

# **WALDORF SCHOOL OF BALTIMORE**

**CHILDREN'S GARDEN**

**LOWER SCHOOL**

**MIDDLE SCHOOL**

## **PARENT & STUDENT HANDBOOK**

**2014 - 2015**

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

**Introduction and background**

**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 the 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 nursery and kindergarten, early childhood development is addressed by a curriculum built upon a child's innate ability to learn through imitation and immersion in imagination through creative play. The classroom environment provides aesthetic beauty and activities involving a variety of sensory experiences that engage the whole child and develop the senses. This builds the strong foundation of skills and rich variety of experiences that provide the basis for more formal academic life.
- In the Elementary grades, the child's learning builds upon the language immersion and experiences in the early childhood program. Instruction shifts to lessons that ask the child to imagine and think about the subjects presented. The ability for more conscious and consecutive thought emerges as formal mathematics, reading, and writing are introduced. 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), is a full member of the Association of Waldorf Schools of North American (AWSNA), and licensed by the Maryland State Department of Education. The Children's Garden is licensed by the Maryland State Department of Education and the Child Care Administration. It also has a special program accreditation in Early Childhood Education by MSDE.

The Waldorf School of Baltimore admits students of any race, color, religion and national and ethnic origins to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, religion, disability, sexual orientation, or national and ethnic

origin in administration of its educational policies, admission policies, scholarship and loan programs, athletic, and other school-administered programs and the appointments of faculty and staff.

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

## **Waldorf School Organization: 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) and a variety of committees, some of which are standing committees, some are Advisory Committees, and some are ad hoc committees formed on an occasional basis to meet the needs of the strategic plan. Board members serve terms of three years, which are renewable one time for an additional three years.

### **The Role 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. As such, it is concerned with the needs of the school over several generations; therefore, its focus is setting the strategic direction of the school. The Board does not manage the day-to-day or tactical operations of the school. The Board 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. 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:

- Defining the mission and vision of the school.
- Assuring that the school continues to provide the opportunity for a quality Waldorf education to students in the Baltimore metropolitan area.
- Developing and monitoring the Strategic Plan in furtherance of the mission and vision of the school.
- Leading the efforts necessary to assemble the financial and other resources necessary to the successful operation of the school.
- Adopting the annual operating and capital budgets, monitoring expenditures in relation to the budgets, and otherwise overseeing the financial affairs of the school.

- Assuring compliance with all legal and regulatory requirements and establishing policy in non-pedagogical areas.
- Hiring and firing of the Leadership Team
- Representing the school to the external community and promoting the school to the families of potential students.

A list of current Board members is on the school website.

The Board Bylaws can be found on the school website.

### **The Executive Director**

The Board delegates execution of the school's mission to the Executive Director who is responsible for managing the day-to-day operations and activities of the school, for supporting the strategic plan, overseeing all other staff (teachers and administrators) and volunteers, either indirectly or directly, to achieve the Board's established ends.

To assist in the pedagogical life of the school the Executive Director forms a pedagogical Leadership team. This Team consists of the Director of Academics (currently part-time), the Director of Student Life, the Faculty Chair, and the Children's Garden Chair.

To ensure the smooth and effective running of the practical and administrative life of the school the Executive Director is assisted by Finance Director, Managers of Facilities and Admissions and the Development and Communication Coordinators.

The Executive Director facilitates meetings of the Central Team which brings together the President of the Board, the President of the Parents Association, The Board/PA Liaison, a Collegium rep., and the Communications Coordinator on a regular basis. The Central Team is responsible for bringing together the leaders of various "meetings" of the school so that the goals and priorities of the groups can be coordinated throughout the year. It 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 a way that all constituencies of the school community are well served.

Please feel free to bring your questions to the Executive Director who will either answer your question or direct you to the appropriate person.

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**

Collegium is an assembly of pedagogical experts working from an understanding of anthroposophy and drawn from among the salaried members of the faculty of the school. The Collegium is responsible for advising and supporting the Director of Academics in all pedagogical matters and for carrying the spiritual health of the school. The Collegium will be consulted by the Board of Trustees during the process for hiring of the Executive Director.

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. These groups are the Full Faculty Meeting, the Children's Garden Meeting, the Elementary Meeting, and the Office Meeting.

The Full Faculty Meeting consists of most part- 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 our student body and of Waldorf education.

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

## **Communicating questions and concerns**

Parents with questions or concerns regarding their child's educational experience should speak directly, in person or by phone, with their child's class or subject teacher. Occasionally, the teacher may decide a meeting with several of the child's teachers may be beneficial. Should either the parent or the teacher, or both, feel that further discussion is necessary, the Director of Academics will coordinate a meeting. All parents and teachers are encouraged to enter into a full and honest dialog around any questions, suggestions, or concerns to develop a supportive environment for the child.

Confidential communication of concerns, questions, suggestions, or compliments may be made directed to the Executive Director. This can be done in the following ways:

- In writing via email ([pwhitehead@twsb.org](mailto:pwhitehead@twsb.org)),
- In writing and left in a sealed envelope at the reception desk
- By making an appointment to meet in person by phone to the Executive Director (410-367-6808 ext. 201) or through the Reception Assistant (410-367-6808 ext. 200)

You will receive a formal notification of receipt of your question within two business days and a response of action taken will be made within a business week.

### **Our Parents' Commitment**

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

It is the role of parents to support their school's mission by supporting the administrative and financial policies of 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 school, Annual Fund campaigns are essential to the health of all educational institutions. In all independent schools, gift income finances part of the cost of educating each child. Annual Funds support the financial structure of our school and help keep tuition increases to a minimum. In addition, a successful Annual Fund campaign tells potential donors that members of the community support the mission of the organization. Knowing this, donors are more inclined to make a grant or give a gift. Every family ultimately benefits from a successful Annual Fund campaign if everyone gives to his/her own ability. We ask that you respond as generously as you can during our Annual Fund campaign.

## **WSB Enrollment Policies**

### **Enrollment Contracts**

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

### **Tuition Payment Policy**

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

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

As stated in the contract, the school ordinarily shall not permit a child to continue to attend school unless tuition and other charges are paid to date. In addition, the school ordinarily shall withhold any diploma, certificate, or scholastic record if all tuition and other incurred charges are not paid.

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

### **Financial Aid Program**

The Waldorf School of Baltimore is committed to diversity within its student body and seeks to promote access to the school for qualified students from a variety of backgrounds and income levels. To support this commitment, the school offers a tuition

assistance program to families demonstrating financial need. Assistance is offered only to students whose families qualify for aid on the basis of financial need. Admissions decisions are made prior to, and separately from, decisions about financial aid.

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

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

Financial aid information and application are available on line at our school website in 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.

## **Educational Support**

Waldorf Education and the Child with Learning Differences - by Donald Bufano

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

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

## **Extra Support Policy**

The Waldorf School of Baltimore accepts students with a range of capacities.

Although we cannot accommodate children with serious remedial needs, we can provide some supplementary services and accommodations for children who have demonstrated needs. These services are based on and may include the following:

- Students are selected based on their need as determined by the Slingerland screening in Second grade, additional assessment of academic progress, teacher recommendations, and outside testing.
- Priority for support is given to students in the lower grades and to students who have been excused from learning a foreign language, which is based on formal Educational and Psychological assessments.
- Small group instruction with a reading specialist using the Orton-Gillingham method.

## **WSB Safe and Sound Policies**

## **Student Health Policies**

Health and Emergency Contact Forms are kept on file for each child. These forms are available on the school web site, [www.waldorfschoolofbaltimore.org](http://www.waldorfschoolofbaltimore.org) and must be returned before the first day your child attends school. **Emergency Forms must be updated every year.** This is a requirement of the Baltimore City Health Department. Please make sure information forms are up-to-date! Please notify the office of any phone, workplace, or address changes. Note: any parent can update these details themselves through the Parent Portal. Questions concerning the Parent Portal can be directed to Linda Zandler ([lzandler@twsb.org](mailto:lzandler@twsb.org))

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

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

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

- **PLEASE NOTE:** If at all possible, please arrange the times of dosage so that medications will not have to be administered during the school day.
- Medication of any kind can be administered to a student only by a WSB Medication Technician or Nurse who has been authorized by the student's physician and parent via a completed "Maryland State School Medication Administration Authorization Form" (**available on the School's website**) signed by BOTH the parent and the physician. According to state law, we cannot administer medication, including over-the-counter items as Tylenol, aspirin, or homeopathic remedies, without this completed form on file.
- Prescription medication must be provided in its original container with the pharmacist's label and prescription information intact and be accompanied by a completed form. If possible, a separate prescription should be supplied to the school.
- Non-prescription medication must be in the manufacturer's UNOPENED, original container.

- Over-the-counter medications may only be used for the reason stated by the physician on the original order form, e.g., Tylenol prescribed for and kept on hand for chronic headaches **cannot** be administered for a sore throat.
- The first dose of any prescription medication must be administered by a parent at home or by the child's physician.
- Medications and the accompanying physician authorizations must be delivered to the office by a parent or designated adult (car-pool parent), and handed in-person to the Medication Technician or Nurse. Any changes in dosage, times, etc. must be made in writing with a date and signature of the parent. The parent, upon the final date of the requested dosage time period, shall pick up all medications, or the Medication Technician will effect disposal.
- All requests for the dispensing of medications must be renewed each school year.
- If medication(s) are necessary for a student going on a **class trip**, the above protocol must be adhered to. In advance of the trip, completed forms and all medications must be handed directly to the Nurse or Medication Technician whose job it is to direct the class teacher on the medication's administration and storage and in whose possession it will remain.

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

### **After School and Late Pick-up**

Dismissal is at **3:00 pm** for the Children's Garden and **3:20 pm** for the Elementary School. Please know that there may not be anyone to supervise your child if s/he is not picked up on time. Teachers and office personnel have meetings or other after-school responsibilities. Safety issues make it impossible for children to be left alone in or out of the school building. You must pick up your child **by 3:45 p.m. (3:15 for the Children's Garden) or arrange for him/her to go to Aftercare**. To make it convenient for families who cannot pick up a child from school at dismissal time, the School provides after school care. **You must be registered with us to use this service.** Registration information is available on the Aftercare Program section of this handbook. We realize that emergencies sometimes arise; in the event that a parent or guardian will be late to pick up a child, the school must be notified immediately.

Continual late pick up may result in a family being required to register with WSB's Aftercare Program (please see the Aftercare Program section of this handbook.)

*Failure to register and continued late pick-up may result in your child's being unable to attend school.*

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

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

### **Child Abuse and Neglect Policy**

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

### **Visitors to school**

All visitors **must** sign in at the Main Office before going to a classroom. Parents may come into the building to drop their children off but their length of stay should be brief unless a previous arrangement has been made. The Parents Association has a coffee hour at the beginning of the school day – after which parents will leave the school. Please remind parents if they are on campus for a conference or meeting they need to check in with the office. The office will contact the appropriate teacher, administrator, or staff member.

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 on) and ask them how they can help them. Un-badged visitors must be escorted to the school office to sign in.

### **Building Accessibility Policy**

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

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

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

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

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

Emergency Action Plan drills will be held yearly. Copies of the WSB Emergency and Disaster Preparedness Plan Action Plan are available from the office.

### **Snow and School Closing**

For emergency school closings or delayed openings due to snow or inclement weather, the Waldorf School of Baltimore will notify WBAL to make an announcement under the name of "Baltimore Waldorf School" on the WBAL website. If you register with WBALTV, a message will be sent to you if school is closed. You can choose to have this sent via text message or email. In addition, the school answering machine (dial ext. #3) provides the latest information about closings or late openings.

In the case of a two hour delay, children who are 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. Early Birds starts at 9:45am. Children who are enrolled in the half-day program in the Children's Garden are welcome, but are not required, to attend. In the Elementary School, there will be a shortened morning schedule and normal afternoon schedule.

Weather 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 related reasons.

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

## Traffic Flow Reminders

- Never leave your car unattended when parked anywhere in the carpool line.
- Stay in one line by the curb heading north on Tamarind. Drop-off or pick-up your child only in the drop off/pick up area. Pull forward as far possible when dropping off or picking up your child.
- Be sure your child has everything she/he needs in the morning so that he/she can be dropped off quickly.
- Please have him/her exit on the passenger/sidewalk side of your vehicle.
- Be patient and stay in line. Please do not pull ahead of other cars or double park.
- Continue north on Tamarind after dropping off or picking up your child. **U-turns are extremely dangerous for both you and our students.**
- Please obey the instructions of the crossing guard.
- If you need to stop in school, park to the north of the school or on the west side of Tamarind, across from the school. Please do not park in the drop off/pick up area or along the east sidewalk to the south of the school.
- There is no parking along the curb in the parking lot.
- Please make sure that your alternate drivers are aware of these traffic rules.

## Policy on Alcoholic Beverages at Class Functions

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

## Smoking at School

Smoking is prohibited in all areas on the school's premises.

## Weapons at School

State law makes it illegal 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 welcomes you to the community of parents at the Waldorf School of Baltimore. Each of us has actively chosen Waldorf education because we believe it offers the richest, most comprehensive curriculum, as well as the most heart-centered philosophy of education in Baltimore. Parent involvement is a key aspect of our school. There are many opportunities to contribute to the life of the community. Waldorf education offers you a unique opportunity to grow and develop along with your child.

You will soon notice that Waldorf pedagogy is quite different from what most of us remember from our own schooling. We urge you to keep an open mind and to pursue all the means we offer to educate yourself about the kinds of things your child does during the day.

Developing a relationship with your child's teachers will help you with this education. Feel free to call or make an appointment with teachers. The class teacher is the primary source of information about the curriculum, classroom routine, social development, etc., Subject teachers are also available to discuss curriculum, classroom routine, social development, etc.

Parents can provide many different kinds of support for the teacher and the class. Each class has one or more Class Parents representatives who help facilitate support and organize help with class events (such as camping trips or other outings) and other school events (such as the Michaelmas Festival and Waldorf Fair.) Class Parents also help develop the community of families within the class by arranging for picnics at the beginning and ending of the school year.

The Class Parent welcomes new families and provides orientation to class meetings and other special aspects of the school. Sometimes parents want to talk with another parent – this is the time to call the Class Parent! The Class Parent interacts frequently with the class teacher, is knowledgeable about the school and its traditions, and they may be a helpful resource.

There are many opportunities for parent learning and service. Our weekly newsletter (Newsbytes) has information on upcoming conferences, assemblies, workshops, lectures, and other events. Class meetings, gatherings, volunteering, PA meetings, study groups, are all ways to be involved.

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

### **Some history and background**

Founded in 1983, the Parents Association has grown and changed with the school. Always, however, it has been a community of parents who support each other and the school in a variety of ways. Drawing membership from the parent body and faculty, the mission of the Parents Association is to renew, nourish, and develop the school through enriching its program and environment. It is responsible for ensuring that a collective parent voice is represented to the school through appropriate groups and channels in matters that are more than individual concerns. The Parents Association's mandate is received from the Board of Trustees. There are no dues for the PA and all parents are automatically members by enrolling a student at WSB.

### **Parents Association Activities**

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

#### **Morning Coffee**

Join other parents and administrators after drop-off in the lobby to chat, brainstorm, ask questions, and get to know each other and the school.

#### **Crafts and Conversation Group**

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

#### **Michaelmas Festival of Courage**

A September family fun afterschool gathering and potluck. This year it will be part of the Festival of Courage celebrations on September 30, 2014. Just for fun - not a fund raising event!

#### **The Waldorf Fair**

A Holiday Bazaar in November includes food, music, fellowship, and lots of wonderful crafts and gifts to buy. There are activities for young children and adults alike. It is a

major fundraiser for special class trips and general school needs. Each class helps with some aspect of the event.

### **Special Assemblies**

Storytellers, musicians, and other cultural enrichment performances for students are underwritten by the Parent's Association. We strive to do this as often as possible. Programs available vary from year to year.

### **Parent Workshop**

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

### **Scrip**

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

The Parents Association has partnered with The Waldorf School of Baltimore in support of the Green Movement and the development of our outdoor facilities. The Parents' Association has made major 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. Many opportunities for involvement will be communicated through Newsbytes and at monthly Parents Association meetings.

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

## **Children's Garden**

### **Daily details**

#### **Arrival and Departure**

Doors open for Early Birds Program at 7:30 a.m. for those parents who have early morning obligations. Otherwise, children should arrive by 8:30 a.m.

Beginning the day at the same time with the other children will help establish the rhythm and will be helpful for a smooth transition from home. It is more difficult for children who arrive late to enter into a group activity or play that has already been established.

#### **Drop-Off and Pick-Up**

Use the driveway next to the playground, please park in marked spaces. Walk your child up the steps from the parking lot to the entrance to the CG and ring for entry.

Proceed up the inside steps to the lobby of the CG. Please do not use the classroom doors inside the play yard unless you are arriving before 8:00 a.m or after 3:30 p.m.

If you will be staying at school past 9:00 a.m. park in front of the school. The driveway is closed to traffic from 9:00 a.m. to 3:30 p.m.

Nursery and Kindergarten classes pick-up is at the plaza in front of the school at 12:00 noon for half-day and 3:00 p.m., for full-day. Please pick-up your child promptly.

Children's Garden children in a carpool must be picked up by a parent or designated adult who has written permission by a legal guardian via the Emergency Contact Form or a written note or email. Notify your child's teacher in writing of any changes in your child's pick-up schedule. Identification such as a driver's license is required for anyone who is not a parent picking up her/his own child.

#### **Aftercare Pick-Up**

Children enrolled in the Aftercare Program go to the Aftercare Room at 3:00 p.m. and are picked up from the Aftercare Room by 6:00 p.m. For safety reasons, please park on Tamarind Road and walk down to the Aftercare room to pick-up your child. Children are often playing outdoors at that time and there may be limited visibility in the driveway at that time of day.

*Please Note: Parents must enroll their children in Aftercare if they are later than 3:15 more than twice.*

#### **Full-Day Program**

Our Full day program runs from 8:00 a.m. to 3:00 p.m.

The afternoon program for full-day children has been developed CG faculty. Full-day children have lunch in the Children's Garden classrooms followed by rest time. Children

should bring one small soft toy from home to cuddle at naptime. Dismissal is at 3:00 p.m. from the plaza at the main entrance to the Tamarind Building.

### **Snack and Lunch**

A nutritious mid-morning snack will be served to the children. Snacks include herbal tea, cooked whole grains, fresh fruits, vegetables, fresh baked bread. Snacks are prepared in class with help from the children.

School lunches can be brought from home, or ordered from our participating vendor. We respect the right of families to make choices about which foods nourish their children. However, we ask that lunches be free from the following items: food with excessive sugars and additives, candy, chocolate, and soda. As with all things in our environment, food in the shape of media characters or food advertising media characters is not permitted. Teachers will tell the child that she or he may save such items for snack on the way home from school. Again, to help children focus at school, and in respect for individual family's choices about when and whether to introduce media, we ask that lunch boxes be free from TV and movie characters. Thank you for your support of the program.

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 time, 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 offered milk. All foods should be tightly wrapped and labeled with your child's name. The Health Department recommends that lunches include a vegetable, protein, and carbohydrate.

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

Our goal is to provide a school environment where children can play inside and out and in all kinds of weather, well-protected and unencumbered by the distractions of advertisements and concerns about fashion statements. Here are some guidelines for parents that will help us to attain this goal. These guidelines are appropriate for the Children's Garden environment, and are consistent with the pedagogical goals for the young child.

- All clothing should be in good repair and well-fitted, not overly tight or loose. Clothing extending over hands and feet must be rolled up.
- Midriffs, bellies, backs and shoulders must be covered. No spaghetti straps please.
- Hair should be neatly groomed and out of the child's eyes. Long hair must be tied back or secured with a scarf or bandana. No dyed hair is permitted.
- Two layers of clothing, top and bottom, are necessary in cold weather. In

changeable weather, it is very helpful to dress your child in layers that can be added or taken off as the weather changes during the day.

- Shorts may be worn from March 31st through October 31st.
- 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.
- Please label your child's clothing.

Young children learn through play. Given a secure and rich environment free from distractions, creative play helps children develop physically, socially, emotionally, and cognitively. We have found that a variety of items distract children from play, thus depriving them of some of the gifts our curriculum has to offer. For the benefit of the children, we ask that the classroom be free of the following items:

- Makeup, perfume, fingernail polish, tattoos, body glitter, shoes that light up, clothing with writing, scary pictures or any kind of advertisement (sports teams, media characters and the like.)
- Logos that are 2 inches or smaller are ok.

The Waldorf Children's Garden is an active education, and the children need a practical shoe that supports all the walking, climbing, rope jumping, etc. encouraged in the child's day. Indoor shoes or slippers may be required in your child's classroom. Your class teacher will provide a list of necessary clothing items. *For safety's sake, shoes need to be fully enclosed and fastened with buckles or laces.*

- Crocs and flip-flops are not permitted as they do not provide good protection for the feet and can restrict free movement needed for activities.
- We suggest shoes with laces. Shoe tying is a good educational activity and children are able to learn shoe tying by repeatedly seeing it done.

An important part of our program is outdoor play, and we do go outdoors each day. If the children are dressed to meet the weather conditions they will be comfortable, and free to play and work outdoors. The students must have:

- In the fall and spring sun hats must be worn. Please provide sunscreen if you want your child to use it.
- Please provide waterproof raincoats, hats and boots for rain and snow. The CG teachers will provide a list of vendors that offer effective outdoor gear.
- No hats may be worn indoors.
- Boots will be worn if the ground is damp or muddy, please make sure your boots fit well.
- Please label your child's clothing.

- Umbrellas are not needed.

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

### **Cubby Supplies**

We ask that you bring 2 full changes of clothes for your child's cubby on the first day of school. If your child is staying a full day, he or she will also need a small sheet and pillow( not full sized please) and a small blanket to rest on. No large sleeping bags please. Cubby supplies should be kept in a small labeled drawstring bag (not plastic bags). Please follow the same guidelines for nap supplies as for clothing (no media-related pictures or logos).

### **Children's Garden**

#### **At school together**

#### **Home Visits**

A home visit before school begins is very helpful in establishing a relationship with you and your child and to ease the transition into the first days of school. We see your child in his or her own environment, and your child gets to know their teacher better. The teachers will visit all new students to their 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. (For children attending Full Day, please refer to the Full Day section for guidelines.)

### **Cell Phone Use Policy**

The Children's Garden recognizes that parents may need to use their phones while at the school. However, the use of cell phones in the building is prohibited. Making or receiving phone calls in the building or on the playground does not support the environment that we find appropriate for children while in school. If it is necessary that you make or receive a call while at school, please ask a CG faculty or staff member where you may do that, we will be happy to help you. Children may not have cell phones at school at any time.(Please see the section on "Bringing Things from Home.")

## **Festivals**

Every season reveals its own picture of process and change. In the Children's Garden, we present the seasons as a living process through our celebrations. We create a living calendar through our circle time and craft projects, and these are brought to fruition by our festivals—the Autumn Festival, the Lantern Walk, the Winter Garden, and the Spring Festival, as well as other school-wide festivals. Our teachers also welcome families to bring traditions and festivals from their own experience to the class. Parents work with the teacher to bring festivals in an age-appropriate way. The Elementary grades also have a calendar of festivals and assemblies that all school families are welcome to attend. Details are announced in *Newsbytes*.

## **Photography and Video**

We ask that parents refrain from taking photographs and videos during festivals and birthdays and class time without asking prior permission from the teacher. We make every effort to provide a school representative who will take pictures to archive the event whenever possible. These photos and videos will be made available through Facebook and Green Dragon Bytes, our green blog.

## **Birthdays**

Birthdays are special events in the Children's Garden. The parents of the birthday child are invited to come to school for the celebration. Each class has its own way of celebrating that is consistent with the developmental needs of the children. (Check with your child's teacher about details.) The teacher will contact you a week or so before your child's celebration to make arrangements. Each class makes arrangements to celebrate summer birthdays during the school year.

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

## **Class Meetings**

Class meetings are a very important part of Waldorf education. They are the primary vehicles for the teacher and parents to get together to discuss the process of education your child is experiencing. They are the main vehicles through which a parent can learn about the Waldorf educational philosophy. Please make these meetings a priority. The teachers put a great deal of time and preparation into our presentations in order to provide you with information about the class and Waldorf education. 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 – beeswax modeling, eurythmy, painting, crafts, and so on. We encourage you to attend each meeting. In the beginning of the school year, the CG teachers will provide you with dates, times and details of the year's class meetings

These meetings are intended for adults only.

### **Student Evaluations**

The Waldorf School of Baltimore reserves the right to request that a child be evaluated if, in the judgment of the Director of Academics and the Collegium, there is reason for serious concern about any of the following factors: a) the child's ability to become a harmonious member of the group; b) the child's readiness for separation from the home environment; c) apparent developmental delays; d) the child requires extended one-on-one care from teacher. After such an evaluation, according to school procedures, the parents will meet with the teacher and representative(s) of the Collegium to discuss further courses of action.

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

There are two scheduled Parent Conferences, one in the fall and one in the winter. We assess the prospective first graders in November and schedule winter conferences with parents in January. Remaining Children's Garden parents have their conferences in February. Written reports are provided several times per year for CG parents, including the end of the year. These reports are written for the parents only and are not meant to be shared with the child. Please feel free to call your child's teacher any time you have concerns or questions, or to schedule an additional conference if you wish.

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.

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

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

## **Discipline in the Children's Garden**

The schedule of the Children's Garden day supports the children toward developing the ability to respect and care for themselves, their classmates, and their environment in the classroom and outdoors in nature. The teachers support the child's innate reverence for the world and desire to imitate. 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.

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

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

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

1. The teacher redirects the child to a more positive behavior.
2. If redirection is not sufficient, the child is brought to an activity with or near the teacher, and if need be, away from the social group.
3. It is necessary sometimes to send a child home during the school day, at the discretion of leadership in consultation with the teacher. This may occur because of extreme behavior (e.g. a behavior that endangers the student or others), or because the student seems unable to manage being in a social group that day and the teacher is prevented from delivering the program due to the need for extended one on one care.

Depending on the behavior and at the discretion of the teacher, one or more of the above steps may be skipped in an attempt to support the student and the class. The types of interventions used at the Waldorf School of Baltimore require creativity on the part of the faculty. Consequences in addition to those steps listed above include making reparations, assisting an adult in helping another child, helping to bring order to the physical environment, and performing a task that fosters positive behavior, self-respect, and self-discipline (e.g. sweeping the floor or sanding wooden playthings).

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

Teachers will let parents know about patterns of behavior they have observed. It is also important for parents to notify the faculty if there are changes that may cause stress in a child's life.

If the parents are working with other therapeutic professionals communication with the school may be necessary for the child's success in school.

### **First Grade Readiness**

All children who turn 6 years old by August 1st will be considered for First Grade. Readiness for first grade is a multi-faceted consideration, of which chronological age is only one part. 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 Committee evaluates each child on an individual basis for first grade readiness in November. CG Parents are invited to an information session about this process in September or October. Parents needing more information regarding this policy should speak with the Children's Garden Chair or the Director of Academics.

### **Library**

The school Library is located on the second floor of the Elementary Building. Parents are welcome to visit the library and check out books. Our librarian is happy to answer your questions and offer reading suggestions.

### **Children's Garden**

#### **At home**

### **Play Dates**

Play dates provide opportunities for children and parents to make connections and build community, both in the classroom and out of school. To show respect for the individual choices families make, we ask that play dates involve activities and foods *any* family in the class would be comfortable with. For example, families make different choices about food and when and whether to introduce media and screen time. Being sensitive to each other's needs and traditions is an important part of educating children and supporting community.

If this is a first school experience, some children are very tired at the beginning of the school year and need to refresh with time alone. Please 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.

**A written note must come to school with your child if another family will pick up your child directly.**

Legal constraints prohibit the use of school facilities for informal playgroups. Families may play outdoors in the school yard with children supervised by an adult. Though they may not participate in the Aftercare or Afterschool Program activities.

### **Television/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.

*The fields of education and early childhood development recognize that electronic devices adversely influence the way young children play and the child's development and learning process.* Exposure to media can effect a child's ability to play creatively.

*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 your child's development. Articles and research about this topic are available in the Children's Garden.

### **Toys**

In the Children's Garden we choose open-ended toys, materials and items from nature to support a child's freedom to play imaginatively. These toys also provide a rich environment for sensory development. We are happy to discuss this further with you. (Please see "Bringing Things from Home" section.)

## **Elementary School**

### **Hours of Operation**

Doors open at 7:30 a.m. and classes begin promptly at 8:15 a.m. and the children are dismissed at 3:20 p.m.

Students may arrive at 8:00 a.m. They should be at school no later than 8:10 a.m. Students arriving between 7:30 and 8:00 a.m. for Early Birds will be supervised by a faculty member on the playground (weather permitting) or a designated classroom. School office hours are from 8:00 a.m. to 3:45 p.m.

Students arriving after this time will be considered tardy and given a tardy slip. See Tardiness Policy.

### **Snack and Lunch**

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

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.

<b>Preferred Foods</b>	<b>Discouraged Foods</b>	<b>Prohibited Foods</b>
Sandwiches	Microwave-ready meals	Soda
Whole grains	Cookies, cake, or brownies	Sugared fruit drinks
Fruits and vegetables	Potato chips	Candy
Nuts* or healthy crackers	Other processed foods	Gum
Eggs	Lunchables	
Beans		
Tofu		
Cheese		
Other natural foods		

\*Due to possible allergies, please check with your class teacher first before sending nuts or nut butters to school.

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

Please send a thermos for lunches that need hot water. Check with your teacher as some classrooms have hot water in the classroom. 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 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.

### **Absences**

Please call or email ([reception@twsb.org](mailto:reception@twsb.org)) the school office by 8:30 when your child is absent from school. A note must accompany your child when s/he returns, describing the reason for the absence. Maryland law requires a doctor's note for children returning after an **absence of 5 days or more.**

### **Tardiness Policy**

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

Teachers may call the parents of a student who is habitually late to reinforce the importance of arriving on time. Continued lateness may be taken up by the Director of Academics.

Absences and tardiness are recorded in students' permanent records.

### **Planned Absences from School**

While the school expects that children will be at school every day (except in cases of illness), we recognize that there are other times when children miss school. If your family is planning a trip or other event that will cause your child to miss school, please notify the office and include the dates of absence. Parents are responsible for notifying the class teacher and private tutors (if applicable) in writing of any planned absence.

Please understand that it may not be possible for morning lesson work to be duplicated in the same form that the child would have received it if s/he had been in attendance. For subject classes, makeup work may be assigned in advance.

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

## **Homework**

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 and music, into the home and daily life.

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

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

- Students in grades 4-8 are provided with a homework planner and time to note assignments in it;
- Teachers and specialty teachers write assignments on the board in the classroom; teachers may show students how to lay out and begin the homework during class;
- Teachers will discuss homework guidelines and expectations during the first class meeting of the year;
- Teachers may require parent initials on homework, or additional checking-in for a student of concern.

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

- Providing an appropriate quiet space and supplies for doing homework;
- Arranging a child's schedule so that there is adequate time for family activities, homework, and free time;
- Fostering a positive attitude toward learning.

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

Notification will be e-mailed to parents of **Middle School** students who fail to complete a homework assignment. Students will be required to attend Homework Club.

Homework Club is held in the sixth grade classroom from 12:35-12:55 each day (lunch recess) and is supervised by a teacher. A student who is required to attend Homework Club is expected to bring her/his work and work quietly during this time. It is the responsibility of the student to go to Homework Club. Attendance is taken.

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

## **Elementary School**

### **How We Share With Our Parents**

#### **Information on Waldorf Education**

The school offers a variety of events to further parents' knowledge of Waldorf education and the teachings and philosophy of Rudolf Steiner. We offer open houses, lectures, and workshops by experienced Waldorf teachers to supplement the many other opportunities for parent education. There are study groups that meet regularly to discuss the philosophy of Rudolf Steiner. In addition, there is a Parent Library located in the lobby of the Children's Garden. Faculty members will be 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 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 family members on May Day/Grandparents Day.

#### **Assemblies**

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

In-School Assemblies occur throughout the year on a regular basis for short amounts of time. During these assemblies, the whole school, or a portion of it, meets to share a story, a play, or other event. Our Whole-School Assemblies are more formal occasions. Family members and relatives are invited to attend. These assemblies are usually before a holiday or school break and mark the festivals as special times.

#### **Conferences and Progress Reports**

Communication between parents and teachers is an integral element of the support of each child's growth and development. Parents should contact teachers about individual concerns and inform teachers of any factors in their child's home or personal life that might be influencing his or her school experience.

Parent/Teacher conferences are scheduled twice a year. Parents or teachers may also schedule additional conferences. These conferences address issues concerning your child's social, emotional and academic growth. Subject teachers may also be available to meet with parents. Parents will receive written reports. All parents will be sent a narrative account of their children's progress in each subject from the child's teachers. at the end of the year. Middle School parents will also receive a Mid-Year Progress Report. All financial obligations must be settled to receive the year end Report.

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.

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

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

### **Student Evaluations**

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

### **Transcripts**

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

Upon request, non-custodial parents may be included on mailing lists for newsletters and announcements of school events. Upon request, the school will provide progress reports and records regarding the academic progress of the student to a non-custodial parent. This is the same academic progress information that is provided to the custodial parent. If a custodial parent requests that the non-custodial parent not receive progress reports, etc., concerning the child, the school requires a court order.

### **Elementary School Festivals and Celebrations**

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

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

## **Elementary School Code Of Compassion**

Conflicts happen every day and provide opportunities to learn about ourselves and others. How we handle conflict affects our relationships and the feelings of trust and safety within our school. We, the students, our parents, and the faculty of this school are committed to a community that promotes peaceful solutions.

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

**R**espect  
**E**ach  
**S**tudent's  
**P**ersonality  
**E**fforts  
**C**reativity and  
**T**houghts

The Social Action Committee (SAC) of 2014-15 created the Code of Compassion in collaboration with the Student Council, and the students of the Middle School. This Code will be reviewed regularly and revised as needed.

### **What is bullying?**

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

### **What is the difference between joking and teasing?**

Joking becomes teasing when...

- it hurts someone
- it leaves someone out
- someone doesn't think that it's funny anymore
- someone asks for it to stop
- it becomes personal (about the way you look or about your family)
- a person feels outnumbered

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

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

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

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

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

### ***The Social Motto***

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

### **The Social Inclusion Approach**

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

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

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

### **Social Inclusion Policy: Action and Response Plan**

When an incident of bullying and/or targeting is observed, the observer will notify the Director of Student Life. The parents of the students will be notified within 24 hours. A referral form will be filed by the Director of Student Life. *This person coordinates the integration of the Social Inclusion Process, as developed by Kim Payne, into our school's policies and practices.* A course of action will be determined and within 72 hours the parents will be advised which of the following responses will be implemented:

1. The Class teacher will proceed with a **Pedagogical Approach**. *Teachers use developmentally appropriate stories or lessons within the curriculum to address social issues in an implicit way. Teachers will also work explicitly with social*

*issues by leading direct discussions of situations as they occur. If the class or any individual students need additional guidance, they will be referred back to the Director of Student Life.*

2. The **Put-Down Diet** will be introduced or reviewed. *Put-downs, jokes, name-calling, and teasing can and easily do escalate into social exclusion, bullying, cliques, and gangs. The Put-Down Diet is a practice that invites the school community (adults too!) to be aware of their own speech, body language, and attitudes that demean others. This approach is presented to a class or group and then reviewed periodically.*
3. The **Disapprove – Affirm – Discover – Do-Over (DADD)** process will be introduced or reviewed. *This tool can be used to deal with a simple clash between children, or it can be used over the space of days when the issue is more complex.*
4. A **Social Inclusion Change Plan** will be implemented. *An adult will help a student complete this form that outlines the student's plan to change behavior.*
5. A **Circle of Friendship** will be created. *When a student is having social difficulties, the class teacher will choose two or three students from the class, and one or two students from the SAC will be selected by their advisor to: greet the student each day, meet together once a week with the student, help the student problem solve, and be available for support.*
6. A **Goals & Achievements Agreement** will be employed. *A student is helped to create a plan for change, and then charts his/her own progress for meeting these goals on a written form.*
7. Ready for Change Meetings are scheduled. *The Director of Student Life interviews the students involved in a social difficulty to determine the underlying issues. A Social Action Committee (SAC) member is assigned to assist the student through the process and to take notes. The class teacher may also attend. The Student Social Action Committee (SAC) is a group of student volunteers from the seventh and eighth grades also trained to assist students through the Social Inclusion Approach.*
8. A **No Blame Meeting** is planned. *This is a group meeting of the students involved in a social difficulty. They will attend with their SAC helpers, the Director of Student Life, and sometimes the class teacher(s), to brainstorm solutions and build agreements. If possible, this meeting is held within a week*

*of the incident. Follow-up meetings are scheduled and the whole process usually takes 3-4 weeks.*

9. Parents may be called to schedule a **Social Support Circle**. *This is a facilitated meeting with the parents and class teacher of a student having social difficulties, to discover how to strengthen and support the child.* A follow-up meeting is scheduled 6-8 weeks after this first meeting.
10. A **Child Study** may be conducted. *This is meeting of teaching and non-teaching professionals who will study a referred child in depth and present the parents and teachers with recommendations and suggestions to support the child.*
11. A student who is unable to change bullying/targeting behavior through the noted interventions will be referred to the **Discipline Committee**. *These members of our teaching and administrative staff determine daily discipline and refer serious issues to the Collegium.*
12. A student's ability to continue as a member of our school community will be determined by the **Collegium**. *This group consists of faculty who have made the commitment to carry the school spiritually, as well as in areas of pedagogy, staffing, internal workings, and parent concerns. Ultimate responsibility and authority for all pedagogical matters rest with the Collegium.*

### **Discipline Policy**

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

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

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

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

### Action & Response Plan

When an infraction of our school's Discipline Policy occurs, the student will be referred to the Director of Student Life. *The Director of Academics, Executive Director, and the Director of Student Life form the Discipline Committee. These members of our teaching staff determine a course of action for daily discipline issues. The parents of students will be notified and advised which of the following responses will be implemented:*

1. Teachers set guidelines and expectations for student behavior in their class and will use a **Pedagogical Approach** to assign consequences. *Teachers consider the infraction, the student's age, temperament, and past behavioral conduct. Consequences may include a reparative activity, loss of privileges, or younger students may need to be sent home with their parents.*
2. Middle School students have the option of choosing to go through the **Social Inclusion Approach** instead of the Discipline Policy if the incident is a matter of student-to-student conflict. *This approach is also described in the Handbook.*
3. Implement a **Behavior Change Plan**. *An adult will help a student complete this form that outlines the student's plan to change behavior.*
4. Employ a **Goals & Achievements Agreement**. *A student is helped to create a plan for change and then charts his/her own progress for meeting these goals on a written form.*
5. Schedule **Ready for Change Meetings**. *A member of the Discipline Committee interviews the student involved in Behavior Code infractions to determine the underlying issues.*
6. Parents may be called to schedule a **Support Circle**. *This is a facilitated meeting with the parents and teacher of a student having discipline difficulties, to discover how to strengthen and support the student.* A follow-up meeting is scheduled 6-8 weeks after this first meeting.

7. A **Child Study** may be conducted. *This is meeting of teaching and non-teaching professionals who will study a referred child in depth and present the parents and teachers with recommendations and suggestions to support the child.*
8. A student, who is unable to change behavior through the noted interventions, engages in extreme behavior of a violent or illegal nature, or puts others at risk may be suspended from school. If a student is suspended, a parent-teacher conference with the Director of Student Life and the Class Teacher will be scheduled.
9. Any student receiving an out-of-school suspension will be referred to the **Collegium** for an evaluation of the student's ability to continue as a member of our school community. *This group consists of teaching faculty who have made the commitment to carry the school spiritually, as well as in areas of pedagogy, staffing, internal workings, and parent concerns. Ultimate responsibility and authority for all pedagogical matters rest with the Collegium.*

### **Director of Student Life**

The Director of Student Life supports all teachers in seeking solutions for both general and extreme incidents.

### **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**

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. After one clearly stated verbal warning, using the words, "This is a warning; you must stop..." the student will be expected to stop the named behavior or be sent out of class to the office or to me. If this occurs, parents will be notified by the teacher sending the student out, outlining the incident.

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. After one clearly stated verbal warning, using the words “This is a warning; you must stop ..... now,” the student will be expected to stop the named behavior or be sent to the Director of Student Life. If this occurs, parents will be notified by the teacher sending the student out, outlining the incident.

**By January**, after the holiday break, the faculty expects the 5<sup>th</sup> graders to have developed a new level of self-discipline, as they now join the middle school students operating under the Middle School Expectations and Honor Code. The Director of Student Life 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 in their interactions and relationships with peers and teachers. 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, 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.
- A second offense during the same school year will require a meeting with the Director of Academics.

### **Behavior Contracts**

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

### **Suspension**

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

### **Expulsion**

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

## **Sexual Harassment Policy**

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

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

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

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

If a student reports to a teacher/staff member that she/he feels that she/he is being sexually harassed, the teacher/staff member shall notify a member of the Discipline Committee immediately. This group will conduct an investigation, decide the nature of the disciplinary action to be taken if harassment has occurred and make a recommendation to the Collegium. The Collegium will make the final decision based on these recommendations. The disciplinary action may include suspension and/or expulsion from the school, depending on the seriousness of the situation.

## **Elementary School Dress Code**

A student's personal appearance should be modest, clean, appropriate, and not disruptive to the education process. A student's dress should reflect the pedagogy of the school. To this end as Waldorf educators we strive to ensure an environment that is conducive to learning, provides safety, and engenders respect for both students and teachers. In support of this the following guidelines apply:

- All clothing should be in good repair and well-fitted, not extending over hands or feet, and not overly tight or loose.
- Students are required to have appropriate outdoor wear for the weather conditions.
- All school wear must be free of writing, pictures, and numbers; the only writing allowable is the WSB logo or a logo smaller than 2" x 2". To maintain school spirit only school logos that are WSB are acceptable.
- Sleeveless dresses and shirts may be worn. However, tank tops, spaghetti straps, camisoles, and tank top or spaghetti strap dresses are not permitted.
- Skirts, skorts, and shorts cannot be more than 2" above the knee.
- Leggings or tights may not be worn as pants. They may be worn with a skirt or dress that is no more than 2" above the knee.
- Athletic clothing may only be worn on P.E. or games days.
- Shorts may be worn from March 31<sup>st</sup> through October 31<sup>st</sup>.
- Midriffs and undergarments must be completely covered when a student raises their arms or are in motion.
- Shoes should be sturdy and appropriate for all types of outdoor activities.
- Athletic shoes must be worn during P.E. classes and for After School Sports. Athletic shoes with cleats are not permitted.
- Backless shoes or shoes with electric lights are not allowed. Sandals must have a closed toe and may not be worn for woodwork classes.
- Crocs or shoes that have separate toes may not be worn in school.
- Students in grades 1 through 3 should have supportive low cut tie shoes for use indoors.
- Rubber boots are for outdoor use only. Students must have appropriate indoor shoes on inclement days.
- Jewelry should be tasteful and not distracting. Discreet makeup is only permitted in the middle school.
- Tattoos, perfume and body glitter are not allowed in any of the grades.
- Solid color nail polish may only be worn in the Middle School.
- Hair should be clean, neatly groomed, and out of a student's eyes. Hair longer than shoulder length must be tied back when deemed appropriate for class activities.

- The dyeing or coloring of a student's hair is not permitted. Students who come to school with dyed hair will be referred to the Director of Student Life, who will require parents to have their child's hair returned to its original color. Hair that is streaked or highlighted by being colored is considered dyed.
- Hats and head coverings, except for religious purposes, may not be worn inside the building. Scarves or bandannas may be worn to keep long hair neatly groomed.
- The Dress Code applies to all school days, events, and camping trips. Camping trips may have modified dress codes, which will be up to the teacher's discretion.

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

### **Assembly, Recital, and Concert Dress**

Parents are asked to support our efforts to create a special event for the whole school. Assembly clothing consists of a dress shirt and dress pants or skirt, or a dress, and dress shoes.

For recitals, students should wear assembly dress.

For all orchestra or choral performances, students should wear Concert Dress, which is: white collared dress shirt, or girls may wear a white top with sleeves; black pants or skirt, and dress shoes. Girls' shoes should have only a modest heel. Boys need to wear socks.

## **Waldorf And Technology**

### **Extraordinary Technology Use Policy**

The purpose of any extraordinary (currently not allowed or practiced) use of technology is solely to assist a student achieve optimum success in school. A student may be allowed to use technology such as a keyboarding device for writing, a voice activated computer to compensate for long term physical conditions that prohibit writing, an e-reader or an electronic reader to compensate for visual/sight problems. These accommodations are based on testing and doctor reports that diagnose and identify the situation that signifies the need for accommodations.

### **Cell Phone Use Policy**

We recognize that parents may need to use their phones while at the school. However, in common with many organizations the use of cell phones in the building is prohibited. We wish to model for our children the importance of face-to-face communication and to preserve a technology free environment. If it is necessary that you make or receive a call while at school, please ask a faculty or staff member where you may do that. Children may not use cell phones at school at any time.

### **Photography and Video Recording**

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

Video recording and flash photography can take both the participants' and audience's concentration away from the performance and hinder the pedagogical value of the event. We understand and respect your desire to share these experiences with your family that cannot attend these events. Therefore, we have made the following arrangements:

- The school will designate a photographer and/or videographer for plays, assemblies, concerts and other events taking place during the school year.
- For Elementary School class related events, we ask that the Class Liaison make clear arrangements with the class teacher or the Director of Academics and inform the parent body of these arrangements.
- Amateur videographers and photographers are asked not to move around during performances. We ask that any recording of performances be done by adults.

## **Photographing or Video-taping by Students**

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

## **Electronic Media**

This includes internet, television, computer, tablet and cell phone based activities.

- Our intention at the Waldorf School is to employ electronic media that is appropriate to the child's development.,
- Classroom instruction relies on the richness of direct experience, the growth that comes from physical challenge and the social skills that grow out of human interactions.
- Experience 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 and create 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 would like to work together to help parents develop alternatives that reduce the importance of electronic media in the lives of their children. As we deal with any issues that arise around computer and media use, we urge parents to discuss these questions with the child's class teacher.

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

Young children are by nature doers. Television, video games, and movies discourage this natural impulse to act in the world, keeping children in an artificial world that encourages passivity – a passivity that often masquerades as activity. In addition, the content of many television programs, video games, and movies disregard the essence of childhood by presenting children with themes and content that are not age-appropriate.

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

keep children's rooms television, cell phone and computer-free. Your child's teacher can provide guidelines for your child's particular age.

## **Elementary School - Practical Life At Waldorf**

### **Lost & Found**

Lost and Found is collected at the bottom on the stairwell on the garage level. Please help keep its contents to a minimum by **labeling your child's belongings**. Parents should check on a routine basis for their children's belongings. Items not claimed are donated to charity during the school year.

### **Birthdays**

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

Inquiries have often been made as to how children may share their birthdays with the school in a fashion more lasting than the traditional party and refreshments. A lovely idea is the gift of a good quality book, inscribed by the student, and presented to the library on the day the class celebrates his or her birthday. In this way, an ancient tradition, in which the celebrant gives as well as receives, is brought to our children on their birthdays.

### **Former Student Visiting**

We welcome visits to the school by former students at the discretion of the class teacher. Such visits must be arranged in advance to allow for the office and all teachers to be informed. The school requires that parents bring the visiting child into the school with a note of permission to visit and emergency contact form – Class Teachers should ensure the family gives this information to the Office on the day of their visit. [Emergency Contact forms](#) are available on the school website. Class Teachers should also inform Admissions of the visit. We expect that all student visitors will be on their best behavior. Parents will be called and asked to pick up their child if the child's behavior is disruptive.

### **Purpose of Overnight Field Trips**

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

group. Field trips give the students opportunities to learn how to support and appreciate one another.

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

### **Field Trip Chaperone Guidelines**

Your willingness to help as a chaperone models for the children how parents support the teacher and the class. Our primary concern is to safeguard the children and chaperone policies reflect this; your assistance is needed and very much appreciated.

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



## **Additional School Programs**

### **Newsbytes**

Newsbytes is our weekly newsletter distributed electronically every Friday. It provides reminders of events and school news. Newsbytes is distributed to the entire Waldorf School of Baltimore community. Submissions to Newsbytes should be sent to [communications@twsb.org](mailto:communications@twsb.org)

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

The after school sports program rotates throughout the year with soccer, basketball, bowling, and other activities. The program is open to all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. The programs are designed to give the students an appropriate competitive atmosphere where they can utilize the various skills that have been taught in their Physical Education classes. The program ends promptly at 5:00 pm. Parents must make contact with the supervising coach when picking up their children. If arrangements cannot be made to pick up a child by 5:00 pm, the student must enroll with Aftercare. The fees vary depending upon the length of the session. Registration forms are sent home with all students in the over the summer and throughout the year.

In late January our school participates in the annual Basketball Tournament held at the Green Meadow Waldorf School in Spring Valley, New York.

## **Aftercare Program 2014-2015**

The school offers an aftercare program for children enrolled in Nursery through Grade 8. The program starts September 3 and ends with the last day of school on June 10, 2015. The hours are from the end of the school day until 6pm on days when school is in session. There are days when school is closed, but aftercare will be open full day. There is an additional fee for these full days (see Extra Full Day Care Option). Families register and pay for aftercare online through TADS. **To register, go to: <http://mytads.com/a/WSoBAftercare> . The registration deadline is 8/15/14. There is a \$50 per child late registration fee for those registering after this date. Space cannot be guaranteed after 8/15.**

### **Aftercare Fee Schedule**

<b># of Days per Week</b>	<b>Fee</b>
4 -5 Days	\$1990 (\$199 paid with registration, balance paid in 9 monthly payments of \$199 through TADS beginning 9/15)
3 Days	\$1400 (\$140 paid with registration, balance paid in 9 monthly payments of \$140 through TADS beginning 9/15)
1 -2 Days	\$1030 (\$103 paid with registration, balance paid in 9 monthly payments of \$103 through TADS beginning 9/15)

## **Extra Full Day Care Option for Dates School Closed Full Day**

Students enrolled in the aftercare program may sign up for full day (8am-6pm) care on the following days when school is closed but aftercare is offered: 9/25, 10/20, and 3/13 (all grades), 10/16, 10/17, 2/5, and 2/6 (CG only), and 10/31 and 2/13 (elementary only). The cost for this option is \$250 for elementary students and \$322 for CG students. The fee will be added to your monthly payment.

## **Occasional Drop-In Care**

The cost for Drop-In Care is \$25 per partial afternoon (3:25pm-6pm), \$50 for a full afternoon (12:25pm – 6pm), and \$75 for a full day (8am-6pm). To participate in Drop-In Care, you must be registered and have selected a payment method. The \$15 deposit paid with registration is a non-refundable registration fee. Drop-ins will be billed and automatically paid using your selected payment method on the 15<sup>th</sup> of the month following use. Drop-in rates apply if you use more than your registered number of days.

## **Payment Methods**

All aftercare fees are paid through TADS. During registration, families may elect to pay by direct debit from a checking or savings account or by credit card (Mastercard, Discover, American Express). There is an additional convenience fee when paying by credit card. Families may pay the full fee at registration or they may pay in 10 equal payments with the first payment paid at registration and subsequent payments

paid on the 15<sup>th</sup> of each month beginning September 15. All fees must be paid on time. Children may not attend aftercare if fees for the month are not paid in full through TADS. The fee paid at registration (\$103-\$199 as listed above) is not refundable.

### **Late Pick-up Fee**

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

### **No Aftercare Available**

There will be no aftercare on the following days: 11/26 -11/28, 12/22 –1/2/15, 1/19, 2/16, 3/16 – 3/20, 4/3, 4/6, and 5/25.

### **Changes to Scheduled Plans**

When signing up for an aftercare plan, you are committing for the full school year. If you need to make changes, please contact the Aftercare Coordinator right away. Additions are subject to space availability and decreases or terminations require five weeks advance notification.

### **The Spring Garden Store**

The 'Core Store' operates throughout the school year. It offers supplies to support students work the classroom. Fountain pens, colored wax and pencil crayons, bees wax, books, and other items can be purchased at reception from 11:00am until the end of the school day on Tuesday, Wednesday and Thursday and all day on Friday.

The Spring Garden Store bursts into full glory for the Waldorf Fair in November when it stocks a wide variety of seasonal and other beautiful gifts for children and adults of all ages. We are exploring the possibility of an on-line store and using the Store as an outreach vehicle. If you are interested in helping develop the Store in an outreach capacity please contact Carol Devecka at reception.

### **Community Programs**

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

Special programs such as cooking classes and nutrition lectures have been offered in the past. Workshops, lectures, and courses under the auspices of the school are anticipated for the future. Watch for information regarding these programs in Newsbytes or the monthly newsletter.

### **Alumni**

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

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