orientations, socioeconomic statuses, abilities, ages, and religions. Our community works to embrace and deepen our own understanding of both our strengths, which support our goal for the inclusion of all, as well as the challenges hindering our progress toward this goal.

We actively stand against hatred, prejudice and discrimination.

In addition to our stated commitment to diversity, we have also adopted the position statement of the Association of Waldorf Schools of North America (AWSNA) and accept the recommendations contained within the AIMS Statement on Diversity.

ANTIBIAS STATEMENT

We believe that all members of the community- students, faculty, staff, parents, and volunteers- have the right to feel safe and to have their culture and identity acknowledged and respected. We recognize the importance of supporting the diversity of experiences, perspectives, expectations, knowledge, and skills. Everyone in the community has an obligation to promote mutual respect, tolerance, and acceptance and all who witness or have reliable information about a student, faculty, or staff member, being subjected to harassment, intimidation, and/or bullying, whether verbal or physical, are responsible to report these bias incidents.

NONDISCRIMINATION POLICY

The Waldorf School of Baltimore does not discriminate on the basis of race (including protective hairstyles), gender or sex (including pregnancy), color, ethnicity, religion, national origin, disability, genetic information, age, military status, marital status, sexual orientation, gender identity, or any other legally protected characteristic in the administration of its educational program, admission policies, financial aid policies, employment practices and other school-administered programs.

ADMISSIONS PHILOSOPHY

Our philosophy is reflective of all Waldorf schools and drives our admissions process. We strive to attract and enroll families that desire a Waldorf education and will enrich our institution, and children whose educational and social needs can be supported and cultivated by our teaching methods. We are committed to creating an academic environment that is rigorous and reflective of the community and world. Our classes are composed of diverse personalities, cultures, faiths, intelligences, and work styles.

Waldorf School Organization:

Roles and Responsibilities

The Waldorf School of Baltimore is governed by an independent Board of Trustees made up of no fewer than 13 members. The Board:

- Has a minimum of four officers (President, Vice-President, Secretary, and Treasurer).
- Has a committee structure that comprises Standing Committees and Advisory Committees.
- Members serve terms of three years, which are renewable one time for an additional three years.

THE ROLE OF THE BOARD OF TRUSTEES

Under Maryland law, the Board of Trustees is the entity legally responsible for the school. The Board:

- Is charged with ensuring the long-term, mission-based, sustainable success and viability of the school.
- Is concerned with the needs of the school over several generations; therefore, its focus is setting the strategic direction of the school. A copy of the Strategic Plan can be found on the Board of Trustees page of the school [website](https://www.waldorfschoolofbaltimore.org/about-waldorf/board-of-trustees).
<https://www.waldorfschoolofbaltimore.org/about-waldorf/board-of-trustees>
- Does not manage the day-to-day or tactical operations of the school.
- Hires the Executive Director to take responsibility for the day-to-day managerial responsibility of the school. The Executive Director works within the general parameters and principles established by the Board.
- Meets regularly to set policy and to monitor progress of the school's strategic plan.

The Board of Trustees has the following responsibilities:

- Define the mission and vision of the school.
- Assure that the school continues to provide the opportunity for a quality Waldorf education to students in the Baltimore metropolitan area.
- Develop and monitor the Strategic Plan in furtherance of the mission and vision of the school.
- Lead the efforts necessary to assemble the financial and other resources necessary to the successful operation of the school.
- Adopt the annual operating and capital budgets, monitoring expenditures in relation to the budgets, and otherwise overseeing the financial affairs of the school.
- Assure compliance with all legal and regulatory requirements and establish policy in non-pedagogical areas.
- Hire, evaluate, and retain/fire the Executive Director.
- Represent the school to the external community and promote the school to the families of potential students.

View the [school website](#) for a list of current Board members, Board Bylaws, and Strategic Plan.

THE EXECUTIVE DIRECTOR

- Is delegated by the Board of Trustees to execute the school's mission.
- Is responsible for managing the day-to-day operations and activities of the school, supporting the strategic plan, and overseeing all other staff (teachers and administrators) and volunteers, either indirectly or directly, to achieve the Board's established ends.
- Is assisted by a pedagogical team made up of the Academic Director and the Student Life Director, to direct and ensure the smooth and effective running of the pedagogical life of the school.
- Is assisted by an administrative team made up of the Directors of Finance, Outreach, and Admission, the Managers of Facilities and Development, and the Communication Coordinator to ensure the smooth and effective running of the practical and administrative life of the school.

Please bring your questions to the Executive Director, who will either answer your question or direct them to the appropriate person.

THE COLLEGIUM

As set out in the By-Laws (Section 8, sub-section a, point 8) the Executive Director is responsible for convening and maintaining a Collegium.

The Collegium provides pedagogical and anthroposophical leadership throughout the School. It ensures the social and spiritual health of the school community are nurtured. It advises the Director of Academics in the development and delivery of the curriculum, addressing the pedagogical and developmental needs of our students.

CENTRAL TEAM

Facilitated by the Executive Director, membership comprises the President of the Board, the President of the Parents Association, the Board/PA Liaison, a Collegium representative, the Communications Coordinator, and the Outreach Director.

The Central Team:

- Brings together the leaders of the different realms of the school to coordinate and share goals and priorities of the groups.
- Provides a forum for concerns to be brought forward, ensures that communication flows consistently, and supports the groups so that they may hold one another accountable for agreed-upon tasks in such a way that all constituencies of the school community are well served.

FACULTY MEETINGS AND COMMITTEES

In Waldorf schools, the teaching faculty shares in the administrative and governing function of the school. The entire teaching and administrative faculty participates in meetings and work groups that relate to their particular areas. The regular groups are the Full Faculty Meeting, the Children's Garden Meeting, the Elementary Meeting, and the Office Meeting. There are also committees which have a specific focus and draw across departments, such as festivals, playground, or graduation.

The Full Faculty Meeting consists of most part-time and all full-time teachers and administrative 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 the students, educational practices, and Waldorf education.

COMMUNICATING QUESTIONS AND CONCERNS

If you have questions or concerns regarding your child's educational experience, please communicate directly with the class or subject teacher. Should you feel that further discussion is necessary, contact the Academic Director, Cecilia Liss, at cliss@twsb.org to plan next steps. Confidential communication of concerns, questions, suggestions, or compliments may be directed to the Executive Director.

This can be done in the following ways:

- Email Brenda Wolf Smith (bsmith@twsb.org)
- Write message and leave in a sealed envelope at Reception
- Schedule an appointment by phone to the Executive Director (410 367-6808 ext. 201) or through the Executive Assistant via email (execassistant@twsb.org)

You will receive a formal notification of receipt of your question within two business days, and a response on 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. Every Waldorf school is unique, but like most schools, each is composed of interrelated groups: the Board, faculty, parents, and students. It is the role of parents to support their school's mission by upholding the administrative and financial policies of the school, and to contribute to the development and maintenance of positive working relationships with the school. 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.

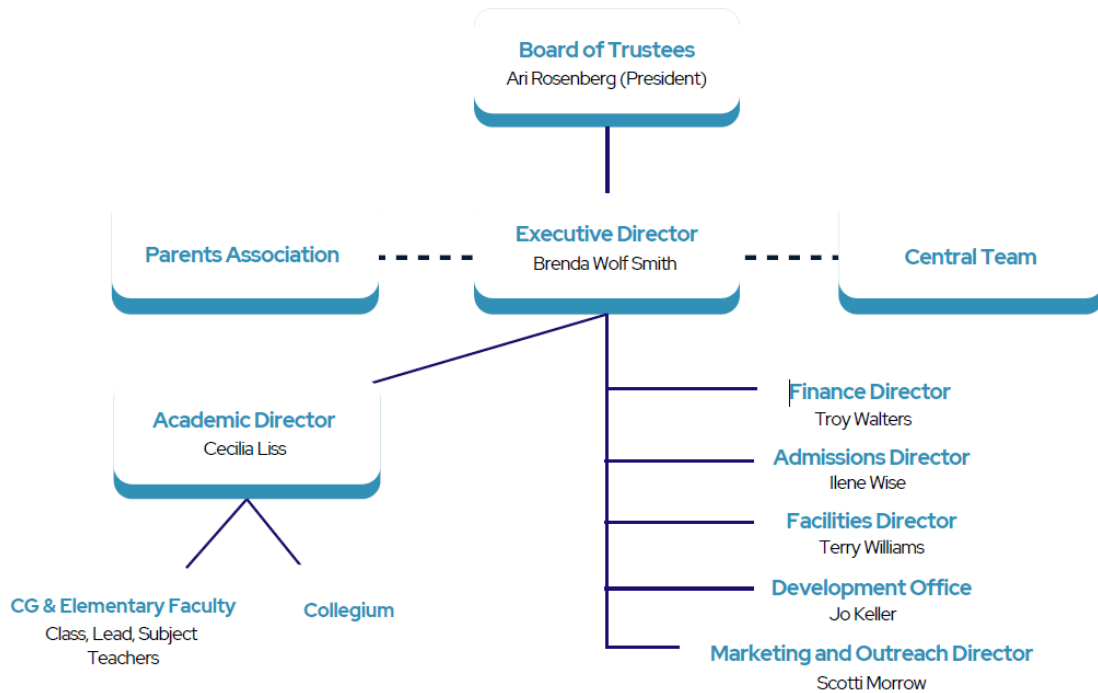
Parents' support of the life of the school with their time and talent is also essential. Parent volunteers enrich the school in many ways: in the classroom; on committees; at fundraising and cultural events; participating in study groups and in the Parents' Association; providing expertise in practical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

Since income from tuition only covers part of the operating budget of any independent 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 participates. We ask that you respond as generously as you can during our Annual Fund campaign.

<https://www.waldorfschoolofbaltimore.org/support-waldorf-school-baltimore>



2022-23 ORGANIZATIONAL CHART



"Educating and inspiring children to think, feel, and act with depth, imagination, and purpose"

ENROLLMENT CONTRACTS

- Enrollment Contracts for the next school year are sent to parents in January and are due back in February along with deposits.
- Please review the terms of the Enrollment Contract carefully, as it is a legal document.
- Please note that in the event of any failure or delay in the School's performance under the Enrollment Contract resulting from causes beyond the School's reasonable control and occurring without its fault or negligence, including without limitation, Acts of God, fire, pandemic, government restrictions, wars, and insurrections, the tuition and fee obligations under the Enrollment Contract shall continue, and the School shall not be liable for any such failure or delay in its performance. In such circumstances, the School's obligations and duties may be postponed until the School, in its discretion, may safely reopen. School schedules may be extended for a period of time equal to the time lost and/or classes may be conducted remotely or on weekends, in the School's discretion.

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.

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.

For your convenience there are several ways in which a family may pay tuition:

- One payment by check or money order directly to the school by June 1st.
- A two payment plan paid through FACTS Management Company
- A nine payment plan paid through FACTS Management Company, and
- A financial aid plan (eleven payments for families receiving financial aid) through the FACTS Management Company

Payments through FACTS are made automatically from either a savings or checking account, and families may choose a starting payment date of May 20th or June 5th. There is an annual FACTS enrollment fee based on the payment plan selected. Families may also elect to pay their tuition by credit card (MasterCard, Discover, or American Express only) through the FACTS Management Company. The credit card option has a convenience fee in addition to the enrollment fee. Late payments are subject to late fees as specified in the Enrollment Contract and in the FACTS Automatic Tuition Payment Agreement. A \$30 per check charge is incurred for returned checks. There is a \$25 fee for adjustments to payment plans after the first two adjustments. Families who enroll late will need to make catch-up payments at the time of enrollment.

- 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 through this program 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 early 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.

TRANSCRIPTS

All Requests for Transcript Forms or Common Referral Forms come to the Reception; do not give these forms directly to any teacher. The Request for Transcripts form is found on the WSB [website](#). The Common Referral Form can be found either on our [website](#), or, preferably, from the school to which we will be sending the completed document.

Every attempt is made to send out all transcript packages and/or recommendation forms within one week; however, weather related school closings, scheduled holidays, and unforeseen illness or events may increase the time required for processing a request. Parents are asked to make every effort to get requests in with ample time before an application deadline. Parents are also asked to submit requests at least one full week before a holiday break if they want the request processed before the break.

The process is documented during each step. All financial obligations must be current in order for student records to be sent. This includes, but is not limited to, tuition.

WSB Safe & Sound Policies

STUDENT HEALTH POLICIES

HEALTH & EMERGENCY FORMS

- Health Forms are available in the parent portal and on the School website <http://www.waldorfschoolofbaltimore.org/parent-information-resources> and must be returned before the first day your child attends school. This is a requirement of the Baltimore City Health Department.
- Emergency Forms must be updated every year. This is a requirement of the Maryland State Department of Education and helps ensure the safe care of your child. Please make sure information forms are up-to-date! Notify the office ([Reception @twsb.org](mailto:Reception@twsb.org)) with any phone, workplace, address, or insurance changes that may occur during the school year.

Health and Emergency Contact Forms are kept on file for each child. All health and vaccine information must be kept up to date. It is the parent's responsibility to provide the school with any updated vaccine information. Refer to Health Requirements under the forms section on the [website](#).

- Hand hygiene is critical in keeping the bugs away. Encourage your child to wash hands well and frequently throughout the day, and to cough or sneeze into their elbow or a tissue. Should your child become, ill please keep them home.

ILLNESS

- Any child who is displaying signs and/or symptoms of a contagious or infectious condition must not be brought to school.
- If your child has a fever over 100° F, vomiting, or diarrhea s/he should be kept home.
- If a child is not well enough to participate in usual class activities, such as playing outdoors, they should be kept home with special care.

- Children must remain at home for 24 hours AFTER a fever subsides.
- If a child becomes ill while at school, the office will contact the parent to collect 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 any illness for more than five consecutive days, the City Health Department requires that parents provide a physician's note upon the child's return to school. The child will not be allowed to return to school without this note.

COMMUNICABLE ILLNESS

- Let Reception (Reception @twsb.org) or the school nurse (wsbnurse@twsb.org) know if your child's physician diagnoses a communicable illness so that other parents may be notified if appropriate.

Examples of communicable illnesses and conditions that the school should be made aware of include, but are not limited to, a positive diagnosis of flu, strep, or mono. If you are unsure, please contact reception.

MEDICATION ADMINISTRATION

Certified Medication Technicians (CMTs) at school can administer medication during school hours according to the Maryland State Department of Education regulations. The school employs the services of Health Link LCC who provides a Registered Nurse (RN) with extensive school health experience. Health Link trains our CMTs and the RN supervises them and visits school periodically.

Please Note: Please arrange the times of dosage so that medications will not have to be administered during the school day if at all possible.

The following regulations apply to any medication or treatment a child may require while in the care of school staff. This includes medications for the treatment of acute illness, management of a chronic condition, supplementation, or emergency administration.

Medications include but are not limited to:

- Prescription medications, over the counter medications, inhalers, nasal sprays, eye drops, injections, medicated skin applications, vitamins, supplements, homeopathic remedies, insect repellent, lip balm.
- Medications will only be administered to a student by a WSB Medication Technician or RN.
- Medications will only be administered to the child when all documentation is complete and accurate.
- These regulations must be strictly adhered to.

ALL medications, as described above, must:

- Have a Medication Administration Authorization Form (available on the school's website) signed by BOTH the prescribing physician and the parent. According to state law, we cannot administer any medication or treatment without this completed form on file. The form can be brought in by the parent or faxed.

- Prescription medication must be provided in its original container with the pharmacist's label and prescription information intact and be accompanied by the completed authorization form. If possible, a separate prescription should be supplied to the school.
- Non-prescription medications, e.g. homeopathic remedies, vitamins and supplements, insect repellent, must be in the manufacturer's unopened, original container and clearly labeled with the child's name. If a measuring device such as a cup or syringe is needed for the medication, it should be supplied with the medication.
- Over the counter medications may only be used for the reason stated by the physician on the original authorization form. For example, Tylenol prescribed for and kept on hand for chronic headaches cannot be administered for a sore throat or fever.
- The form of medication supplied and prescribed **MUST** match. For example, if your child's Medication Administration Authorization Form prescribes Motrin in liquid form that is what should be supplied to the school. The chewable tablet or capsule cannot be substituted. Another form must be obtained or the correct medication brought in before it will be administered.
- Medications must be kept separate. Do not combine medications in the same bottle/container.
- All forms will be checked for accuracy and completeness. The school has the right to refuse to administer any medication if an order is unclear or missing information. We will do our best to work with you and your physician's office to clarify any information.
- 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 and handed in to the Medication Technician or School Nurse. Please do not give any medications to your child's teacher. Your child may not bring in medications or authorization forms. Any changes in dosage, times, etc. must be made in writing with a date and signatures of the parent and physician. The parent, upon the final date of the requested dosage time period, shall pick up all medications, or the Medication Technician will effect disposal. Medication Technicians will notify parents when a student's ongoing medication is running low.
- 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 medications and the accompanying physician authorizations must be handed directly to the Nurse or Medication Technician **by the date on the Permission Form**. No exceptions can be made.
- If you and your child's physician feel that it is appropriate for your child to self-carry a medication, such as an inhaler, the appropriate line must be signed on the authorization form. Do not send any medication with your child to school. The Medication Administration

Authorization form must be on file and the actual medication verified by the Medication Technician or Nurse.

The student's teacher will be notified that the child is allowed to have the medication with them. If, at any time, a teacher or other faculty member feels that the student is being unsafe or irresponsible in any way with the medication, the Delegating Nurse has the right to refuse to allow the child to self-carry. The medication will have to be kept and administered by the Medication Technicians.

FOOD ALLERGY POLICY

The School has a Food Allergy Management and Prevention Plan (FAMPP). It is distributed through *The Waldorf Weekly* annually and can be found on the [website](#).

INJURY

If a child suffers an injury during the school day:

- Appropriate first aid procedures are followed.
- An accident report is sent home to the parent in the event of a serious injury, and the parent may be contacted directly if the child needs to go home.

Contact 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.

AFTER SCHOOL AND LATE PICK-UP TIMES:

- 3:00 p.m. for full day Children's Garden. You must pick up your child by 3:15 p.m. or arrange for them to go to Aftercare.
- 3:20 p.m. for the Elementary School. You must pick up your child by 3:40 p.m. or arrange for them to go to Aftercare.
- We must have a signed note if your child is being picked up by anyone other than a parent or the person(s) listed on your child's Emergency Form. The school is only authorized to release students to pre-designated adults. We reserve the right to request identification for anyone picking up a child.
- All parents collecting their children before dismissal should check in with Reception. A staff member will collect the child from their class. Advance notice of an early pickup is helpful, as classes often go outside and students take longer to retrieve.

Please Note: Parents must enroll their children in Aftercare if they pick up later than 3:40 p.m. more than twice during a quarter term.

Teachers are not available to stay late, and children may not wait in or out of the building alone.

AFTERCARE PICK-UP

- Children enrolled in the Aftercare Program go to the Aftercare Room at 3:00 p.m. (CG) or 3:30 p.m. (ES) and must be picked up from Aftercare by 6:00 p.m.
- For safety reasons, please abide by the parking and pick up arrangements communicated by the Aftercare Teachers.

Children often play outdoors. There may be limited visibility in the driveways at the end of the day.

Abide by the instructions and DRIVE CAREFULLY/SLOWLY.

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 their 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 Child Protective Services (CPS). In the case of suspected abuse, the employee may notify an appropriate law enforcement agency instead of CPS.

POLICY AGAINST HARASSMENT, BIAS, AND BULLYING

We actively stand against hatred, prejudice and discrimination.¹

¹ See the WSB DEI statement - <https://www.waldorfschoolofbaltimore.org/diversity-equity-and-inclusion>

The Waldorf School of Baltimore is committed to providing an environment free of unlawful harassment and bias incidents. The school prohibits harassment and bias incidents based on race, gender or sex (including pregnancy), color, ethnicity, religion, national origin, disability, genetic information, age, military status, marital status, sexual orientation, gender identity, protective hairstyles, or any other legally protected characteristic. (See also the school's Nondiscrimination Policy elsewhere in this handbook). All such harassment and bias incidents are unlawful. We further prohibit retaliation against any individual for reporting or opposing harassment, bias, or discrimination, or for participating in an investigation into harassment, bias, or discrimination. Please refer to the Sexual Misconduct policy below

The school's Policy Against Unlawful Harassment and Bias applies to all persons involved in the operation of the school. The school will also take all reasonable steps to prevent or eliminate harassment and bias by or toward members of our community—including students, parents, guests, employees, contractors, interns, visitors, vendors, suppliers, Board members, donors, and volunteers.

Harassment and acts of bias of any member of the school's community is considered serious misconduct and will be subject to strong disciplinary action, including expulsion or other termination of the relationship with the school, if warranted. Conduct that has the purpose or effect of interfering with an individual's academic or work performance or which creates an intimidating, hostile or offensive learning or working environment is prohibited.

INVESTIGATIONS

The school will undertake an effective, thorough, and objective investigation of the harassment allegations promptly upon receiving a complaint or becoming aware of alleged harassment. The school encourages all individuals, including employees and students, to report any incidents of harassment prohibited by this policy immediately so that complaints can be promptly addressed.

BIAS INCIDENTS:

A bias incident often involves noncriminal conduct motivated by hatred, prejudice or bigotry and directed towards any individual because of legally protected characteristic. Bias incidents can include the use of hateful imagery, language or actions.

POLICY AGAINST BULLYING

Bullying is the harassment of another or others through physical violence, threats of physical violence, physical or verbal intimidation and purposeful interference with another's activities or property **that is repeated over time**. Bullying may also manifest as verbal abuse, taunts, threats, use of inappropriate language, through the use of **emails, social networks, text messages or any other technology, and the continued, mean-spirited exclusion or snubbing of others, as well as negative gossip about others**. A bully may be the person who engages in these activities against another, or one who compels someone else to engage in these activities aimed at another.

SEXUAL MISCONDUCT POLICY

I. POLICY STATEMENT

Applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with Waldorf are hereby notified that Waldorf does not discriminate on the basis of sex (including pregnancy, sexual orientation, gender identity, sexual harassment and sexual violence), in the administration of its educational program, admission policies, financial aid policies, employment practices and other school-administered programs.

All students, employees or applicants, or third-parties are protected from sex discrimination taking place in Waldorf-sponsored programs and activities, including sexual harassment and sexual violence, whether that discrimination comes from a Waldorf employee, fellow student, or a third party. This policy applies to all of Waldorf's education programs and activities, whether those occur on Waldorf's facilities, a school bus, another location sponsored by the school, or elsewhere (e.g., field trip).

II. DEFINITIONS

Discrimination:

Conferring benefits upon, refusing or denying benefits to, or providing different treatment to a person or group of people on the basis of sex.

Sexual harassment:

The Faculty actively works with the students at all ages, and in age appropriate manner to support the development of a healthy social group. The Waldorf School of Baltimore supports all laws designed to protect our students from sexual harassment.

Sexual harassment may be defined as: Any form of unwelcome sexual behavior or conduct, imposed by one person upon another. Normally, sexual harassment requires a pattern of behavior. However, there are situation in which one serious incident can constitute harassment. Two types of sexual harassment are recognized:

1. The requiring or soliciting of sexual favors through the use of power
2. Any unwelcome or communication or conduct of a sexual nature.

Anytime a student feels they are being sexually harassed by another student it should be reported to a faculty member or the Academic Director.

VISITORS TO SCHOOL

PARENTS

- Parents may come into the building to drop their children off, but their length of stay should be brief unless a previous arrangement such as volunteering or class observation has been made.
- The Parents Association has a coffee hour at the beginning of the school day, after which parents should leave the school.
- After 9:15 a.m. parents must sign in and receive a visitor badge at Reception before going to any location on the school campus.

OTHER VISITORS

- All visitors must sign in and receive a visitor badge at Reception before going to any location around the school campus.

There is an expectation that all faculty and staff will approach any visitors they do not recognize (and/or do not have a visitor badge) and ask how they can help them. Un-badged visitors must be taken to the school office to sign in.

BUILDING ACCESSIBILITY POLICY

The Waldorf School of Baltimore makes every effort to make our building and events accessible to visitors. Wherever possible please call the office at least one day in advance of the visit to let us know of any special accommodations that are needed.

FIRE DRILLS AND EMERGENCY ACTION PLAN

The School holds drills for fire and emergencies in accordance with pre-planned procedures.

The WSB Emergency and Disaster Preparedness Action Plan is distributed through *The Waldorf Weekly* annually and can be found on the [website](#).

DOGS AND OTHER ANIMALS AT SCHOOL

The Waldorf School of Baltimore welcomes trained service animals into the building. Many people with disabilities use a service animal trained for a specific disability in order to fully participate in everyday life

All other animals should not be brought into the school unless:

- They are participating as part of a formal school activity or event and have been approved by the Executive Director or Academic Director, or
- They are assisting a peace officer engaged in law enforcement duties.

SNOW AND SCHOOL CLOSING

For emergency school closings or delayed openings due to inclement weather or other events:

- the School will notify WBAL to make an announcement under the name of “Waldorf School of Baltimore” on the WBAL [website](#).

If you register with [WBALTV](#), a message will be sent to you if school is closed or has a delayed opening via email. In addition, the school answering machine (dial ext. #3) provides the latest information about closings or late openings.

For a delayed start (two hour delay):

- Early Birds starts at 9:45 a.m. and classrooms open at 10:00 am.
- Children enrolled in the Full Day program in the Children’s Garden or the Elementary School should arrive in time for classes to start at 10:00am.

- Children enrolled in the Half Day program in the Children's Garden are welcome, but are not required, to attend.
- The Elementary School has a shortened morning schedule and normal afternoon schedule.
- Parent Child Classes are postponed until another day; a make-up day will be scheduled.

Weather or other conditions vary across the Greater Baltimore area. The school makes the decision based on the information available. It is the responsibility of each family to determine whether travel conditions from home to school are safe. Please inform the school if you decide to keep your child home for weather or other safety related reasons.

For early dismissal:

- We may dismiss early due to weather or other unforeseen circumstances.
- Parents may pick up early if they deem that road conditions or other circumstances warrant an early pick-up. Please phone the office first.



TRAFFIC FLOW REMINDERS CHILD SAFETY FIRST

TAMARIND ROAD and SCHOOL DRIVEWAY

To help keep traffic flowing safely and efficiently, be sure your child has everything they need in the morning so that they can be dropped off quickly. Be patient and stay in line. If you need to stop in to the school, park to the north of the school or on the west side of Tamarind, across from the school.

SCHOOL DRIVEWAY: Drop-off and Pick up for Children's Garden, Please see Children's Garden section 29



Drop-off and Pick-up The 'Carpool Line'

The whole school side of the Tamarind Road along the recess field and through the widened part is the Drop-off/Pick-up zone and is part of the moving carpool line from 7:30-8:30am & 2:30-3:30pm.

Come to a full STOP at STOP signs.

NO U-Turns. Continue north on Tamarind after dropping off or picking up your child. U-turns are extremely dangerous for both you and our students.

Never for any reason leave your car unattended when in the carpool line.

Stay in one line by the curb heading north on Tamarind.

Obey all parking signs at drop off and pick up.

Pull forward as far as possible when dropping off or picking up your child even if you are the only car in the line.

Carpool line hours are 7:30-8:30am & 2:30-3:30pm.

NEVER double park.

Children should exit on the passenger/sidewalk side of your vehicle.

No parking along the curb in the parking lot/driveway opposite the school.

Make sure that your alternate drivers know the rules.

To help keep traffic flowing safely and efficiently, be sure your child has everything they need in the morning so that they can be dropped off quickly.

Please keep your child close to you after dismissal.



POLICY ON ALCOHOLIC BEVERAGES AT CLASS FUNCTIONS

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

SMOKING AT SCHOOL

- Smoking is prohibited in all areas on the school's premises – inside and outside.

WEAPONS AT SCHOOL

- It is prohibited for anyone to bring onto school grounds or to any school activity any firearm, dangerous weapon, or dangerous instrument.

Parents Association

Welcome! And Welcome Back!

The Parents Association (PA) welcomes you to the community of parents at the Waldorf School of Baltimore (WSB). Each of us has intentionally chosen Waldorf because we know it offers the richest, most comprehensive curriculum, as well as the most heart-centered philosophy of education in Baltimore. *A key aspect of our school is parent involvement.* As such, we urge you to participate in the many opportunities we offer that help to familiarize you with the WSB community and the experiences that a Waldorf Curriculum offers your child. Parents have an additional opportunity to learn about the Waldorf community through class meetings, PA meetings, special gatherings, book club, and The Waldorf Weekly. The Waldorf Weekly is WSB's weekly newsletter which provides information on upcoming conferences, assemblies, workshops, and lectures. Keep an eye out for this weekly email as it is a primary source of communication and information regarding events. Prior issues are available on the school's website under the "About" section.

Your class teacher is the primary source of information about the curriculum, classroom routine, social development and the specifics of your child's education. Subject area teachers are also available to discuss these things and any specialty subject related questions. We encourage you to develop a relationship with your child's teacher as it will help you to appreciate the education your child is receiving. We also encourage you to make use of your Class Parent. The Class Parent welcomes new families and provides orientation to the class community, school experiences, volunteer opportunities, and other valuable aspects of the school. The Class Parent interacts with the class teacher, is knowledgeable about the school and its traditions, and is an overall helpful resource. These class representatives also help to organize parent volunteers and to develop community amongst families within the class.

We hope you find that being a part of our Waldorf School Community is a meaningful, engaging and exciting adventure!

SOME HISTORY AND BACKGROUND

Founded in 1983, the Parents Association (PA) has grown and changed with the school. However, it has always been a community of parents who support each other and the school in a variety of ways. The mission of the PA is to connect, support, and strengthen the WSB community by promoting alignment with WSB values and mission, facilitating and fundraising for enriching activities, acting as a community resource, and maintaining a welcoming and inclusive environment. The PA is responsible for ensuring that a collective parental voice is represented to the school through appropriate groups and channels. The PA's mandate is reviewed in consultation with the Central Team. There are no dues for the PA and all parents are automatically members by enrolling a student at WSB. Our specific goals for the 2021/22 School Year are as follows:

1. Enhance parent satisfaction, participation and connection.
2. Champion our school internally and externally.
3. Collaborate with faculty and administration to foster excellence in our school.
4. Support the school's initiative to strengthen diversity, equity, and inclusion in our community.

HOW DOES THE PARENTS ASSOCIATION FIT IN WITH THE WALDORF SCHOOL OF BALTIMORE ORGANIZATION?

The Waldorf School of Baltimore has several components that work together for the intended benefit of all students and parents within our community. They are the Board of Trustees, the Administrative Directors and Staff, the Collegium (Teachers), and the Parents Association.

The PA is a self-sustaining entity that works collaboratively with the other elements of the WSB organization to provide support for parents, provide resources for WSB activities, and to support the overall health and growth of the WSB community. The PA Chair, along with the Executive Director, the Board of Trustees President, the PA/Board Liaison, and a representative from the Collegium, participate on the Central Team. The Central Team meets monthly to discuss relevant topics from each branch of the school to enhance communication and coordination of activities.

PARENTS ASSOCIATION ORGANIZATION & STRUCTURE

The PA is overseen by the PA Chair. Working with the Chair are 3 Vice Chairs (VC) who represent the needs of the Children's Garden, the Lower School, and the Middle School specifically. The Fundraising and Event Chair, in conjunction with the Development Manager, supports the PA fundraising and event planning. The Board/PA Liaison represents the needs of each body to the other and assures timely and accurate communication between bodies. Additionally, each grade has a Class Parent(s) that represents the individual needs of each class to the PA.

PA CHAIRPERSON

The PA Chair develops the direction of the PA for the year, holds PA meetings, builds consensus with Vice Chairs, sits on the Central Team and works closely with the Executive Director to assure all activities are appropriately coordinated within the WSB organization. The PA Chair selects, mentors, and communicates with the Vice Chairs and other PA leadership team members. The PA Chair has been a Vice Chair who is willing to take on the added commitment and time requirements of this role. The rising PA Chair is generally selected by the outgoing PA Chair and in consultation with the Central Team.

VICE CHAIRPERSONS

Vice Chairs (VC) attend PA meetings, work together with the PA Chair as a leadership body to resolve any issues and achieve our PA goals. Additionally, the Vice Chairs are responsible for ensuring each class has a Class Parent. Vice Chairs work in consultation with the Class Teachers as the Vice Chairs select and recruit Class Parents. Class Parents are mentored by the Vice Chair of their appropriate grades and supported in the entirety of their role.

Vice Chairs are appointed by the PA Chair in consultation with the WSB Executive Director. The Vice Chair is typically a parent who has been an active Class Parent and has demonstrated positive leadership skills. They have also regularly participated in PA meetings and activities.

CLASS PARENTS

The Class Parents (CP) coordinate their class's participation in school activities and represent their class by attending PA meetings. Class Parents support the class teacher, help build their class community, and work with class families to identify opportunities and ideas for improvement and parent engagement. Each class has one or two Class Parents who have students in the respective class. Class Parents are expected to attend Parents Association meetings so they can participate in decisions and share information with their class. The PA and Class Teachers collaboratively select Class Parents in the following way: Annually, usually by Spring break, VC's and Elementary Class Teachers communicate to identify candidates for the following school year's Class Parent positions. VC's approach potential Class Parents to discuss their willingness to take up the position. Final appointments are confirmed by the PA Leadership. This process usually occurs later in the Children's Garden. It may be the summer before Class Parents are identified and decided. The PA publishes a list of Class Parents prior to the start of the school year.

YOUR INVOLVEMENT IN THE PARENTS ASSOCIATION

The Parents Association consists of all parents and caregivers of current WSB students.. We do not have monetary dues and all parents are encouraged to attend meetings. PA meetings are the primary opportunity to discuss school events, news, and issues. Administrative leadership attends PA meetings in order to make themselves available to our parent body. We look forward to your participation – your ideas are valuable to our school community!

HOW DO I USE THE PARENTS ASSOCIATION AS A RESOURCE?

The PA Leadership team can be reached at any time via email at WSBPALeadership@gmail.com.

If you have any questions or concerns your Class Parent is your initial resource. If they cannot assist you, they will know how to navigate and direct you to the best possible resources. Also available to you is the Vice Chair for your section of the school, as well as the PA Chair. Feel free to reach out directly to them at any time for clarification or assistance. Contact information for the PA Leadership team and class parents, as well as other valuable information, is available on our [PA Resource Page](#);

the link is available in the Parent Portal on the WSB website. This page is updated regularly so be sure to check it often!

PA meetings are an excellent source of information. Meeting dates, times, and agendas will be sent out prior to meetings and will also be available on our [PA Resource Page](#) and the calendar on the school website. Those who would like to submit a topic or question for inclusion on the agenda in a future PA meeting are welcome to email their request to WSBPALeadership@gmail.com.

PARENTS ASSOCIATION ACTIVITIES

Currently many of the school year activities are being reconfigured to ensure the safety and comfort of our community members during the global health crisis. This is a dynamic development. Please make sure to read emails from your teacher, and check The Waldorf Weekly, the [PA Resource Page](#), and the calendar on the WSB website for upcoming events and guidelines that need to be followed.

The PA welcomes and encourages your participation in many of our activities. We hope you will enjoy the insight into Waldorf Education as well as the fellowship that they provide. We value your skills, interests, and experiences and hope they may find expression in our school. Below are some of the annual projects of the Parents Association that may interest you.

FESTIVAL OF COURAGE This is usually our first festival of the school year to be followed by a fun family after-school gathering. The Festival of Courage takes place at the end of September and is a wonderful experience for all. Please check the school calendar and/or The Waldorf Weekly for more information about this event.

(VIRTUAL) FALL GALA AND AUCTION Join us for our yearly night “out” on the town to celebrate our entire WSB Community with games, dinner, a silent auction, and a live auction. One of the biggest PA fundraisers of the year, this event highlights the many gifts within our Waldorf curriculum and raises funds for WSB Scholarships, the Parents Association, and the teachers’ continuing education fund. The Auction Committee is made up of PA volunteers who organize, solicit items, and facilitate all aspects of the auction and raffle. This event is a wonderful way to enjoy a night with adults, appreciate many aspects of the Waldorf School Curriculum, and raise funds for the school!

THE WALDORF FAIR The Waldorf Fair includes family fun, food, music, fellowship, and lots of wonderful crafts and gifts for sale from local artisans. There are activities for young children and adults alike. The PA raises money through vendor fees and ticket sales.

The Waldorf Fair is a significant yearly project that is managed by parent volunteers who rely on our PA community (class families) to participate in planning and facilitating all aspects of the Fair. Over the years we have found this event is not only lots of fun, but also provides families an opportunity to work together and discover our strength as a community. It has proven to be an exceptional experience every year! Class parents will coordinate the responsibilities of each class.

MAY DAY AND FAMILY FESTIVAL WSB celebrates Spring with our annual May Day and Families Day Festival which involves student performances, Sword Dancing, May Pole Dancing, vendors and a PA picnic. There is no better way to welcome the Spring season! Please check the school calendar and The Waldorf Weekly for this year’s specific date.

SPECIAL ASSEMBLIES Storytellers, musicians, and other cultural enrichment performances for students are underwritten by the Parents Association. We strive to do this as often as possible. The available programs vary from year to year.

PARENT WORKSHOPS An opportunity for parents to participate in workshops related to personal development, the family process, and parenting. We draw on our own experiences and incorporate Waldorf pedagogy and child development.

GREEN MOVEMENT The Waldorf School of Baltimore's Parents Association supports the Green Movement and the development of our outdoor facilities. The Parents Association has made significant financial donations and will continue to ask parents to provide support for this exciting endeavor. Parents and students are asked to participate in providing ideas and labor to show their love for the environment and how it can be used to enhance our Waldorf education. Opportunities for involvement will be communicated through the Waldorf Weekly and at Parents Association meetings.

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

FUNDRAISING

Along with organizing independent events and other supportive community programs, the Parents Association provides a lump sum annually to WSB to support the operations budget and fund special activities for each grade. Although fundraising is not the main purpose of the Parents Association, it is necessary to make our financial contribution to WSB and to provide our community with enriching programs and activities. We generate funding for this commitment by holding three significant fundraising events each year: the Waldorf Fair, the WSB Auction held in conjunction with the annual WSB Fall Gala, and the May Day Festival.

These fundraisers are currently under review. The PA will work with the Administration to discuss different formats to be able to host these fundraising events while strictly following CDC guidelines to ensure the safety and comfort of our community members.

Along with these annual events the PA will facilitate smaller fundraising activities throughout the year and provide WSB community members with easy ways to support the PA fundraising through Box Tops for Education, Amazon Smile, Harris Teeter: Together in Education, and Goodsearch.org.

Information about these and other fundraising campaigns is available on the [PA Resource Page](#).



Children's Garden:

Nursery and Kindergarten

Daily Details

ARRIVAL AND DEPARTURE

- Classes begin promptly at 8:30 a.m. and are dismissed at 12 noon for half day students or at 3:00 p.m. for full day students.
- Students should arrive at school no later than 8:30 a.m. and be picked up no later than 12:15 p.m. or 3:15 p.m.

- Doors open for the Early Birds program at 7:30 a.m. for those parents who have early morning obligations. For planning purposes, please inform your child's teacher if you need Early Birds.

DROP-OFF AND PICK-UP

All Children's Garden families are encouraged and welcomed to use the main entrance. No parking in the carpool drop-off lane between 7:30-8:30 and 2:30-3:30. There is space to park across the street or beyond the carpool lane.

However, we recognize those with younger families may prefer to walk through the garden gate and down the pathway to the outdoor play areas as directed by the teachers.

Drop Off 8:00-8:45am

- Before 8:15, park and walk your child to class.
- Between 8:15-8:45: You have the option to drop off your child at their designated drop-off point OR park and walk your child to class.
- After 8:45: Come to the front door to be buzzed in and walk your child to class.
- No parking in the carpool drop-off lane between 7:30-8:30 and 2:30-3:30. There is space to park across the street or beyond the carpool lane.

Pick-Up:

- **Half Day Preschool Classes:** Garden Gate, 12:00pm
- **Full Day Preschool Classes:** Garden Gate, 3:00pm
- **Kindergarten Classes:** Plaza, 3:00pm
- Carpool Staff will call for each student by walkie-talkie to meet you.
- To reduce pressure on the carpool line, parents are encouraged to park across the street and walk to their pick-up location.
- **If your child has not been picked up by 3:45pm they will go to Aftercare and a fee will be charged.
- Please pick up your child promptly. If you will be late, please call Reception; it helps a child to know if a parent/caregiver will be late.
- Children's Garden children in a carpool must be picked up by a parent or designated adult who has written permission for a legal guardian via the Emergency Contact Form or a written note or email to Reception.

Notify your child's teacher in writing of any changes in your child's pick-up schedule. Please email or call Reception before 2:30 if plans change during the day. Identification such as a driver's license is required for anyone who is not a parent picking up her/his own child, and must be provided upon request.

AFTERCARE PICK-UP

- Children enrolled in the Aftercare Program go to the Aftercare Room at 3:00 p.m. and must be picked up from Aftercare by 6:00 p.m.
- For safety reasons, please abide by the parking and pick up arrangements communicated by the After Care Teachers.

Children often play outdoors. There may be limited visibility in the driveways at the end of the day. Abide by the instructions and DRIVE CAREFULLY/SLOWLY

Please note: Parents must enroll their children in Aftercare if they pick up later than 3:15 p.m. more than twice during a quarter.

FULL-DAY PROGRAM

- Our Full-Day program takes place daily from 8:00 a.m. to 3:00 p.m.
- Full-day children have lunch in the Children's Garden classrooms, followed by rest time. The Children's Garden faculty will provide a list of supplies that are needed from home for full-day children.
- Dismissal is at 3:00 p.m. from the plaza at the main entrance to the Tamarind Building.

SNACK AND LUNCH

- Please inform the teacher of any dietary restrictions/allergies your child may have.
- A nutritious mid-morning snack will be served to the children. Snacks may include items such as herbal tea, cooked whole grains, fresh fruits, vegetables, freshly baked bread, dairy, and seed butters. Snacks are prepared in class with help from the children. Children enrolled in the Forest Kindergarten bring snack from home on some days.
- School lunches should be brought from home. The city Health Department has a variety of recommendations and requirements for school lunch. It requires the school to offer cow's milk to all children at lunch, though they are not required to drink it. The Health Department requires a written authorization from a physician if you do not want your child to be offered milk.
- We ask that lunches be free from excessive sugars and additives, candy, chocolate, and soda. Food in the shape of media characters or food advertising media characters is not permitted.

Here is a school-provided list of foods that are preferred, discouraged, or prohibited. Teachers may exercise their discretion about whether specific food items are allowed.

Preferred Foods	Discouraged Foods	Prohibited Foods
Sandwiches Whole grains Fruits and vegetables Nuts* or healthy crackers Eggs Beans Tofu Cheese Other natural foods	Microwave-ready meals Cookies, cake, or brownies Potato chips Other processed foods Lunchables	Soda Sugared fruit drinks (Including juice boxes & Capri Suns) Candy Gum

Please consult with your class teacher if you have any questions about this list.

*Due to possible allergies, please check with your class teacher first before sending nuts or nut butters to school. See also the School's Food Allergy Policy on the website.

<https://www.waldorfschoolofbaltimore.org/parent-information-resources>

If an item is not appropriate for school, teachers will tell the child that she or he may save it for snack on the way home from school.

- All foods should be tightly wrapped and labeled with your child's name. The Health Department recommends that lunches include a vegetable, protein, and carbohydrate.
- To help children focus at school, and out of respect for individual families' choices about media, we ask that lunch boxes also be free from TV and movie characters. Thank you for your support of the program.

CHILDREN'S GARDEN DRESS CODE

Our goal is to provide a school environment where children can play inside and out and in all kinds of weather, well-protected and unencumbered by distractions of advertisements, sports teams or media characters and concerns about fashion statements. These guidelines will provide the necessary comfort and protection and allow the children's play to flourish at school.

- Please label your child's clothing and all personal items with their name.
- All clothing should be in good repair and well-fitted, not overly tight or loose.
- Midriffs, bellies, and backs must be covered. No spaghetti straps, please.
- Hair should be neatly groomed and out of the child's eyes. Long hair should be tied back or secured. No dyed hair is permitted.
- Shorts may be worn whenever temperatures are forecast to reach at least 70 degrees.
- We bake, paint, climb, and dig. Please dress your child in clothes appropriate for these activities, clothes that will not be ruined by getting dirty or snagged.

Given a secure and rich environment free from distractions, self-directed, creative play helps children develop physically, socially, emotionally, and cognitively. We ask that clothing be free of following items:

- Clothing with scary pictures/writing or advertisements (sports teams and media characters.)
- Logos that are 2 inches or smaller are ok.

The Waldorf Children's Garden education is an active one, and the children need supportive footwear for walking, climbing, jump roping, etc.

- For safety's sake, shoes need to be fully enclosed and fastened with buckles or laces.
- Crocs, flip-flops, and bare feet are not permitted.

For outdoor play in all weather conditions children need the following:

- Sun hats and sunscreen (if desired); hats may be provided in school. Please check with your teacher.

- Waterproof raincoats, hats, and boots for rain and snow. (Please see CG resource list for waterproof items)
- Umbrellas are not permitted for use by children at school.

CUBBY SUPPLIES

- We ask that on the first day of school you bring two full changes of clothes for your child's cubby.
- If your child is staying a full day, they will also need a small sheet and pillow (not full-sized, please) and a small blanket to rest on. Please do not send large sleeping bags.
- Please follow the same guidelines for nap supplies as for clothing—no media-related pictures or logos.

Children's Garden: At School Together

GETTING TO KNOW YOU

- An individual home or school visit is helpful in establishing a relationship between your child and the teacher and easing the transition into the first days of school.
- This also provides an opportunity for parents to ask questions.
- The teachers will visit with all students who are new to the class.

BRINGING THINGS FROM HOME

It is natural for children to wish to show friends things that are precious to them. This can be encouraged when friends visit at home. We have found, however, that bringing toys, books, or electronic devices to school from home can create situations involving possessiveness, competition, anxiety, lost items, and other difficulties. We ask that home toys stay at home.

CELL PHONE AND MOBILE DEVICE USE POLICY

- Waldorf School of Baltimore is a cell phone free zone in classrooms and common areas.
- If you need to use your cell phone, please do so outside or ask Reception for an appropriate location.
- Children may not use cell phones at school at any time. (Please see the section on “Bringing Things from Home.”)

FESTIVALS

In the Children's Garden, we present the seasonal pictures through our celebrations. We create an experience of these seasonal changes through our stories, circle time, and craft projects. These are brought to fruition by our festivals—the Autumn Festival, the Lantern Walk, the Winter Garden, and the Spring Festival, as well as other school-wide festivals. Further information will be provided by your teacher.

Our teachers also welcome families to bring traditions and festivals from their own experience to the class. This is an important opportunity for our community to be part of the classroom experience and to bring the rich diversity of life to the children within our school. Teachers work with the parents to bring festivals in an age-appropriate way. Some school festivals and assemblies are appropriate for all ages and all school families are welcome to attend. Details are announced in The Waldorf Weekly.

PHOTOGRAPHY AND VIDEO RECORDING POLICY - ALL SCHOOL

To achieve a balance between obtaining photographic souvenirs and allowing each child and adult to enjoy the full experience of a festival or other school event, please abide by the requests below.

- Obtain permission from the teacher before taking photographs or videos in the classroom.
- Parents may take flash-free photographs or videos during assemblies, Spring Concert, Recitals, and Graduation, from the back of the room.

- Parents may take flash-free photographs or videos at All-School outdoor daytime events at a respectable distance that does not interfere with the proceedings or block the view of others. This excludes the Lantern Walk.
- For all other events, parent photography or recording is not permitted without prior permission.
- The school will designate a person to record events and make them available electronically whenever possible.
- Class play scenes will be staged during rehearsals and post-performance for photos.
- A designated parent may arrange to video the performance with a camera on a tripod, with permission from the teacher.
- Photos may never be taken by students.
- Be respectful of other parents' preferences regarding images of children on social media. Do not tag others without permission or in any other way post on the internet.

How We Share with Our Parents

INFORMATION ABOUT WALDORF EDUCATION

The school offers a variety of events to expand parents' knowledge of Waldorf education and the teachings and philosophy of Rudolf Steiner. Look out for these opportunities in [The Waldorf Weekly](#). Information about the Waldorf philosophy and program are included in the Class Meetings. Visit our [website](#) to find out more about our school and Waldorf education generally. There is a Parent Library located in the lobby of the Children's Garden. Faculty members are happy to recommend an appropriate book.

CLASS MEETINGS

Class meetings are a very important part of Waldorf education. They are one of the vehicles for the teacher and parents to discuss together all aspects of the Waldorf education your child is experiencing. Teachers prioritize the presentation of information and the experiences of Waldorf educational philosophy. We hope you will take advantage of these opportunities. There may at times be "All Children's Garden" meetings, perhaps with a guest speaker, about a subject that pertains to all Children's Garden families, while other meetings may be specific to your child's class.

Class meetings also serve as 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 of the curriculum for parents—circle, story, eurythmy, painting, crafts, and so on. We encourage you to attend each meeting. These meetings are for adults only.

BIRTHDAYS

Birthdays are special events in the Children's Garden. The parents of the birthday child are invited to come to school for the celebration. While Children's Garden or younger siblings are warmly invited, Elementary age siblings should remain with their class. Each class has its own way of celebrating that is consistent with the developmental needs of the children. The teacher will contact you several weeks before your child's celebration to make arrangements. Each class makes arrangements to celebrate summer birthdays during the school year.

STUDENT EVALUATION AND EXTRA EDUCATIONAL SUPPORT POLICY

The Waldorf School of Baltimore enrolls students with a range of abilities, developmental levels, and learning styles. Although the School cannot accommodate all children, it may provide some limited supplementary services and accommodations, consistent with School resources. Classroom accommodations and extra support will be developed in collaboration between the school, family, and educational professionals.

Approved assistive technology devices are provided and cared for by the family. Outside therapies may be recommended. If the extra support, accommodations, and/or outside professional resources are not enough to sufficiently remedy the learning challenges, it may be determined that the child will be better served in a smaller setting or different program.

PROGRESS REPORTS AND CONFERENCES

Communication between parents and teachers is essential in supporting each child's growth and development. Please contact teachers about individual concerns and inform teachers of any factors in the child's home or personal life that might influence the school experience.

- Parent/Teacher Conferences are scheduled after the 1st and 2nd quarter reporting periods. These conferences address your child's progress and issues concerning your child's social, emotional, and academic growth. Upon request, subject teachers may also be available to meet with parents. Parents or teachers may also schedule additional conferences.
- In families with two households, both parents are required to attend parent/teachers Conferences together in order to ensure that both parents receive the same information.
- Written reports are issued at mid-year and at the end of the year and are easily accessed through the Parent Portal (via the school [website](#)). For login questions please contact Linda Zandler, IT Coordinator: lzandler@twsb.org.
- All financial obligations must be settled to receive the year-end report.

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

FIRST GRADE READINESS

- All children who turn 6 years old by August 1st are eligible by age for First Grade.

Readiness for first grade is determined by many factors. All children, and especially those with birthdays in May, June, and July, deserve careful and sensitive individual consideration to

assure that readiness is consolidated in physical, cognitive, social, and emotional development. Some children may benefit from another year in the Children's Garden.

- The Rising First Grade (RFG) Committee screens each child for first grade readiness in November.
- Children's Garden parents are invited to an information session about this process in September or October.
- In January, parents meet individually to discuss the RFG Committee's recommendations for their child.
- Parents needing more information regarding this policy should speak with the Children's Garden Chair or the Academic Director.

CHILDREN'S GARDEN BEHAVIOR & DISCIPLINE POLICY

At the Waldorf School of Baltimore, our goal is to support the development of self-discipline and assist children to resolve and learn from their social conflicts. Conflicts happen every day and provide opportunities to learn about ourselves and others. We are committed to a community that promotes peaceful solutions.

The overall goal of discipline is to provide a safe and secure school environment and aid in the moral development of the child. The school communicates with parents and takes action to address behavior that causes physical injury or emotional distress. Discipline at the Waldorf School is an important, integral part of the curriculum. Children need age appropriate guidance and consequences in order to develop the following:

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

ACTION & RESPONSE PLAN

The dependable, repetitive nature of the daily schedule encourages a child to learn the necessary skills to be an individual in the context of a group. The teachers support the child's innate reverence for the world and desire to imitate by providing a model for imitation.

- Disciplinary decisions are based on the facts and circumstances of each case.
- Teachers and parents collaborate to develop consistency between home and school to help a child transform inappropriate behavior.
- Teachers will let parents know about patterns of behavior they observe. It is also important for parents to notify the faculty of any changes that may cause stress in the child's life.
- Teachers use classroom management strategies to address simple clashes between students, mild cases of disruptive or disrespectful behavior, disregard of class/school rules, or accidental property damage.
- If children are involved in a repetition or escalation of unsuitable behavior, or a physical or verbal altercation, parents will be notified.

- Teachers and parents may request a conversation when needed.
- Our multi-step approach may include, but is not limited to:
 - Redirection to a more positive behavior
 - Reparative activities
 - Loss of privileges
 - Supervised removal from class for a short period
 - Sending home for the day This may occur because of extreme behavior; child is unable to manage being in school that day; or the teacher is prevented from delivering the program due to the need for extended one on one care. This is done at the discretion of a member of the Leadership Team in consultation with the teacher.
 - Occasionally, the length of a child's day will be modified. A successful shortened day is a tool which is used to help a child whose behavior indicates that they may not be quite ready for a full-morning or full-day experience.
 - Referral to Student Services Committee for additional support
 - The Student Services Committee observes students in depth and presents the parents and teachers with recommendations and suggestions to support the child.
 - If the discipline guidance is not enough to sufficiently remedy behavior concerns, it may be determined that the child will be better served in a smaller setting or different program.
- Any disciplinary step or steps may be skipped at the sole discretion and judgment of the school.

Children's Garden:

At Home

PLAY DATES

Play dates provide opportunities for children and parents to make connections and build community. Being sensitive to each other's needs and traditions is an important part of educating children, and time at others' homes can offer a chance for families to accommodate different choices. Food, and when and whether to introduce media and screen time, are just two important topics to discuss between parents who arranging play dates.

- Legal constraints prohibit the use of indoor school facilities for informal playgroups. Children may play outdoors in the school yard under adult supervision when school classes or the Aftercare Program are not using the space.
- A written note must come to school with your child if a person other than one previously authorized will pick up your child.
- If this is a first school experience, some children will be very tired at the beginning of the school year and need to refresh with time alone at home. Please consider refraining from arranging play dates and social outings for the first month of school. Often, after a couple of months of school, children are ready to go home with new friends.

SCREEN TIME AND ELECTRONIC MEDIA

Early childhood is a time for learning through doing. It is for experiencing the wonders of nature, social growth, creative play, and developing imagination. Experience and recent research have shown that children with less exposure to electronic media during their free time are more successful in school and are better able to imagine, create, and focus during their early years. The aim in reducing children's media exposure is to encourage and provide them with opportunities to develop a lively interest in peers, family members, and their immediate environment – thereby improving interpersonal communication and fostering a deeper connection to the world around them.

We ask that no media or electronic devices be used during the school week, especially before school and before bedtime.

Limiting or eliminating these electronic devices can greatly support a young child's development. Articles and research about this topic are available in the Children's Garden.

We recognize the difficulties many parents encounter in minimizing their children's exposure to electronic media and offer support in developing alternative activities. We urge parents to follow these developmental guidelines for media use.

Please also see the table below; Media Developmental Guideline.

Media Developmental Guideline

Inspired by the *Slow Tech Media Diet for Children* Developed by Diana Graber & Patti Connolly

AGE	AMOUNT OF SCREEN TIME?	NON-PARTICIPATORY MEDIA	PARTICIPATORY MEDIA					
		Consumer non-interactive media (certain TV, DVDs, streaming media)	Participate in video calling (Face Time, Skype, etc.)	Play educational apps, non-violent games (Minecraft, etc.)	Write emails and texts	Use family computer/tablet to read, watch videos, do homework, etc.	Have own smart- phone	Social Media
0-2 yrs.	Extremely limited	None	With Adult	Not Yet	Not Yet	Not Yet	Not Yet	Not Yet
3-6 yrs.	Very limited, active use with Adult	None to educational content with Adult Fri-Sat.	With Adult	Not Yet	To family with Adult typing	Not Yet	Not Yet	Not Yet
7-9 yrs.	Limited active use with Adult	Educational content with Adult Fri-Sat.	With Adult initiating contact	Play with Adult on weekends (15 min. limit)	To family with Adult typing	Not Yet	Not Yet	Not Yet
10-12 yrs.	Gradually increase in active use with Adult	Educational content with Adult reviewing content Fri-Sat.	With Adult initiating contact	Play with Adult on weekends (30 min. limit)	To family with Adult as child learns to type	Research with Adult (30 min. limit)	Not Yet	Not Yet
13-14 yrs.	Increase in active use with set agreements and code of conduct with Adults	Age appropriate on weekends	With Adult aware of who child is communicating with	Play on weekend with Adult (30 min. limit)	To family and friends using child-safe app	Read e-books Research for school, complete homework	Yes with clear rules and Co-Pilot app	Age appropriate social networks with Adult monitoring

"A child's brain develops rapidly...children learn best by interacting with people, not screens."
- American Academy of Pediatrics

Elementary School:

Grades 1 - 8

HOURS OF OPERATION

Early Birds

- Early Birds begins at 7:30 a.m. Children will be dismissed to their classrooms at 8:00 a.m.
- Early Birds meets on the playground (weather permitting) or in a designated classroom.
- Early Bird children can be dropped off by the gate into the recess field or at the Tamarind Road Car Pool drop-off point.
- If in doubt about where Early Birds will be held, drive up to the Tamarind Road Car Pool drop off point where your child will be directed by a faculty member.
- In the event of a delayed opening, Early Birds begins at 9:45 a.m.

Classes

- Classes begin promptly at 8:15 a.m. and are dismissed at 3:20 p.m.
- Students should arrive at school no later than 8:10 a.m. and be picked up no later than 3:40 p.m.
- Students arriving after 8:15 a.m. will be considered tardy and given a tardy slip.

Please Note: Parents must enroll their children in Aftercare if they pick up later than 3:40 more than twice during a quarter term. For more information see the Aftercare section of this Handbook.

ATTENDANCE POLICY

Regular daily attendance is a critical component of the education of all students. It is particularly vital at Waldorf schools, where textbooks and homework are secondary to teacher-led instruction. Furthermore, Waldorf education is an experiential, arts-integrated program in which not all missed work can be duplicated.

Families are expected to respect the integrity of the academic calendar. While reasons for absences will arise, students are discouraged from missing any more school time than is absolutely necessary. All absences are recorded on the students' progress reports. A student who is absent during the school day may not participate in any after-school activities for that day, including sports, dances, or concerts.

In the Middle School, excessive absences or tardy arrivals will result in the assignment of "extra support" time after school, at the discretion of the class teacher. This time will help the student to make up some of the work missed. Parents will be notified at least 48 hours in advance to make the necessary pick-up arrangements.

For absences due to illness,

- Email the class teacher by 7:15 a.m., if possible, and c.c. Reception@twsb.org
- A note from parents giving the reason for the absence must be turned in to the front office when the child returns.

Maryland law requires a doctor's note for children returning after an absence of 5 days or more.

PLANNED ABSENCES FROM SCHOOL

- Please make every effort to schedule family vacations during the ample breaks provided in the school calendar.
- Give at least 2 weeks written or emailed notice, including the dates of absence, to the front office, the class teacher, and any private tutors.
- In addition to the above, middle school students should consult directly with their class and subject teachers in advance about staying caught up with their work.
- Teachers will assist students, but it will not be possible for them to present all necessary work in advance of an absence. Parents and students have the responsibility for initiating follow-up conversations concerning missed work. The Receptionist and front office are not available to assist with gathering homework and assignments for the students.

TARDY ARRIVALS

- Email the class teacher if possible.
- Upon arrival, stop by the front office to sign in.
- Students must enter the classroom quietly when signaled by the teacher, and follow the teacher's protocol for not disturbing the activity in process.
- All tardy arrivals are recorded on the students' progress reports.

EARLY PICK-UPS

- Email the class teacher as much in advance as possible.
- Upon arrival, stop by the front office to sign out the child.
- The receptionist will arrange to have the child fetched from class.
- To keep children safely supervised, it is not possible to have them waiting in the front lobby to be picked up.

SNACK AND LUNCH

Please send a mid-morning snack and lunch with your child each full day, or snack only for each half day of school.

Eating habits are built early. We ask that you carefully consider the nutritional quality of your child's school food. It is important that children have snacks and lunches that provide proper nutritional support for their school day.

Here is a school-provided list of foods that are preferred, discouraged, or prohibited. Teachers may exercise their discretion about whether specific food items are allowed.

Preferred Foods	Discouraged Foods	Prohibited Foods
Sandwiches	Microwave-ready meals	Soda
Whole grains	Cookies, cake, or brownies	Sugared fruit drinks
Fruits and vegetables	Potato chips	(Including juice boxes & Capri Suns)
Nuts* or healthy crackers	Other processed foods	Candy
Eggs	Lunchables	Gum
Beans		
Tofu		
Cheese		
Other natural foods		

Please consult with your class teacher if you have any questions about this list.

*Due to possible allergies, please check with your class teacher first before sending nuts or nut butters to school. See also the School's Food Allergy Policy on the website and in the Safe and Sound section of this Handbook. <https://www.waldorfschoolofbaltimore.org/parent-information-resources>

Please send a thermos for lunches that need hot water. Check with your teacher; some classrooms have hot water available. Please consult class teacher in deciding appropriate class snacks for special occasions. Middle School students may bring food that can be reheated in the classroom microwave oven.

Lunch boxes and backpacks should not exhibit media-related pictures. Please label your child's lunch box.

Eating on the plaza at dismissal time is not allowed except when there are fundraisers and other school sponsored events that involve food.

HOMework

At the Waldorf School, homework is assigned in grades three through eight for several reasons:

- to review and reinforce class work;
- to assist in developing organizational skills and self-discipline;
- to allow the student to exercise inner creativity and deepen thought; and
- to bring the subject, especially languages, handwork, and music, into the home and daily life.

Please note that all assignments are important—practicing an instrument is as important as doing a math or language assignment.

Homework is generally assigned in such a way that students can accomplish it on their own. Class teachers and subject teachers work to coordinate assignments so that work is spread out over the week. As a general guideline, teachers calculate that up to about fifteen minutes times the number of

the grade is an appropriate amount of time for a student to spend per day on homework; thus, a fifth-grader could have up to seventy-five minutes of homework on some days. (This does not include musical instrument practice.) If you feel that your child is spending too much or too little time on homework or if you have any questions concerning homework, please contact your child's teacher.

Teachers offer several types of support to students and parents in the realm of homework, which include but are not limited to:

- Students in grades 4-8 are provided with a homework planner and time to note assignments in it.
- Teachers write assignments on the board in the classroom.
- Teachers may show students how to lay out the homework and provide time in class to begin the assignment.
- Teachers may require parent initials on homework, or additional checking-in for a student of concern.
- Middle school students are offered an academic support time during homework club periods.
- Teachers will discuss homework guidelines and expectations during the class meetings.
- Teachers will inform families of their procedure for an absent child obtaining homework assignments.

Parents can support their children's completion of assignments by:

- Providing a conducive, quiet (media and distraction free) space and supplies for homework.
- Arranging a child's schedule so that there is adequate time for family activities, homework, and free time.
- Fostering a positive attitude for learning and responsibility toward assignments.

We take homework seriously and feel that it is an important part of the educational process. Students who do not complete homework assignments are required to attend Homework Club. Homework Club is held from 12:35-12:55 each day (lunch recess) for middle school students and is supervised by a teacher. Students are required to arrive on time, bring all necessary work and materials, and work quietly.

A teacher may choose to excuse a student from Homework Club under valid extenuating circumstances. In this case, the student is expected to complete and submit the assignment according to the teacher's instructions.

If a student is consistently unable to complete homework assignments, teachers will notify parents and may call a meeting or outline actions to address the situation.

Elementary School:

How We Share with Our Parents

INFORMATION ON WALDORF EDUCATION

The school offers a variety of events to expand parents' knowledge of Waldorf education and the teachings and philosophy of Rudolf Steiner. Look out for these opportunities in the Waldorf Weekly. Visit our website to find out more about our school and Waldorf education

generally. There is a Parent Library located in the lobby of the Children's Garden. Faculty members are happy to recommend an appropriate book.

CLASS MEETINGS

Class meetings are the primary vehicles for the class teacher and parents to discuss the process of the education your child is experiencing. Class meetings also serve to further communication among parents, offering a forum to share parenting concerns. You are expected to attend each class meeting.

CLASSROOM OBSERVATION

Parents may visit their child's class for observation by making prior arrangements with the teacher. In addition, the school is open for observation to all parents, grandparents, and special friends on May Day/Family Day.

ASSEMBLIES

In-school assemblies build community and occur throughout the year. During these assemblies, the whole school, or a portion of it, meets to share a story, a play, or other event.

Our whole-school assemblies are more formal occasions. Family members and relatives are invited to attend. Details of assemblies can be found on the [website calendar](#) and in the Waldorf Weekly.

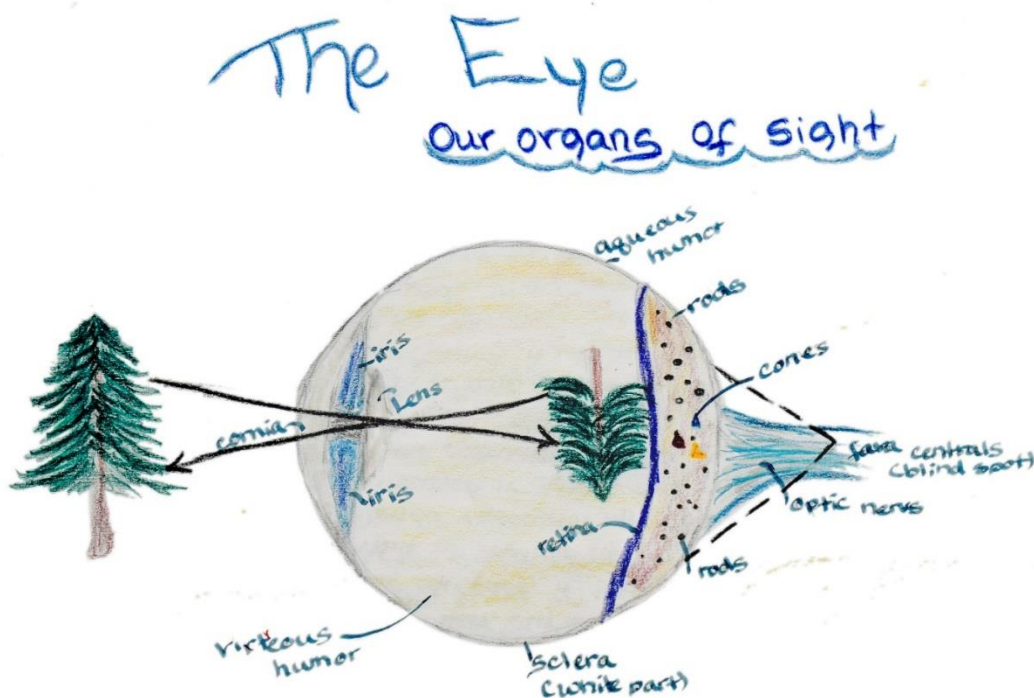
PROGRESS REPORTS AND CONFERENCES

Communication between parents and teachers is essential in supporting each child's growth and development. Please contact teachers about individual concerns and inform teachers of any factors in the child's home or personal life that might influence the school experience.

In families with two households, both parents are required to attend parent/teachers meetings together in order to ensure that both parents receive the same information.

- Parent/Teacher Conferences are scheduled after the 1st and 2nd quarter reporting periods. These conferences address your child's progress and issues concerning your child's social, emotional, and academic growth. Upon request, subject teachers may also be available to meet with parents. Parents or teachers may also schedule additional conferences.
- Elementary reports are issued quarterly. If students are struggling with a particular academic or behavioral issue, an interim report will be sent home between reports to inform the parents of any new issues, describe how the teacher and student are addressing the area of concern in school, and inform the parents how they can offer support at home. Quarterly reports are easily accessed through the Parent Portal (via the school [website](#)). For login questions please contact Linda Zandler, Finance Director: lzandler@twsb.org.
- All financial obligations must be settled to receive the year-end report.

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



Elementary School

Festivals & Celebrations

Waldorf education highly values the celebration of festivals. Every season offers its mysteries and magic, and each festival celebrates a different season as a living calendar. This is in harmony with nature and reinforces our rhythmic relationship with the natural world. It also gives us an opportunity to connect with the universal human tradition of gathering to celebrate in community. We are fortunate to have a diverse population whose members celebrate many festivals. Parents are encouraged to work with teachers to develop age-appropriate activities to share their traditions in the classrooms.

Elementary School

Practical Life at Waldorf

LOST & FOUND

- Lost & Found items are collected under the stairwell on the garage level.
- Items not claimed are donated to charity. Please check it regularly!

BIRTHDAYS

- Children's Garden has planned birthday celebrations for each student; you will receive details from your child's teacher. While Children's Garden or younger siblings are warmly invited, Elementary age siblings should remain with their class.
- Birthdays may be celebrated in all grades. Discuss with the class teacher how your child's birthday may be celebrated.

Idea: celebrate birthdays by having your child donate a book in their name to our library for their birthday! Our Librarian will be happy to guide you as you add to the collection.

FORMER STUDENTS VISITING

We welcome visits to the school by former students at the discretion of the class teacher.

- Visits must be arranged in advance.
- A parent must bring the child into the school and fill out a Visitor Emergency Contact Form, available on the school website and at the reception desk.
- Parents will be called and asked to pick up their child if behavior is disruptive.

DAY AND OVERNIGHT FIELD TRIPS – STUDENT REQUIREMENTS

- Fully complete Medication Administration Authorization Forms. See *WSB Safe and Sound* section – *Student Health Policies* section for details.
- School behavior and discipline policies are in effect during field trips

Overnight field trips start in 3rd grade and are an important and required part of the curriculum. In addition to the complete Medication and Administration Authorization Forms, parents are required to fill out and return Permission Forms by the deadline. No child may participate without a signed permission slip.

CHAPERONE GUIDELINES – ALL FIELD TRIPS

Teachers may approach parents to chaperone on day and/or overnight field trips. Our chaperone policies reflect our primary concern of safeguarding the children. Background checks for parent chaperones may be required.

Chaperones should know and abide by the following expectations:

- The teacher needs to know where everyone is at all times. Chaperones must check with the teacher(s) if a group plans to leave the designated area for any reason.
- Chaperones will follow the schedule and duties for the activities as outlined by the teacher.
- Any concerns or suggestions must be voiced privately to the class teacher during field trips.
- No alcoholic beverages are allowed on any WSB field trip.
- Confidentiality is required for any student medical or behavioral issue. Check with the class teacher if in doubt.
- Please respect the authority of group leaders by not "fringe talking;" if adults are speaking to one another at the edges of the group, children may be distracted and unable to focus on the leader.
- Help the group move at a reasonable pace. Encourage the students to stay together and keep them from lagging behind or shooting ahead.
- Ensure that the students do not litter, only handle what is allowed, and do not take anything from the area being visited. When we leave, any place should be cleaner than when we arrived. We support the "Leave no Trace" philosophy on all our camping trips.
- The class must remain together as a large group or in assigned smaller groups.
- Do not stop to buy treats such as drinks or ice cream for your group.
- On all overnight field trips and some day trips adult chaperones must successfully complete a background check. Contact the Executive Director for more details (bsmith@twsb.org).

TRANSPORTATION OF STUDENTS

School bus or public transport are used as transport for field trips. Parents driving students is permissible providing certain criteria are met. See the Executive Director or Finance Director.

Under most circumstances school employees may not transport students in their own vehicles. Employees who attend a trip in their capacity as a parent may transport their own child only, they may not transport another student. Vehicles owned by an employee may not be used to transport students on a school sponsored event.

We appreciate your willingness to help as a chaperone. By chaperoning you are modeling for the children how parents support the teacher and class. You are also helping enrich the curriculum. Your help often makes field trips possible.



STUDENT EVALUATION AND EXTRA EDUCATIONAL SUPPORT POLICY

The Waldorf School of Baltimore enrolls students with a range of abilities, developmental levels, and learning styles. Although the School cannot accommodate all children, it may provide some limited supplementary services and accommodations, consistent with School resources.

Classroom accommodations and extra support will be developed in collaboration between the school, family, and educational professionals. The Student Services Faculty Committee coordinates this work. The Committee makes recommendations, coordinates resources and tracks progress of all students identified as needing extra support. Accommodations and extra services are documented in a Student Learning Profile which is shared with the teachers and staff that work with the student.

Approved assistive technology devices are provided and cared for by the family. Outside therapies may be recommended. If the extra support, accommodations, and/or outside professional resources are not enough to sufficiently remedy the learning or social emotional challenges, it may be determined that the child will be better served in a smaller setting or different program.

STUDENT SERVICES COMMITTEE

The Student Services Committee recommends and coordinates and monitors internal and external resources and classroom accommodations for students identified as needing extra support. Classroom accommodations and extra support will be developed in collaboration between teacher, family, and educational professionals. Outside tutoring or other therapies may be recommended.

ASSISTIVE TECHNOLOGY POLICY

- A student may be allowed to use technology in class such as keyboarding, voice activated programs, an e-reader, or other assistive technologies when these accommodations have been recommended after a professional educational or medical evaluation.
- Requests for technology assistance should be submitted to Cecilia Liss, Academic Director cliss@twsb.org and the student's Class Teacher.

INTERNAL EDUCATIONAL SUPPORT AND EXTRA LESSON

The school's educational support teacher, an Orton Gillingham trained tutor, works with small groups of students who need extra support in their learning skills and Language Arts skills. Priority is given to students in the lower school grades and those who have been excused from Spanish. The Extra Lesson offers educational exercise in movement, form drawing, and painting for individuals or class groups to strengthen spatial orientation, balance, and movement coordination to support the learning process.

SCHOOL COUNSELOR CONSULTANT

The school works with a school counselor on a consultant basis. The counselor is a licensed clinical social worker who advises faculty, works with students, and families to make recommendation to support healthy social development.

Elementary

Behavior & Discipline Policy

At the Waldorf School of Baltimore, our goal is to support the development of self-discipline and assist students to resolve and learn from their social conflicts. Conflicts happen every day and provide opportunities to learn about ourselves and others. We, the students, parents, and the faculty of this school are committed to a community that promotes peaceful solutions. The overall goal of discipline is to provide a safe and secure school environment and aid in the moral development of the student. The school will take action to address behavior that causes physical injury or emotional distress. See Policy Against, Harassment, Bias and Bullying under WSB Safe and Sound Policies. Discipline at the Waldorf School is an important, integral part of the curriculum. Children need age appropriate guidance and consequences in order to develop the following:

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

ACTION & RESPONSE PLAN

- Disciplinary decisions are based on the facts and circumstances of each case.
- Teachers use classroom management strategies to address simple clashes between students, mild cases of disruptive or disrespectful behavior, disregard of class/school rules or accidental property damage.
- Students involved in a repetition or escalation of unsuitable behavior, or a physical or verbal altercation meet with the Academic Director or the Executive Director. Parents will be notified by the end of the day and receive an Incident Report, describing events and consequences within 72 hours and a meeting with parents will be scheduled when appropriate.
- Possible consequences include, but are not limited to:
 - reparative activities
 - Social Inclusion Approach
 - loss of privileges
 - sending home for the day
 - referral to Student Services Committee to determine need for additional support
 - administrative leave

- suspension
 - expulsion
- Any disciplinary step or steps may be skipped at the sole discretion and judgement of the school.
- The school reserves the right to take action up to and including administrative leave, suspension or expulsion for one or more incidents of serious inappropriate behavior.
- A student who is unable to change behavior through the noted interventions, engages in extreme behavior of a violent or illegal nature, or puts others at risk may be suspended from school. If a student is suspended, a parent-teacher conference with the Academic Director and the Class Teacher will be scheduled.
- Any student receiving an out-of-school suspension will be referred to the Collegium for an evaluation of the student's ability to continue as a member of our school community.

ADMINISTRATIVE LEAVE

- Administrative Leave can be used when the school needs to gather information regarding an alleged incident without a student's presence in school. During this time away from school, the student normally will remain in good standing, while the family, school, and /or outside parties work to address the issues in question. There may be circumstances which case the school to determine that the student is not in good standing. The Executive director and Academic direction will determine if the leave changes to suspension or expulsion.

SUSPENSION

- A student who is unable to change behavior through the noted interventions or who engages in an extreme infraction of school decorum may be suspended from school.
- Behavior that puts others at **physical or emotional** risk will result in an out of school suspension.
- The Leadership Team determines the length of suspensions. If a student is suspended, a parent-teacher conference with the Academic Director and the Class Teacher will be scheduled.

EXPULSION

- A student may be expelled from school for any serious act of abusive, disrespectful, threatening, or endangering behavior.
- Theft, substance abuse, or serious acts of vandalism towards the school, community, or personal property may also be reason for expulsion. The Academic Director will make all recommendations about expulsion to the Collegium.

DECORUM

- A healthy school community depends on the quality of the relationships between its members.
- Respect, civility, and politeness are the cornerstones that guide how we interact with each other.
- In school, this manifests itself in how we behave in the classroom, school building, on school grounds, during school functions, and on trips.

- It is the expectation of the school that student-to-student and teacher-to-student interactions will be guided by respect, civility, and politeness.
- Middle School students are expected to travel between classes in an orderly manner and to arrive on time to class. If they need to use the restroom, gather extra supplies, or go to the office to make a phone call, they must report to the teacher of their next class first and request permission.

MIDDLE SCHOOL BEHAVIOR EXPECTATIONS

By Middle School, the Faculty expects that students have developed the appropriate level of self-discipline. The students' workload is more challenging, and if one student is behaving inappropriately, it adversely impacts the entire group. Students are routinely redirected, but sometimes an individual may require discipline. Code. After one clearly stated verbal warning, using the words "This is a warning; you must stop [named behavior] now" the student will be expected to stop the named behavior or be sent to the Academic Director or other designated Faculty member.

- By January, after the holiday break, the faculty expects the 5th graders to have developed a new level of self-discipline, as they now join the middle school students operating under the Middle School Expectations and Honor Code. The Academic Director informs the parents and meets with the class to explain the details and procedures of the policy and answer questions.

MIDDLE SCHOOL HONOR CODE

- At the Waldorf School of Baltimore, students are expected to be honest and respectful in their interactions and relationships with peers and teachers. By middle school students are expected to understand what constitutes and refrain from acts of bias or harassment.
- Middle School Students are expected to adhere to the Acceptable Technology Use policy both on and off campus. (see
- All of a student's work is expected to be his/her own, except when otherwise directed (for example, group homework projects.) Parent or guardian signatures on student work must be genuine.
- Lying, destruction of property, stealing, or cheating are not acceptable behaviors and will be subject to the following consequences:
 - Both the giver and receiver of assistance will receive a zero.

Students who do not abide by the honor code will be sent to meet with the Academic Director or other designated faculty member. If this occurs, parents will be notified by the teacher sending the student out, outlining the incident. A second offense during the school year will require a meeting with the Academic Director.

SOCIAL INCLUSION APPROACH

- It is our goal to assist students to resolve and learn from their social conflicts. The Social Inclusion Approach provides a structure that supports the possibility of bringing all students involved in a social difficulty to a greater awareness of the implications of their actions, and lays the foundation for change to improve the situation. Our Social Inclusion Approach is adapted from the principles designed and developed by Kim Payne, M. Ed.

The Student Social Action Committee (SAC) is a group of student volunteers from the seventh and eighth grades trained to assist students through the Social Inclusion Approach.

Pedagogical Approach: Teachers use developmentally appropriate stories or lessons within the curriculum to address social issues in an implicit way. Teachers will also work explicitly with social issues by leading direct discussions of situations as they occur.

Disapprove – Affirm – Discover – Do-Over (DADD): This tool can be used to deal with a simple clash between children, or it can be used over the space of days when the issue is more complex.

Put-Down Diet: Put-downs, jokes, name-calling, and teasing can and easily do escalate into social exclusion, bullying, cliques, and gangs. The Put-Down Diet is a practice that invites the school community (adults too!) to be aware of their own speech, body language, and attitudes that demean others. This approach is presented to a class or group and then reviewed periodically.

Circle of Friendship: When a student is having social difficulties, the class teacher will choose two or three students from the class to join two students from the Student Social Action committee for lunch once a week.

A Social Inclusion Change Plan: An adult will help a student complete this form that outlines the student's plan to change behavior.

A Goals & Achievements Agreement: A student is helped to create a plan for change, and then charts his/her own progress for meeting these goals on a written form.

A No Blame Meeting: This is a group meeting of the students involved in a social difficulty. They will attend with their SAC helpers, the Student Life Director, and sometimes the class teacher(s), to brainstorm solutions and build agreements. If possible, this meeting is held within a week of the incident. Follow-up meetings are scheduled and the whole process usually takes 3-4 weeks.

Parents may be called to schedule a Support Meeting. This is a facilitated meeting with the parents and class teacher of a student having social difficulties, to discover how to strengthen and support the child. A follow-up meeting is scheduled 6-8 weeks after this first meeting.

Student Services Committee observes students in depth and presents the parents and teachers with recommendations and suggestions to support the child.

Grade 1 – 8

School Dress Code

REGULAR DRESS CODE

A student's appearance should be modest, clean, and appropriate. The goal of our dress code is to give students the opportunity for individual expression while reflecting the values of the school. In summary, dress is to be:

- Appropriate and safe for all classes and school activities
- Developmentally appropriate
- Free of commercial, marketing, and status pressures
- Neat, respectful, and welcoming of visitors
- Conducive to a focused learning environment

In support of these values, the following guidelines apply to clothing, outdoor wear, and accessories.

- All clothing should be in good repair, clean, and well-fitted.
- Outdoor wear is required for the weather conditions.
- Clothing is free of writing and numbers; the only writing and numbers allowable are the WSB logo or logos smaller than 2" x 2". The names and logos of other schools are not permitted.
- School-appropriate patterns/prints and graphics are permitted. However, images that promote violence or commercial/media images, such as cartoon characters, are not permitted on clothing, backpacks, lunchboxes, and other accessories. This policy includes nap supplies, backpacks, and lunch boxes.
- Straps on sleeveless clothing must be sturdy.
- Midriff, back, chest, and undergarments must be covered. Tank tops used for layering are not considered undergarments.
- Athletic clothing and active wear may be worn at any time, as long as they meet all other guidelines.
- Pants, skirts, skorts, and shorts must be safe and allow for a full range of movement without being revealing.
- Skirts, skorts, and shorts may be worn with leggings or tights underneath at any time.
- Skirts, skorts, and shorts may be worn whenever the temperatures are forecast to reach at least 70 degrees.
- Shoes must be sturdy, appropriate for all types of outdoor activities, and not distracting to the school environment. Crocs, backless shoes, and shoes that have electric lights are not allowed. Sandals must have a closed toe and may not be worn for woodwork classes.
- Jewelry must be safe and not distracting for school and outdoor activities.
- Subtle makeup is permitted only in the Middle School.

- Perfume and writing on the skin are not permitted.
- Hair should be neatly groomed and out of the student's eyes. Hair longer than shoulder length must be tied back when deemed appropriate for class activities.
- Hair may be dyed, streaked, or highlighted only in natural colors and only in the middle school.
- Indoor head coverings of any kind may not extend beyond the hairline, unless worn for religious purposes.

The Dress Code applies to all school days, events, and trips. Some trips, such as camping trips, may have modified dress codes, which will be up to the teacher's discretion.

Students who are in violation of the above guidelines will be asked to amend their attire. Depending on the circumstances, they may be asked to change into apparel stored by the school for such purpose, or to call home for appropriate clothing. It is recommended that students keep an extra set of appropriate clothing in their lockers or cubbies.

ASSEMBLY AND RECITAL DRESS: meet dress code requirements plus

- Dress pants and shirt, or skirt and blouse, or a dress
- Dress shoes
- Note: There may be a performance that requires a variation on the above.
Parents will be notified in advance.

ORCHESTRA AND CHORAL DRESS

- A white collared or dress shirt, with sleeves
- Button-down shirts must be tucked in
- Black pants with belt or black skirt
- A white and/or black dress is an acceptable alternative
- Black socks for those wearing pants
- Black dress shoes, flat or with only a modest heel (no boots, backless, or athletic shoes)

Waldorf and Technology

STUDENT CELL PHONE AND ELECTRONIC DEVICES POLICY

In General, the Waldorf School of Baltimore is a screen and cell phone free zone in the classrooms and common areas. The exception to this is for students who have permission granted by the Academic Director/Student Services Committee and or a teacher.

Cell Phone Use Policy

In general, students do not need cell phones, smart watches, or other mobile devices to participate in the WSB program; however, some families require that their children carry a phone to school (no smart watches allowed).

In order to maintain our screen free environment and manage use of cell phones, the following rules should be communicated and followed:

1. Cell phones may not be visible or used during the school grounds or at Waldorf off campus events and field trips unless by permission and supervised by a teacher.
2. Cell phones should be stored in their backpacks or lockers, put on silent or in airplane mode and should not cause disruptions to the school day.

If students do not follow these rules, the following procedure will be put into place:

3. At the first failure to comply the student will be appropriately reminded of the expectations and watched while their device is placed in their backpack and cubby/locker.
4. At the second failure to comply the device will be confiscated by the teacher and handed back to them at dismissal. The teacher will inform the parent/guardian that an infringement has occurred.
5. At the third failure to comply the device will be confiscated by the teacher and returned only to the parent/guardian.

Families are reminded that students have access to a phone in the office.

Use of School Phone

1. If a student needs to call a parent or use a phone for any other reason, a faculty member may give them permission and a 'telephone slip'.
2. They will be directed to go to the office and hand in the slip.
3. At the office the student will be asked who they are calling and the reason for calling and then be directed to the school phone
4. If a student does not have a 'telephone slip' they will be sent back to class to obtain one from their teacher.

Technology Acceptable Use Policy

Our computer resources and student's personal technology may not be used to access and/or publish defamatory, abusive, obscene, profane, sexually oriented, threatening, identity biased, bullying, racially offensive, or illegal material. Students who knowingly bring such materials into the school community will be dealt with according to the school's discipline policies. These expectations extend to social networking sites, or wherever the school community or its name is invoked. While we address such misuses and abuses in our community, we strongly recommend that parents discuss appropriate computer usage with their student(s).

Assistive Technology

A student may be allowed to use technology in class such as keyboarding, voice activated programs, an e-reader, or other assistive technologies when these accommodations have been recommended after a professional educational or medical evaluation.

Requests for technology assistance should be submitted to Cecilia Liss, Academic Director cliss@twsb.org and the student's Class Teacher.

Technology Use approved by Class Teacher (Middle School)

There may be circumstances when middle school teachers give students permission to use personal electronic devices for academic purposes at school. In such circumstances parents and students will be required to sign an Acceptable Use Policy and Agreement which will be provided by the school. Students may not use these personal electronic devices for non-academic purposes at school such as gaming or watching videos.

Any misuse of any of these devices may result in students temporarily or permanently losing their in-school technology privileges.

Social Media Policy

The use of social media presents certain risks and we discourage unsupervised use by students. Middle school students often do not have the maturity to navigate the complexities and potential risks of using social media. Ultimately, students are solely responsible for what is posted online. Remember that the internet archives almost everything; therefore, even deleted postings can be searched. As a general rule, students should view social media in the same way that one would view other forms of communication and follow these responsible use guidelines.

1. Always be fair and courteous. It is easier to resolve problems by speaking directly with other people, rather than by posting complaints or other statements to a social media outlet. Students should avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, and threatening or intimidating, that disparage people, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation. Never post any information or rumors about other people, including fellow students, faculty, the School, or other members of the School community.
2. Do not take or post photographs or videos of fellow students or other members of the school community without their permissions.
3. In addition to being subject to disciplinary action by the School, you may be subject to legal liability if any of your postings or other communications on social media sites violate applicable laws. You may also be liable if you make postings that include confidential or copyrighted information belonging to third parties.
4. Your online postings may not include School logos or trademarks on any blog or social network without written permission from the School administration.

PHOTOGRAPHY AND VIDEO RECORDING POLICY

To achieve a balance between obtaining photographic souvenirs and allowing each child and adult to enjoy the full experience of a festival or other school event, please abide by the requests below.

- Obtain permission from the teacher before taking photographs or videos in the classroom.
- Parents may take flash-free photographs or videos during assemblies, Spring Concert, Recitals, and Graduation, from the back of the room.
- Parents may take flash-free photographs or videos at All-School outdoor daytime events at a respectable distance that does not interfere with the proceedings or block the view of others. This excludes the Lantern Walk.
- For all other events, parent photography or recording is not permitted without prior permission.
- The school will designate a person to record events and make them available electronically whenever possible.
- Class play scenes will be staged during rehearsals and post-performance for photos.
- A designated parent may arrange to video the performance with a camera on a tripod, with permission from the teacher.
- Photos may never be taken by students.
- Be respectful of other parents' preferences regarding images of children on social media. Do not tag others without permission or in any other way post on the internet.

ELECTRONIC MEDIA

Experience and recent research has shown that children with less exposure to electronic media during their free time are more successful in school and are better able to imagine, create, and focus during their elementary years. The aim in reducing children's media exposure is to encourage and provide them with opportunities to develop a lively interest in peers, family members and their immediate environment, thereby improving interpersonal communication and fostering a deeper connection to the world around them.

We recognize the difficulties many parents encounter in minimizing their children's exposure to electronic media and offer support in developing alternative activities. We urge parents to follow these developmental guidelines for media use.

Media Developmental Guideline

Inspired by the *Slow Tech Media Diet for Children* Developed by Diana Graber & Patti Connolly

AGE	AMOUNT OF SCREEN TIME?	NON-PARTICIPATORY MEDIA	PARTICIPATORY MEDIA					
		Consume non-interactive media (certain TV, DVDs, streaming media)	Participate in video calling (Face Time, Skype, etc.)	Play educational apps, non-violent games (Minecraft, etc.)	Write emails and texts	Use family computer/tablet to read, watch videos, do homework, etc.	Have own smart- phone	Social Media
0-2 yrs.	Extremely limited	None	With Adult	Not Yet	Not Yet	Not Yet	Not Yet	Not Yet
3-6 yrs.	Very limited, active use with Adult	None to educational content with Adult Fri-Sat.	With Adult	Not Yet	To family with Adult typing	Not Yet	Not Yet	Not Yet
7-9 yrs.	Limited active use with Adult	Educational content with Adult Fri-Sat.	With Adult initiating contact	Play with Adult on weekends (15 min. limit)	To family with Adult typing	Not Yet	Not Yet	Not Yet
10-12 yrs.	Gradually increase in active use with Adult	Educational content with Adult reviewing content Fri-Sat.	With Adult initiating contact	Play with Adult on weekends (30 min. limit)	To family with Adult as child learns to type	Research with Adult (30 min. limit)	Not Yet	Not Yet
13-14 yrs.	Increase in active use with set agreements and code of conduct with Adults	Age appropriate on weekends	With Adult aware of who child is communicating with	Play on weekend with Adult (30 min. limit)	To family and friends using child-safe app	Read e-books Research for school, complete homework	Yes with clear rules and Co-Pilot app	Age appropriate social networks with Adult monitoring

"A child's brain develops rapidly...children learn best by interacting with people, not screens."
- American Academy of Pediatrics

Additional School Programs

PARENT PORTAL

The Parent Portal provides a channel for communicating with parents. Every parent has a logon to the Parent Portal; new parents receive their logons by email in mid-August. Parents access the Portal through the school's [website, www.waldorfschoolofbaltimore.org](http://www.waldorfschoolofbaltimore.org). The portal is located in the Parents link in the upper right corner. Through the Portal, parents can access information about their child, including report cards beginning in 2014-2015. Parents can update contact information and provide contact information for grandparents so that grandparents can be invited to Grandparents Day. The Portal also links to the Online Student Directory with the contact information for all enrolled students. Parents can filter this Directory in many ways, including by class or zip code. The school also posts a PDF version of the Student Directory on the Portal Home Page, but the online version is the most current. Parents also register online for Parent-Teacher conferences through the Portal. The school will be adding more features to the Parent Portal during the year. Please contact [Linda Zandler](#).

THE WALDORF WEEKLY

- [*The Waldorf Weekly is our weekly newsletter emailed to parents every Friday morning.*](#) Highlights and links to the Weekly's can be found on the Weekly page of the website.
- Parents can stay informed; the Waldorf Weekly is the main source of information, including highlights, announcements, event reminders, student achievements, Parents Association news and a glimpse of what's happening in our classrooms.
- Questions and troubleshooting inquiries for the Waldorf Weekly should be sent to communications@twbsb.org

COMMUNITY CLASSIFIEDS

- Community Classifieds is our community information found in the Waldorf Weekly.
- Use Community Classifieds to share community events, workshops, performances, camps, announcements, opportunities and services the Waldorf & Baltimore community offer.
- Submissions to Community Classifieds should be sent to communications@twbsb.org.

SPECIAL INVITATION E-BLASTS

Our special invitation e-blasts to parents and the school community include Back to School Night, All Parents Evening, Waldorf Fair, and May Day & Family Day.

USE THE [WEBSITE CALENDAR](#) TO STAY UP TO DATE

- Please note: school events are also available on the website

AFTER SCHOOL SPORTS & CLUB PROGRAM

- The After School Sports program offers seasonal sports: soccer, basketball, and track & field; and may include bowling, baseball, Frisbee golf, bocce ball, and other activities.
- The program runs Monday through Friday, 3:30-5:00 p.m. Students may be enrolled in Aftercare for extended supervision. Parents must make contact with the supervising adult when picking up their children.

- After School Sports is open to all 6th, 7th, and 8th Graders. The final spring session is also open to 5th Graders.
- Registration is required for each session and fees vary accordingly.
- We participate in the annual Basketball Tournament held each winter at the Green Meadow Waldorf School, Chestnut Ridge, NY.

• Visit [forms and links](#) for sports forms and details.

FOREST AFTERCARE PROGRAM

- The school offers a Forest Aftercare program for children enrolled in Nursery (age 3+ and potty trained) through Grade 8.
- Families register and pay for aftercare online through [FACTS](#).

The Waldorf School of Baltimore recognizes that today's children benefit from spending quality time in natural environments. The Forest Aftercare program is designed to provide a safe space for children to cultivate a deep bond with the natural world. Children enrolled in the Forest Aftercare program spend most of their time in the forest surrounding our school. Free play, gardening, and some guided exploration of the forest are key aspects of the program. We spend time outside every day, rain, snow, or shine.

The Forest Aftercare Program:

- Provides a safe, caring, and engaging environment for children needing after school care;
- Provides a secure, comfortable transition from the regular school day to aftercare;
- Supports children in becoming confident and comfortable in the natural environment;
- Provides opportunities for children to develop a deeper understanding of their relationship with the environment through nature play and exploration;
- Provides an opportunity for mixed age groups to interact, learn, and play together.

Hours of Operation:

- The program starts the first day of school and ends on the penultimate day of the year; there is no Forest Aftercare Program on the final day of school.
- Forest Aftercare is provided from 3:00 p.m.-6:00 p.m. on school days, after which time tiered late fees are charged.
- Forest Aftercare may be provided on some but not all days when school is closed for a half or full day. These days are listed on the school calendar. There is an additional fee for these days.

ALUMNI

We recognize the importance of staying in contact with our former students and parents. Alumni are a big part of our community.

Contact Jo Keller, Development Manager with any alumni news of your own or others in the community. We depend on you to help keep our data base current. Jo can be reached by email at development@twsb.org

Visit our developing [Alumni website page](#)

The Development Office is developing an integrated and vital Alumni Program.

- We track our alumni's education, achievements, and careers post-Waldorf, and on re-engagement through outreach and events.
- Alumni aged 24 and over are included in the Annual Fund and other fundraising appeals, and receive other school correspondence throughout the year.
- Alumni are always invited to stop by the school to see the display of alumni class photographs and to chat with teachers and staff.