

**Waldorf School of Cape Cod
Parent Handbook
2011-2012**



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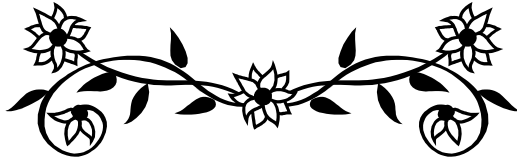
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Welcome!

The staff of the Waldorf School of Cape Cod (WSCC) and the Board of Trustees of the Waldorf School of Cape Cod welcome you and your children. Our school is part of a worldwide movement of more than 900 Waldorf schools. The Waldorf school curriculum supports the inner development of the child as he or she journeys from the imaginative world of early childhood to the adult world of clear intellectual thought. The teachers work out of the educational methods developed by Dr. Rudolf Steiner, who provided the inspiration for the Waldorf movement beginning with the first Waldorf School in Stuttgart, Germany in 1919.

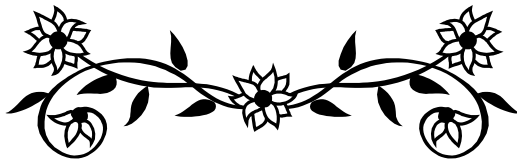
The Waldorf School of Cape Cod was founded by a group of dedicated parents in 1984 and currently has students enrolled in Nursery and Kindergarten through the Eighth Grade. We also have a vibrant Parent-Child Program where participants gather to support one another in their work of parenting and explore the joys and challenges of raising young children. Our faculty consists of a very talented group of specially-trained Waldorf teachers.

Now celebrating our 27th year, the Waldorf School of Cape Cod is a sponsored school involved in three-year membership process to attain full member status with the Association of Waldorf Schools of North America (AWSNA). Aiding us along this journey is our mentor school, Meadowbrook Waldorf School of Rhode Island.

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In choosing this school, parents have made a statement of support for our educational philosophy. This Parent Handbook is intended to familiarize you with how the school operates, to inform you about its schedules and procedures, and to facilitate your involvement with the school. We hope that referring to this handbook will help your family both find an easy entry into our Waldorf school community and continue to participate in it.

*Receive the children with reverence,
Educate them with love,
Send them forth in freedom.
-Rudolf Steiner*



Morning Verse

Grades 1-4

The sun with loving light
Makes bright for me each day.
The soul with spirit power
Gives strength unto my limbs.
In sunlight shining clear,
I revere, oh God,
The strength of humankind,
Which thou so graciously
Has planted in my soul,
That I with all my might,
May love to work and learn
From Thee stream light and strength
To Thee rise love and thanks.

-Rudolf Steiner

Grades 5-8

I look into the world
In which the sun is shining,
In which the stars are sparkling,
In which the stones repose.
Where living plants are growing,
Where animals move in feeling,
And human kind, soul-gifted,
Gives dwelling to the spirit.

I look into the soul
That lives within my being
The world creator moves
In sunlight and in soul light,
In wide world space without,
In soul depths here within.
To the creator spirit
Will I now turn my heart
To ask that strength and blessing
To learn and work may grow
Within my inmost being.

-Rudolf Steiner

School Structure

The Waldorf School of Cape Cod is an independent school which exists through the special efforts of a large and increasingly diverse community of people. Coordinating and directing these efforts is the work of three groups in the school—the College of Teachers and the wider faculty, the Board of Trustees, and the administrative staff. These groups strive to maintain open and clear communication with parents.

Faculty

Unlike many schools, a Waldorf school has no principal or headmaster. Responsibility for pedagogical decisions lies with the faculty. Meeting weekly, the faculty determines the course and content of the school curriculum, sets the academic schedule and calendar, oversees teacher hiring and evaluation, and handles the scheduling of the school and community events.

College of Teachers

The College of Teachers is composed of teachers who consciously hold the larger picture of the entire school. They are charged with deepening the school's relationship to Anthroposophy (the spiritual philosophy behind Waldorf education) and being responsible for personnel and pedagogy. This group is composed of teachers who have made a deep commitment to the school. This group is the leadership of the school and it works out of a consensus decision-making process. The College of Teachers meets as needed, usually on Tuesdays.

Board of Trustees

The Waldorf Association of Cape Cod, operating as the Waldorf School of Cape Cod is a private, nonprofit, tax-exempt corporation. The Board of Trustees of the school oversees the management of school buildings and grounds and sets policy for all legal and financial school matters.

School community members are welcome and encouraged to attend board meetings. If a parent wishes to bring an issue or action item to the attention of the board, she/he should submit it in writing to the Board President or ask a board member to sponsor the item. Those people who have arranged to be on the agenda will be recognized to speak at the appropriate time.

The board is composed of no more than twenty-one members. Included in the board are president, vice-president, secretary, and treasurer, and representatives of the faculty, parent body, administration, and the greater community. Board members are elected for a three-year term. Corporate by-laws are available in the school office. Board meeting minutes and agendas are also available in the office.

To facilitate its work, the Board of Trustees also has committees on which its members serve. [See below.] Committees can include board members, faculty and administration, and members of the general school community. If you are interested in serving on one of these committees, please contact the committee chair.

Administrator

The Administrator ensures timely and effective communication among individuals and groups within the school. This position is responsible for the daily operational flow of the main office. This position also helps to ensure the smooth

implementation of administrative policies and procedures, working with the College of Teachers and Board of Trustees where appropriate.

Please contact the Administrator if you have any questions about whom to see concerning an issue.

Enrollment Director

The Enrollment Director works directly with key constituencies within the school to ensure that enrollment goals and public relation strategies remain a constant focus of attention. In addition, the Enrollment Director facilitates all aspects of admissions and retention.

Administrative Assistant

The Administrative Assistant provides a high level of administrative support in the form of special projects as well as routine ownership of key day-to-day tasks. While under the direction of the Administrator, the Administrative Assistant is expected to work independently and be able to manage the responsibilities of the job in a self-motivated and efficient manner.

Committees

Many tasks are handled by committees made up of board members, faculty, staff, parents, and community members.

Faculty Committees

Administrative Committee

The Administrative Committee is composed of the Administrator, the Faculty Chair, and the College Chair. This group is charged with handling the day-to-day operations of the school and questions regarding policy. The Administrative Committee also works as "traffic cop," directing incoming issues/questions/problems to the appropriate place or committee. Members of the Administrative Committee meet weekly.

Pedagogy Committee

This group is charged with developing the pedagogical study activities for full faculty meetings each week. In addition, it is responsible for directing child studies for the faculty and for providing support for teachers in the delivery of the curriculum.

Grades Committee

This group is composed of all grades teachers and meets to discuss any issues regarding grades 1-8. Topics can range from playground rules to festival preparation to teacher development.

Early Childhood Committee

This group is composed of all early childhood teachers and their assistants and meets to discuss any topics relating to the early childhood program.

Care Group Committee

This group consists of many teachers and is guided by the Learning Support Teacher to support specific learning needs across the school.

Social/Cultural Committee

This committee directs the communication and preparations for our school festivals, including Michaelmas, Santa Lucia, Advent, and May Day. This group is also charged with the broader group awareness for the social well-being of the faculty and community. This might include, for example, a birthday celebration or a thank you letter. Membership in this group is open to parents.

AWSNA Representatives

These faculty members work as liaisons between our school and the Association of Waldorf Schools of North America (AWSNA). They also work with our mentor school to ready our school for full membership in AWSNA.

Board of Trustees Committees

The Board of Trustees has several committees to support their work. The following is a list of board committees and what they do. These committees are chaired by board members. Other committees may be organized on an *ad hoc* basis. The names of committee chairs are included in the Community Directory and announced in *Watermarks* as changes occur.

Building and Grounds Committee

This committee is responsible for coordinating the care of the school buildings and outdoor areas, as well as acting as a liaison with the local Town of Cotuit.

Enrollment & Outreach Committee

This committee is responsible for increasing enrollment in all of our programs and for promoting a positive, consistent image of the school through a variety of outreach activities. This committee also promotes ongoing relationships with the wider community.

Development Committee

This committee is responsible for creating and maintaining relationships within the school and between the school and the community at-large. The school's Annual Giving Campaign as well as the school's two major fund-raising events, the Holiday Fair and the Auction, is also under the umbrella of this committee.

Finance Committee

This committee is responsible for preparing the annual and longer term budgets and presenting them to the Board of Trustees and faculty, making recommendations relative to financial matters, and tracking performance against the budget. This committee also oversees the work of the Tuition Assistance Committee for families that apply for financial aid.

Human Resources Committee

This committee makes recommendations concerning personnel issues, salary issues, salary structures, and other concerns.

Other Committees or working groups may be established at any time by the board; details will be provided in *Watermarks*.

Parents

Parents may be involved in the workings of the school in a number of ways. The following areas are possible ways to contribute your valuable time and energy on a regular basis. For more information, or to offer your assistance with this organization, please speak to the Administrator.

Waldorf Community Association (WCA)

The Waldorf Community Association (WCA), formerly known as the Parent-Teacher Organization (PTO), is made up of all parents, friends and community members who have consciously chosen to support the life of the school so that Waldorf education will have a certain and secure future at the Waldorf School of Cape Cod.

The mission of the WCA is to connect community members to each other, providing opportunities for them to support the school as well as support each other. The WCA is the primary force organizing volunteer support of the school as a whole. The mission is expressed through the following responsibilities:

- Promoting and supporting opportunities for community members to meet informally, to talk and to learn from and support each other.
- Promoting and supporting opportunities for the community to learn about Waldorf Education.
- Supporting the faculty, staff and the board of trustees as needed.

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- Communicating the needs of the school as a whole to the community.
- Promoting community outreach and volunteer development.
- Providing orientation and welcoming new parents and their families into our community.

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Structure and Representation of the community by the WCA

The WCA is led by a convener. The convener is a volunteer position and may be held by one person for no more than three years. The WCA will hold monthly meetings throughout the school year. These meetings will be open to all community members. Community representatives from each class (Early childhood and grades) will attend these meetings. Community representation is a volunteer position taken for up to two years (adjustments to this role will be made for parent reps in E.C. classes if children move into a different class). If a class has no representative then the entire class will take on the role. The WCA convener will present the class with a rota in August for the class to fill in with the name of the person who will attend each meeting. This way we can ensure that no class lacks representation. Each class will have a representative at each meeting. If the class representative cannot attend a meeting, the representative will find a class parent to attend in his/her stead. Class representatives have the following responsibilities:

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- Attending monthly WCA meetings.
- Informing parents in their class of WCA activities.
- Communicating the volunteer tasks that are expected of each class (i.e. Holiday Faire)

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Class Parent

Class Parents serve as a liaison between the class teacher and the class parent body regarding specifics concerning the class. Please do not hesitate to call your Class Parents with any questions you may have.

Buddy Parent

Buddy Parents support families new to the school and to help them become familiar with people and routines.

More details about the roles of class parent and buddy parent are included in the section, "Getting Involved at WSCC", toward the end of this handbook.

Kindercraft

Kindercraft is the school store which is run entirely by volunteers. Merchandise found in the store supports the curriculum. It is also the home for Handworks, a weekly gathering of volunteers who produce hand-crafted items made of silk, wool, and cotton to be sold in Kindercraft. Kindercraft and Handworks offer a warm, nurturing center for parent education, networking, and community building. Kindercraft is also accessible to the greater community and is often a source of information and supplies for homeschoolers. Kindercraft is located just to the right of the large reception desk as you enter the building.

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Parents may be involved in the workings of the school in a number of ways. The following areas are possible ways to contribute your valuable time and energy on a regular basis. ¶

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Parent-Teacher Organization ¶

The Parent Teacher Organization (PTO) is composed of parent volunteers and a faculty member who serves as a liaison to the faculty at large. The PTO provides the community with information and education regarding the principles and practices of a Waldorf Education by holding informational meetings on a variety of topics. The PTO hosts teas at the beginning and the end of the school year for community members to socialize, gain information, and ask questions. The PTO also facilitates the Faculty Appreciation Tea with the guidance of the PTO Chair(s) and Faculty Liaison. ¶

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For more information, or to offer your assistance with this organization, please speak to the Administrator. ¶

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Admissions

Admissions Policy

The Waldorf School of Cape Cod admits students regardless of race, religion, gender, sexual orientation, color, national or ethnic origin, cultural heritage, political beliefs or parents' marital status to all rights and privileges, programs and activities, generally accorded or made available to students at the school. It does not discriminate in the administration of its educational policies or in other school-administered programs.

Admissions Procedures

General enrollment procedures are as follows:

1. Parents complete:
 - a) An application and submit the required application fee.
 - b) Complete and submit records request form (typically grades only)
 - c) Provide teacher recommendations from previous schools (grades only).
 - d) Participate in an interview with the prospective teacher.
2. Students
 - a) Visit for three consecutive days (grades only)
 - b) Have an assessment if appropriate.
3. Admissions Committee evaluates application, assessment, and other materials and forms an admission decision. A letter is sent to the parents informing them of this decision.
4. Parents submit the signed and dated enrollment contract, along with the applicable payment; thereby completing the enrollment process.

Acceptance Policy

In accordance with Waldorf educational philosophy and practice, we seek to develop and balance the needs of the whole child, working with the intellectual, spiritual, emotional, and physical development of the individual within a social context.

We have one part-time Learning Support teacher at the school. Therefore, it needs to be understood that children in our school are expected to function well in a group setting. Parents will be given appropriate and timely information as we rely on parents to be supportive and forthright in their work with the school.

Students may occasionally be offered conditional acceptance with specific terms or guidelines. Support services outside of school may be requested or required (tutoring, counseling, etc.).

All new students have a six-week trial period, after which the family or school may reassess a child's continued enrollment.

Academic Standards

The Waldorf School of Cape Cod accepts students with a wide range of abilities. Although we do not expect each student to achieve the same amount each year, we do have clear goals for each grade and we expect effort, progress, and a cooperative attitude from every student. Curriculum skill goals for each grade are available from class teachers, in the office, or on the school's web site.

Placement Guidelines

Early Childhood Program

We provide both three-day (Monday-Wednesday) and five-day programs. Children must be 2.9 years old by September and must be toilet-trained before they are enrolled. Children who will turn 5 by June 1st are required to attend the 5-day program.

Grade One

Children turning six on or before May 31 will be considered for entry into first grade. Placement determination will be based on observations by Early Childhood teachers and a readiness assessment performed by WSCC teaching staff. Parents will be informed of their child's placement by March 31. Please note that since assessments are done individually over a period of time, notifications will not occur all at the same time.

It is often the case that children with late spring birthdays are placed in the kindergarten, giving them an extra year to mature physically, socially, and emotionally before entering the grades program. Children with early spring and even late winter birthdays may also be given a kindergarten placement for the same reason. Over the years we have found this gift of time to be of inestimable value to children's success in the grades.

Children whose parents wish them to enter first grade during the course of the school year will be placed according to results of a developmental/academic assessment and observation during the required three-day visit and will be subject to a review after six weeks. Previous placement and school records will be taken into consideration.

Grades 2-8

Children whose parents wish them to enter these grades, whose birthdays do not precede our cut-off dates, will be placed according to results of a developmental/academic assessment and observation during the required three-day visit and will be subject to a review after six weeks. Previous placement and school records will be taken into consideration.

New Students Entering Grades 6 to 8

We offer a full curriculum to all six, seventh, and eighth graders in French, Orchestra, and Latin. Sometimes a student needs tutoring or lessons to keep pace. If a student does require tutoring or lessons, the cost is the responsibility of the parent(s).

Changing classes

If parents or a member of the faculty think that a student may not be placed in the most suitable class, we will arrange a meeting to discuss concerns and possible courses of action before any decisions are made.

Re-Enrollment

The re-enrollment process currently begins in mid-February, after the Board of Trustees sets the tuition and rates for the following year. The dates to remember are as follows:

- **1st Week in February** – Re-Enrollment Information sent out to the community
- **1st Week in March**- A signed re-enrollment contract along with the required deposit is due to the office. Contracts received after this deadline are subject to late re-enrollment fees. Payment schedules are provided with re-enrollment materials. This is also the date that all applications for the Tuition Assistance Program are due.
- **Last day of school (in June)** - Since enrollment is based on the academic year, students who are not re-enrolled by the last day of school are no longer considered to be enrolled.

Further details about re-enrollment are included in *Watermarks* and individual letters at the appropriate time in the re-enrollment cycle, and may change for the following year school year.

Withdrawal

In the event that a parent wishes to withdraw their child from school, the school should be notified at least one month in advance, whenever possible. Any financial obligations following withdrawal are stated on the Enrollment Contract.

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A child may be required to leave the school if it is determined that the school cannot meet his or her needs or if the child interferes with the care and/or education of other students.

WSCC Curriculum Overview

Early Childhood

Please refer to the Early Childhood Parent Handbook for details about the early childhood program.

Sample Early Childhood Daily Schedule

- Arrival – 8:30 am
- Program designed by the teacher which will include creative play painting, beeswax, baking, drawing, handwork
- Snack
- Circle and story/rest
- Outdoor play or walks
- Goodbye – 12:00 noon

Grade School

Sample Grades Daily Schedule

- Arrival at school 8:00 – 8:25 am
- In classroom by 8:30 am
- Main lesson
- Snack/recess
- Subject classes
- Lunch and recess
- Subject classes
- Dismissal – 3:00 pm

First Grade

- Language Arts: capital letters, oral recitation, introduction to reading, drama
- Literature: folk and fairy tales
- Mathematics: number concept, the four operations, number patterns
- Nature Study
- Form Drawing: straight line and curve, linear forms
- French: songs, dances and games, poetry and stories
- Physical Education: cooperative games
- Handwork: knitting
- Painting, drawing, and beeswax modeling
- Pentatonic flute, singing

Second Grade

- Language Arts: lower case letters, parts of speech, reading, oral recitation, drama
- Literature: fables, legends of saints and heroes
- Mathematics: the four operations continued, concrete computation, column addition and subtraction, multiplication facts
- Native American Lore
- Nature Study
- Form Drawing: linear forms

- French: songs, dances and games, poetry and stories, alphabet and numbers
- Physical Education: cooperative games
- Handwork: Knitting and purling
- Painting, drawing, and beeswax modeling
- Pentatonic flute, singing

Third Grade

- Language Arts: cursive writing, parts of speech, grammar and punctuation, reading, spelling, oral recitation, drama
- Literature: Old Testament stories
- Mathematics: continued work with four operations, carrying and borrowing, multiplication tables, time, money, and measurement, computation and problem solving
- Food, Shelter and Clothing: a 3-5 day overnight trip to a working farm
- Form Drawing: vertical symmetry
- French: songs, dances and games, poetry and stories, color and action words
- Physical Education: cooperative games
- Handwork: crochet
- Painting, drawing, and beeswax modeling
- Recorder, singing, music notation introduction

Fourth Grade

- Language Arts: grammar, punctuation and spelling, sentence structure, letter format, reading, oral recitation, poetry, drama
- Literature : Norse Mythology
- Mathematics: fractions, long division, computation and problem solving
- Life sciences with an emphasis on zoology
- Local Geography and History, Mapping
- Form Drawing: braided forms
- French: songs, dances and games, poetry and stories, days months and seasons, telling time
- Physical Education: cooperative games, team skills
- Handwork: cross-stitch
- Woodwork
- Painting, drawing, clay sculpture
- Recorder, singing (rounds), music notation
- Violin

Fifth Grade

- Language Arts: grammar and composition, spelling, reading, report writing, drama
- Literature and History: ancient civilizations (India, Persia, Babylonia, Egypt, Greece)
- Mathematics: decimals, mixed numbers, computation and problem solving, ratios and percents
- Life sciences with emphasis on botany
- North American Geography and History
- Form Drawing: free hand geometric drawing
- French: French geography, foods, subject pronouns and verb, conjugation

- Physical Education: Greek Olympics events
- Handwork: four-needle knitting
- Woodwork
- Painting, drawing, clay sculpture
- Recorder, singing (rounds), music notation
- Orchestra and Chorus

Sixth Grade

- Language Arts: grammar and composition, spelling, reading, report writing, drama
- Literature and History: Rome and the Middle Ages
- Mathematics: business math, computation and problem solving, geometric drawing
- Botany, Mineralogy and Geology, Physics
- World Geography
- French: conversational French, grammar and vocabulary
- Latin
- Physical Education: team sports, archery
- Handwork: fabric sculpture
- Woodwork
- Painting, drawing (black and white media), clay sculpture
- Recorder, singing
- Orchestra and Chorus
- Electives, which vary from year to year. Electives run in blocks of about 3-6 weeks, and may include community service activities, arts, or games.

Seventh Grade

- Language Arts: grammar and composition, creative writing, spelling, reading, report-writing, note-taking skills, researching, drama
- Literature and History: The Renaissance and the Age of Exploration
- Mathematics: negative numbers, inequalities, pre-algebra skills, geometry
- Physics, Chemistry, Astronomy, Physiology
- World Geography
- French: conversational French, grammar and literature
- Latin
- Physical Education: team sports, archery
- Handwork: sewing clothing
- Woodwork
- Painting, perspective drawing, clay sculpture
- Recorder, singing
- Orchestra and Chorus
- Electives

Eighth Grade

- Language Arts: grammar and composition, creative writing, spelling, reading, report writing, note taking skills, researching, drama, literary forms, elements of style, Shakespeare
- Literature and History: American history, modern events, life and works of Shakespeare
- Mathematics: pre-algebra skills, geometry
- Physics, Chemistry, Physiology

- World Geography
- French: conversational French, literature, grammar and vocabulary
- Latin
- Physical Education: team sports
- Handwork: machine sewing
- Woodwork
- Painting, drawing, clay sculpture, other media
- Recorder, singing
- Orchestra and Chorus
- Electives

Special School Events

Festivals

Festivals and special school events are an integral part of Waldorf education. From early childhood through the grades, the curriculum and materials brought to the children in the classroom are woven into festivals and gatherings celebrated throughout the year. Specific information on upcoming festivals is communicated through *Watermarks*, teacher letters, and other means, including our web site. If you have any questions please consult your child's teacher.

Seasonal festivals serve to connect humanity with the rhythms of nature and the cosmos. Many festivals which originated in ancient cultures have been adapted over time. To participate festively in the seasonal moods of the year benefits the child's experience. There is joy in the anticipation, the preparation, the celebration itself, and the memories created.

In-School Events

Children's birthdays feature strongly in the early childhood program, and this may continue as children progress through the school.

There are many assemblies and other scheduled events during the school year. Some of these events, such as the Monday morning assemblies, are for students and teachers, while others, such as the open grades assemblies, are open to parents and the wider community, to see curriculum-based performances by the grades classes. Please watch *Watermarks* for details.

Events - Photo and Videotaping Policy

Please help us encourage full attention in special assemblies and class plays by refraining from taking photographs or videotaping during these productions. The school often makes arrangements to have one person authorized to document an event. Please ask your child's teacher if you would like further details.

Field Trips

Field trips are an important part of each class's educational program. To make them possible takes cooperation on the part of parents and teachers. All Waldorf teachers receive First Aid or CPR training, and teachers take a first aid kit with them on all field trips. Parents who participate in field trips as drivers or helpers assist the teacher in providing close supervision at all times.

Third Grade Farm Trip

It is customary in Waldorf schools for the third grade class to participate in a residential farm trip. This experience is designed to enhance the curricular theme of farming and to foster a sense of budding independence within the safety and support of the class. This newfound sense of self is a natural developmental occurrence around the ninth year. This trip is instrumental in helping overcome any apprehensions children may feel in conjunction with this developmental stage.

For many children this may be their first extended absence from home as the trip is usually 3-5 days in length.

Eighth Grade Trip

It is customary in Waldorf schools for the eighth grade class to participate in an extended trip in the latter part of the year. This experience culminates the children's experience of their elementary years and bonds the students as a graduating class. Contact your child's teacher for further details.

Events Away from School

We recognize that events held away from school are exciting and special, yet they still demand the same guidelines for behavior that we would expect at school, particularly concerning personal safety and respect for the property of others.

Arrival & Dismissal

Drop-Off and Pick-Up

Drop-off and pick-up are through the front door only. This helps us to be sure that students are in the care of a teacher or parent at all times and ensures security school-wide.

For the safety of the children, we ask parents to refrain from using cell phones while driving on school grounds.

Early Care

Students who arrive between 8:00 and 8:15am should be brought to the teacher supervising early care. He or she will be outside in good weather and in the gym during inclement weather. Only students in Class 8 may, with the permission of the class teacher, go to their classroom before 8:15am.

Morning Drop-Off

Students may arrive between 8:00 and 8:30am. They should arrive in time to be in their classrooms and ready to begin at 8:30am. Children arriving between 8:00am and 8:15am should be dropped off at the lower grades recess field. Be sure there is a teacher present before leaving children. In bad weather early care will be held in the gym. We ask that no one is to enter the building before 8:15am since the teachers are busy preparing for the day, unless you have arranged a meeting. Children arriving between 8:15 and 8:30am should be brought in through the main front door (the one leading to the office). At 8:30am, the school day begins. Students in grades 1-4 must be escorted to their class by parents or carpool drivers.

Late Arrivals

The class teacher offers a positive and healthful beginning to the children's day with a handshake and a greeting. This opportunity for students to greet the teacher and one another is possible only when the children arrive before 8:30 am. Classroom doors will close at 8:30am. If students arrive after 8:30am, their parents must sign them in at the office. Thereafter, they follow the procedures their teacher has established for late arrivals: in some cases, children and their parents may need to wait outside the classroom until there is a suitable break in the classroom routine. Excessive tardiness may result in a review of a child's enrollment status.

If your child is unwell, or you know that you are going to be arriving late, and you wish to let the teacher know before the start of the school day, you should telephone and leave a message in the teacher's voice mail box (by calling 508-420-1005 and asking for the teacher's voice mail or wait for the link), no later than 7:55 am. Any messages left after that time will not be picked up until later in the day.

Dismissal

The Early Childhood classes end at 12:30pm. Classes for grades classes normally end at 3:00pm. Parents or carpool drivers should pick up early childhood and lower grades students at their classrooms. Classes 5-8 are dismissed and allowed to wait for their ride in front of the building (or in the entrance lobby in inclement weather). Once students have been given over to the charge of the parent or carpool driver, we ask that the parent/driver supervise the students. Written authorization must be on file in the office if someone other than a parent is picking up or if the student in

the upper grades only (Grades 6-8) is walking or cycling home unaccompanied. Parents or drivers who arrive later than 3:15pm will find their students at Aftercare. There is a fee (currently \$8/hour, with a minimum charge of \$8) for attending Aftercare.

Early Dismissal

If your child needs to be dismissed early from school, please send a note to his or her teacher in the morning. Students in grades 5-8 will come to the office to be signed out by a parent. Students in grades 1-4 can be picked up at their class and signed out in the office.

Extended Day and Aftercare Program

We have a wonderful Extended Day Program (Siesta) and Aftercare Program available Monday through Friday from 12:30 to 5:00pm (until 5:30pm on Tuesdays and Thursdays), except on most days when there is early dismissal (watch for announcements in *Watermarks*). Aftercare provides a home-like environment with many activities including games, craft projects, and outdoor play. Older students are given a quiet place to work on homework or other projects. All currently enrolled students are eligible for this program on days they have attended school. Children in the early childhood program may bring a small blanket for rest time.

Responsibility for Children out of the Classroom

All children, including siblings, must be supervised and in view of a parent or designated adult at all times and in all areas of the school building and grounds. Whenever families attend school events, parents or other designated adults must supervise and remain with children at all times.

Preparation for School

How to Start the Day off Well

Your child's educational experience begins upon waking. The morning spent readying for school is a vital component in a child's educational success. We suggest that parents make their child's waking, readying, and travel to school as pleasant, consistent, and rhythmic as possible. A child who is awakened gently from the realm of sleep, who has a consistent and timely morning ritual, and who receives warm, nourishing breakfast foods is a child who is ready to begin a day of learning.

We also suggest that parents establish a consistent morning routine which fosters warmth and rhythm in their child's life. With contemporary travel needs, it is often difficult to sustain the peacefulness of a morning ritual. Parents are encouraged to make their child's travel to school as peaceful as possible. We ask that young children not be exposed to audio book tapes, electronic hand-held games, news, music, or inappropriate conversation while traveling to school. Parents are encouraged to discuss their expectations with their carpool drivers in order to reach a common understanding. Also, we hope that parents will establish a consistent, short leave-taking ritual at the child's classroom door.

In general, to fully participate in their day, your child should arrive at school with a warm body, a full belly, and a sense of well-being.

Early Childhood Program

Please review the Early Childhood Handbook for specific details about the Early Childhood Program. The Early Childhood Handbook is provided by the teachers.

Each child should bring the following items for school:

1. A pair of comfortable, plain, non-skid slippers or sneakers to be left at school for use in the classroom. This not only helps create a home-like atmosphere for the child, but also helps to cut down on the noise and dirt. We prefer slippers without buckles or ties and with a rubber or similar sole and a natural fabric top. These allow for air circulation, are best for our floors, and give comfort and security to the child. These "inside shoes" should fit securely so they will not fall off with foot movement.
2. A complete set of extra clothing should be at school by opening day. This set should include underwear, socks, shirt, sweater, slacks, hat, and mittens. All clothing should be labeled with your child's name. Please check your child's clothing bags for cleaning and replenishment regularly.
3. The Early Childhood teachers provide healthful snacks in the early childhood program. Please inform the teacher if your child has special dietary requirements.
4. Children should bring lunch every day.

Grade School

Each child should bring the following items for school:

1. A simple, sturdy, ceramic or metal cup that is free of media images or messages. This cup stays at school to be used for water throughout the day.
2. A lunch basket, box, or bag that is free of media images or messages.
3. Sneakers are required for physical education and should stay at school in the student's locker at all times. These shoes may serve as indoor shoes.
4. All grades students need indoor shoes, not slippers; separate from the shoes the children wear outside at recess. These shoes are required for classroom or gym use. In order to keep our classrooms and building as clean as possible each child is required to have these shoes for indoor use at school at all times. For grades 1-3, please see your child's teacher for the type of indoor footwear. For grades 4-8, the indoor shoe should be a sneaker or oxford type shoe with closed toes. All shoes should be free of media images and not be distracting.
5. Please provide a healthful snack and lunch. Soda and candy may not be consumed at school. Please inform the teacher if your child has special dietary requirements. Hot lunches should be heated at home and sent in a temperature controlling container, as there are no heating facilities available to the children.

6. A complete extra set of clothing should be at school by opening day for students in classes 1 and 2. This set should include underwear, slacks, shirt, sweater, hat, and mittens.
7. Students also need a set of waterproof or water resistant outer wear, including boots.

All clothing should be labeled with your child's name. Please check your child's clothing bags for cleaning and replenishment regularly.

Administrative

Forms

We require several forms and documents for all students. Complete details are provided upon enrollment in the case of new students and as part of the back-to-school packet in the case of re-enrolling students. Students cannot attend school until all required forms and documents have been received. If there are any changes to the details you have given us on any of the forms, please come into the office and complete an updated form.

Student Records

Confidentiality

Information in your child's records is privileged and confidential. The school will not distribute or release information in your child's record to anyone without your written consent. You will, upon request, have access to your child's complete records.

Amending Student Records

You have the right to add information, comments, or any other relevant materials to your child's records. You also have the right to request deletion or amendments of any information contained in your child's records. A request must be made in writing to the College of Teachers.

If it is the school's opinion that adding information is not sufficient to explain, clarify, or correct objectionable material in the child's records, you have the right to have a conference with the College of Teachers to make your objections known. The College of Teachers will, within one week of such a conference, give you a decision in writing stating the reason or reasons for the decision. The College and Faculty will immediately take the steps necessary to put that decision into effect.

Transfer of Records

Upon your written request, we will transfer your child's records to you or any other person or institution you identify. This may include individual educational plans (IEP), attendance, and discipline records. In addition, some schools may request health records.

Financial Policies

The financial policies are subject to change at the school's discretion.

Tuition

The Waldorf School of Cape Cod offers a full payment and a monthly payment plan. All families selecting the monthly payment plan are required to register with our third party tuition management service, FACTS. Details of these options are set forth in the enrollment contract and additional materials that are provided at the time of enrollment or re-enrollment.

Late Fees

Late fees and other fees are outlined in the Enrollment Contract and Aftercare policies, which are available in the office.

Materials Fee

The materials fee is used to buy paper, crayons, craft supplies, main lesson books, recorders, and other materials for class use. Parents may incur additional costs not covered by the materials fees for things such as, but not limited to, musical instruments, field trips, and special events.

The Tuition Assistance Program (TAP)

The Waldorf School of Cape Cod is committed to providing tuition assistance, within its resources, to qualified families in need of financial support who desire a Waldorf education for their children. The school is committed to providing assistance to encourage socioeconomic diversity within its school community. Ideally, no qualified student should be deterred from having a Waldorf education due to financial reasons.

Assistance is granted on the basis of need that is determined by assessing the income and resources of applicants. We expect that parents applying will first consider other sources, i.e. grandparents and other relatives, before asking the Waldorf School of Cape Cod for assistance. While our aim is to assure the possibility of Waldorf education to all our students, our ability to do so is limited.

TAP is administered by the Tuition Assistance Committee (TAC), an independent sub-committee of the Finance Committee. Tuition Assistance is available for new and continuing students in the grades, the 5-day early childhood program, and the 3 & 5 day full day option.

Tuition Assistance applications and materials are held in strict confidence. The early March deadline for Tuition Assistance coincides with the school's re-enrollment process.

The school also has a rolling policy for mid-year applications for newly enrolling students. Those who wish to apply for tuition assistance should pick up a Tuition Assistance packet in the office or download the appropriate forms on the school's web site.

Fundraising Policy

As with most Waldorf schools, tuition covers only a portion of the school's operating expenses. The balance is met by our Annual Giving Campaign, gifts to the school, and other fundraising.

All new fundraising proposals must be presented in writing to the Development Committee and must be approved by the Board of Trustees before the event or activity can take place. All proposals shall include the following:

1. Name of chair/s of fundraisers
2. Timing of fundraiser
3. Outline of procedures
4. Budget of expenses and expected income
5. Target use of funds

The decision to earmark funds raised by the event will reside with the Board of Trustees. Priority will always be given to the school's budgeted major fundraising events. A follow-up report from the fundraiser will be submitted to the board one month after the event. All fundraising monies must be deposited into and distributed from the school's bank account.

General Information

School Office Hours

The office is open during the school day from 8:00am until 3:30pm. Summer office hours will be posted in a spring issue of Watermarks.

Dress Code

Attention to dress is very important for the children. School is a place where many classmates spend long hours in a variety of activities. One of the goals of our dress code is to teach the children that, like modes of behavior, modes of dress reflect a respect for particular settings and need to be appropriate to different circumstances, and that school attire is necessarily different from casual or home attire.

Our experience is that "pop" culture can distract children from their own thinking and imagination. We make an effort to quiet the influence of popular culture within our school. Older children in particular may want to push the boundaries, but it is especially important for these older children to continue to deepen their own forces of thinking and imagination without unnecessary distractions and also to provide an example for younger children.

Young children are particularly prone to distraction by shoes, clothing, or accessories that sparkle, jangle, dangle, flash, or make electronic sounds. We ask that children not wear such items to school.

Make-up, jewelry, and hairstyles should be unobtrusive. We recognize that what may be appropriate for an older child may not be appropriate for a younger child. In the younger grades especially, accessories (jewelry, watches, etc.) can become the all-consuming object of a child's attention, or of his or her classmates, and a distraction from learning. Due to the risk of loss, children should not wear or bring valuable or sentimental jewelry to school.

It is not possible to create a dress code that can take into consideration the changes in style and fashion that will inevitably arise over time. With this in mind, the school retains the right to make decisions regarding the acceptability of children's attire for school even if there is no explicit description in this handbook. The following guidelines will give a good indication of what is expected.

The school may take exception to a child's appearance if it is distracting. Our desire is to foster an environment where we can all learn. For children in grades 1-4, teachers will communicate with parents about clothing that does not fit the guidelines. Children in grades 5-8 will be given a simple, discreet, verbal reminder the first time their appearance does not meet the school's dress code. The second time, the child will be asked to put on something else. The third time, the child's parents will be informed and the matter may become a disciplinary issue.

Dress Code Guidelines

Children should wear clothing without pictures or text of any kind. This includes images or words from television, film, computer, and music/video, slogans or

distracting graphics, cartoons, commercial logos, sports slogans\team logos and camouflage.

Clothes should be comfortable and modest. It is the person inside and the work they do that is the focus of our time. Clothes should be neat, clean, and in good repair - no torn or frayed knees, bottoms or hems – even if they are designed and sold that way. Shoes, pants, skirts and dresses should not impede active movement at recess or gym. Midriffs should be covered at all times, even with arms raised; pants should not drag on the ground and undergarments should not be exposed.

The children should be properly dressed for the changing weather. Because students often take walks or play outdoors, each child needs comfortable, practical clothes that will provide protection from the cold, wind, dampness, mud, rain, ice, and snow. Clothing needs to be comfortable, appropriate for activity and WARM. The best way to keep your child comfortable is to have clothes of natural materials that “breathe” and to layer them appropriately for indoor/outdoor play. A good rule of thumb is to have two layers for all the months of the year that have an 'R' such as September.

- **Outerwear:** On rainy days, appropriate dress includes boots or rubbers, a raincoat, rain pants, and a hood or hat. In the winter, the children should be equipped with boots, snow pants (mandatory for children in grades 1-3), snow jacket, mittens, scarves, and hat.
- **Shirts/tops:** Students may not wear tank or halter tops, shirts with spaghetti straps. Shirts must cover the midriff when the arms are raised. A top with sleeves must accompany sleeveless dresses and shirts. Necklines, especially for older girls, should be modestly cut so that they may work and play freely without risk of over-exposure.
- **Shorts and skirts:** Shorts may be worn between May 15 and October 15. This rule applies whether or not leggings are worn underneath.

No short-shorts or short skirts - skirts should be full enough and long enough to allow for sitting cross-legged on the floor. The minimum length requirement is that the child's fingertips meet the bottom of the skirt/shorts hem when their arms are extended by their sides. During the no-shorts season (October 15 to May 15) students wearing skirts must also wear stockings, leggings or tights.

- **Shoes:** Footwear must fit securely to allow for participation in vigorous activity. All children need a pair of sneakers with Velcro or laces for games class, which can also serve as the required 'indoor' shoes. No shoes with flashing lights. Shirts and shoes must be worn when in the building. No barefoot children or adults are allowed on school grounds.
- **Hair** – Hairstyles should be neat and well-maintained and should not impede a child's ability to see, work or play. While we would readily accept the temple locks of the child of Hassidic Jews, the scarf of the Somali girl whose religion mandates head covering, or other variances resulting from a child's religious or ethnic background, extreme or unusual hairstyles (for example sculpted haircuts or styles involving shaving the scalp) based purely on a fashion or trend are discouraged in children in grade school and may not be worn at school. The kind

of attention that they elicit and the precocious self-consciousness that they create is unhealthy for the child and disruptive to the class and school.

- Children may not come to school with their hair bleached or colored in unnatural hues, in part or in whole. Highlighting or changing color to another natural color is acceptable for children in 7th or 8th grade.
- **Hats** may only be worn outside of the building.
- **Sportswear:** Only students in Grade 3 or younger may wear sweat pants to school.
- Students in Grades 4-8 may bring sweatpants to change into on days when they have Physical Education. Nylon wind pants may not be worn.
- **Assembly Dress:** Certain occasions, for example festivals and assemblies, call for "best dress" to reflect the mood of the event. Questions can be addressed to your child's class teacher.

Early Childhood Program

The Early Childhood Parent Handbook gives more details about the early childhood program. The Early Childhood Parent Handbook is provided by the teachers.

The Waldorf School is a place of work and play. Children should be dressed neatly, simply, and comfortably. Because students often take walks or play outdoors, each child needs comfortable, practical clothes that will provide protection from the cold, wind, dampness, mud, rain, ice, and snow.

On rainy days, appropriate dress includes boots or rubbers, a raincoat, rain pants, and a hood or hat. In the winter, the children should be equipped with boots, snow pants, snow jacket, mittens, scarves, and hat.

It is important that children be well-protected against the cold when they are outdoors. Areas of the body that are most vulnerable are fingers, toes, head, and abdomen. Girls wearing dresses in the late fall, winter, and early spring need to have their legs adequately covered. All children may need sweaters to wear in the classroom on cold days.

Grade School

Attention to dress is so very important to the children. School is a place where many classmates spend long hours in a variety of activities. The children should be properly dressed for the changing weather. Clothes should be comfortable and modest. It is the person inside and the work they do that is the focus of our time. Clothes should be neat, clean, in good repair, and devoid of advertising. Shoes, pants, skirts and dresses should not impede active movement at recess or gym. No slip-ons, flip-flops, or sandals, please. Midriffs should be covered at all times, even with arms raised; pants should not drag on the ground. Pants should button at the waist, and undergarments should not be exposed. Skirts should be full enough and long enough to allow for sitting cross-legged on the floor.

- Hats may only be worn outside of the building.

- Only students in Grades 1-3 may wear sweat pants to school. Students in Grades 4-8 may bring sweatpants to change into on days when they have Physical Education.
- Shorts may be worn between May 15 and October 15.
- Nylon wind pants may not be worn.

Our wish is that the child's own being will shine. Therefore, loud clothing with slogans or distracting graphics are not allowed. This would include, but is not limited to, cartoons, commercials, and sports slogans.

Make-up, jewelry, and hairstyles should be unobtrusive. We recognize that what may be appropriate for an older child may not be appropriate for a younger child. In the younger grades especially, accessories (jewelry, watches, etc.) can become the all-consuming object of a child's attention, or of his or her classmates, and a distraction from learning. Due to the risk of loss, children should not wear or bring valuable or sentimental jewelry to school.

The school may take exception to a child's appearance if it is distracting. Our desire is to foster an environment where we can all learn. Children will be given a simple, discreet, verbal warning the first time their appearance does not meet the school's dress code. The second time, the child will be asked to put on something else. The third time, the child's parents will be informed and the matter may become a disciplinary issue.

Assembly Dress

Certain occasions, for example festivals and assemblies, call for "best dress" to reflect the mood of the event, but this should still be in keeping with the dress code above. Questions can be addressed to your child's class teacher.

Library

Student Library

Parents have generously assumed responsibility for stocking, cataloging, and maintaining our student library. Responsibility for straightening and caring for the library is given to our upper grades students.

Parent Library

There are books and other resources for parents to borrow. They are currently located on a shelf in the student library.

Lost and Found

A lost and found area is located in two designated lockers on the first floor near the office. Please check this area at least once a month as new items arrive almost daily. All unclaimed items, including money, are periodically donated to a local charity throughout the school year.

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Parking

We are still working on our parking plan for our new home.

Currently, parking is permitted:

- In the side parking lot
- On the outside of the front circle - park on an angle and pull forward far enough onto the dirt area so that cars can easily pass to exit
- On the inside of the front circle – park far enough to the left so cars can easily pass through to exit
- There are a few spaces in front of the morning drop-off area

Parking is prohibited:

- Along the front of the school
- Along the back entrance road
- To the left of the side parking lot where the building begins

Snow Days

The Waldorf School of Cape Cod usually follows the Barnstable School District in regard to snow days. Because our students and teachers come from many communities over a large geographic region, we occasionally cancel school even when Barnstable Public schools are in session. School cancellations will be announced on local radio stations **WCOD (106.1)** and **Fox TV**. A pre-recorded message is also placed on the school messaging system. Call 508-420-1005.

School will not be canceled for inclement weather developing during the school day. However, parents should feel free to pick their children up before dismissal if they are concerned about conditions.

On some days, we may opt for a delayed opening to allow for student travel after roads are safe. The early childhood program will be canceled on delayed opening days.

Pet Policy

Pets are not allowed in the school building or on school grounds, unless authorized by the Administrator or class teacher.

School Supplies and Equipment

All school supplies and equipment including phones, computers, copier, and fax machine are reserved for school business use only.



Communication

Communication with Faculty Members

Communication with your child's class teacher is extremely important if you have concerns regarding your child's experience at school. Parents are encouraged to talk with their child's class teacher first regarding questions or concerns about the class. Sometimes this can take place in parent meetings, and sometimes it is more appropriate to discuss issues individually with the teacher. Other suggestions include talking to your class parents, writing a note to the teacher, or calling the teacher at home. Drop-off and pick-up are not good times to discuss concerns and questions about a child or the class. Though it is tempting to ask a "quick question" at these times, it will be much more effective to set up another time to discuss matters.

The flow chart of communication for grievances or difficulties is as follows:

1. Speak directly to your child's class teacher
2. Speak to one of the following authorized representatives you feel the most comfortable with:
 - The faculty Ombudsperson
 - The Faculty Chair
 - The Administrator

Messages for Teachers

If you would like to leave a message for a teacher, you may do so via voice mail, email, or by leaving a note in the office.

As noted elsewhere in the Parent Handbook, if you wish to leave a message for a teacher before the start of the school day, you should leave a message in the teacher's voice mail box by calling 508-420-1005 and asking for the teacher's voice mail or waiting for the link no later than 7:55am. Any messages left after that time will not be picked up until later in the day.

School Publications

Watermarks

The school's newsletter, *Watermarks*, is distributed weekly through email to parents, staff, board members, and participants in parent-child programs. It is also mailed to members of the wider community (including alumni) through paid subscription and through free email subscription. It is an invaluable source of information about school activities and gatherings. We rely on parents to read *Watermarks* every week in order to stay informed about upcoming events and other information pertaining to the children and school life in our community. Parents are welcome to contribute announcements and articles for consideration. The deadline is Monday at 3:00pm. Submissions should be sent via email to adminassistant@waldorfschool.cc. An article title as well as contact information (name, phone number, and email address) should be included with all submissions.

Community Directory

A directory containing names and phone numbers of all community members is distributed at the beginning of the school year. Many parents find this a valuable tool for arranging carpooling and play dates. Please inform the office if your information has changed, and please remember and respect the fact that information in the

directory is only for use within the Waldorf School of Cape Cod community, and only for school purposes.

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Home Visits

Having the teacher come to visit at home can be a wonderful way to bring together the child's two worlds of home and school. These visits help the teacher to become acquainted with the child's world at home and with the other family members. It can be a valuable experience for teacher, child, and parent. Home visits are done in early childhood and grade 1 and for students new to the class in grades 2 and 3.

Visits to the Classroom

Just as home visits help the teacher experience the child's other world, visits to the classroom help the parent experience the child's world at school. Please contact your child's teacher to make arrangements to visit the classroom. In the early childhood program parents are invited to participate on special days.

Reports

Student reports are mailed home in the fall, winter, and spring for grades 1-8 and in spring for kindergarten students who meet the school's age cut-off for first grade in the fall. Student reports contain attendance records (grades 1-8) and a narrative evaluation.

Parent/Teacher Conferences

Conferences are scheduled twice a year to provide an opportunity for parents and teacher to share their impressions and concerns. Individual conferences can be arranged with teachers at any time when parents have a special concern. See your child's class teacher to schedule a meeting. Subject teachers are also available for conferences upon request. Teachers appreciate being informed of significant changes or circumstances in your child's life.

All-School Gatherings

Back-to-School Night is an informative all-school meeting held in mid-September. Parents are strongly encouraged to attend even if this is not your first year with us. Additional meetings for parents in the school are scheduled as needed.

Class Meetings

The teachers of your children request that at least one parent from each family attend each of the regularly scheduled class parent evenings that are held throughout the school year. Topics for these important evenings include some aspect of your child's grade level curriculum, child development, school policy, festivals, and special events. Parents have the opportunity to ask questions and to discuss their concerns with the class teacher and to share together general pictures of the children as they are changing and growing. Teachers are asked to schedule three class meetings per year, but most arrange more.

Wellness & Safety

Absence, Illness and Injury

If, in the morning, there is some question about your child's state of health, it is often better to keep the child home. We suggest that parents give their children at least one full day of rest at home after an illness.

Students should not come to school for at least 24 hours after the student has had:

- Fever
- Vomiting
- Diarrhea
- Head Injury

If you know in advance that your child is going to miss school, please inform his or her teacher by leaving a voice mail message at school before 7:55am. If your child becomes ill at school, you will be contacted to pick up your child.

First Aid

The school maintains a first aid kit, which is kept in the office. Each class has a first aid kit which is also taken on field trips. Mildly ill children will be taken to the office for treatment. Faculty and staff have current certifications in first aid and CPR. The parent/guardian or other person designated on the emergency form will be called if your child sustains any injury or illness that prohibits him/her from going back to class.

The school requires an authorization form for each child that stating where the parents can be reached during the school day. Please update your authorization or contact information, in the office, as needed. This form also gives parental permission to a hospital to treat a child in case of medical emergencies.

Medication Policy

If children are taking a prescribed course of antibiotics, they should take the medication for 24 hours before returning to school, if fit to do so.

Under no circumstances will medications (nonprescription, prescription, or homeopathic) be given *orally* to any student by the faculty or staff of the Waldorf School of Cape Cod.

Topical homeopathic ointments may be administered as needed. If you do not want homeopathic ointments used, please indicate this in your child's authorization form.

Because the children in the early childhood programs are too young to self-medicate, they cannot receive medication on the school grounds unless a parent administers it.

When children in grades 1-8 are prescribed medicines by their physicians during the course of the school year, they may self-medicate according to the following procedures:

In case of short-term medication:

1. A signed short-term authorization form must be sent to the office by the parent prior to or on the day that medication is to be given at school.
2. A copy of the prescription is to be stapled to the short-term authorization form.

3. The class teacher will be notified by the office of the dosage and name of medication.
4. Only one daily dose of the medication may be sent. That dose should be sent in a sealed container and put in the student's lunch box.

In case of short-term pain relief, for students in Grades 5 through 8 only:

1. A signed short-term authorization letter must be sent to the class teacher by the parent on the day that any non-prescription pain relief medication is to be taken at school.
2. Only a single dose of the medication may be sent. That dose should be sent in a sealed container and put in the student's lunch box.

Any non-prescription pain relief required for children in EC and Grades 1 through 4 must be administered in person by a parent.

In case of long-term medication:

1. An application for long-term self-medication must be submitted to the office along with a photocopy of the prescription prior to starting medication at school.
2. The office will arrange a meeting with the class teacher and Administrative Committee to discuss the plan. This meeting must take place before any self-medication plan is put into action.
3. Only one daily dose of the medication may be sent. That dose should be sent in a sealed container and put in the student's lunch box.

Under no circumstances will any other medication be allowed at the school without notification to the office.

Head Lice and Other Communicable Diseases

Like all schools we have occasionally had cases of head lice. If you think your child may be infected, contact the office immediately and do not bring your child to class. See your town nurse or health care provider to determine whether or not it is lice. There are many over-the-counter remedies available at your local pharmacy or health food store for treating head lice. Your child will not be allowed to return to school without a note from your town nurse or health care provider stating that he/she is lice and nit free. The Waldorf School of Cape Cod will notify the community of any infectious diseases in the school.

Immunization & Health Records

The State of Massachusetts requires an immunization record (or exemption letter) for each child. Your child must have a physical examination record on file. The physical examination must be updated every other year, and immunization records must be current. Children may not attend school without the proper medical information.

Mandated Reporting

The Waldorf School of Cape Cod is mandated by Massachusetts State Law to report any actual or suspected abuse or neglect to Department of Social Services within 48 hours.

Popular Culture

The Waldorf School of Cape Cod strives to increase students' awareness and personal involvement in the sciences, history, and the arts. Our experience is that popular culture can overwhelm the student's thinking and imagination. We make an effort to

quiet the influence of pop culture within the school and seek to build within each class, and the school as a whole, a community that respects and appreciates a healthy and harmonious approach to life.

TV, Computers, Movies, and Video

As adults, we have developed filters for the barrage of electronic stimulation that we encounter each day. Many educators and researchers, both inside and outside of Waldorf, have observed that television viewing and computer usage can have dramatic and detrimental effects on students. Television, computers, movies, and other popular media interfere with children's ability to learn, play, and socialize.

Hearing loud or aggressive music or disturbing details from the news on the ride to school can make for a very unsettling start of a child's day. The media present children with strong, ready-made images, which require no active participation on the part of the viewer and, therefore, tend to numb the imagination and interfere in their creativity and thought processes. **We are convinced that limiting your child's exposure to electronic media is the best way you can support the work of your child's teachers, ensure that your child receives the maximum benefits of a Waldorf education, and get the highest return on the investment of your tuition dollars.**

We encourage you to make a concerted effort to minimize or eliminate television viewing and excessive computer usage by your children.

We strongly request that any video games, television, computer usage, and movie viewing be limited to weekends and vacations, and urge parental guidance on movies in general.

It is clear that media producers often target young children. We find that young children who are exposed to inappropriate images, music or content are frequently unable to interact with their classmates in a creative and harmonious manner.

Food

Please note that there is an increasing concern about children with peanut and other serious allergic reactions. The class teachers will inform you about these situations and we ask that you carefully monitor what your child brings to school to avoid any problem.

Children's bodies expend much energy in order to grow, learn, and play. The young child needs wholesome, nutritious foods to sustain them throughout the busy school day; this remains true through adolescence. We request that parents choose healthful, nutrient-rich foods for their children's snack and lunch.

Foods such as vegetable sticks, fresh fruits, and wholesome yogurts make wonderful snack time meals. Healthful sandwiches, warm pasta or rice, legume dishes, or any wholesome, healthful carbohydrate-rich fare is a boon for your child's developing body at lunchtime. The young child, especially, benefits greatly from a lunch kept warm in a Thermos. It is good to note that a steady blood sugar level is desirable to support the children's activities of the day.

Therefore, please do not send your child to school with snacks or meals that are high in processed sugar, which will not sustain them through the day. Candy and soft

drinks are not allowed at school during regular school mealtimes. In general, we ask that parents choose foods that are beneficial for a child's body and enhance their educational experience.

Code of Behavior

School must be a safe place for all students, both physically and emotionally. To this end, the faculty has established the following as a code of behavior for students attending the Waldorf School:

1. We believe that students should be treated with respect by their peers and that students have a responsibility to treat each other with respect.
 - Physical aggression (pushing, hitting, biting, scratching, or spitting at another) and the verbal or gestural threat of physical aggression, however provoked, are not permitted at school.
 - Language or gestures that are profane, obscene, vulgar, or derisive are not permitted at school.
 - Physical touching of another student with which he or she is not comfortable or which could be considered abusive is not permitted at school.
 - Students are expected to address adults politely and with respect at school.
2. We believe that students' personal belongings should be treated with respect and that students have a responsibility to treat the belongings of any person or institution with respect.
 - The destruction, marring, or defacing of property is not permitted.
 - Neither theft nor the implication of theft is permitted.
3. We believe that students should be able to receive an education in an atmosphere which is free of undue disruption or interference.
 - Behavior which is disruptive to a lesson is not permitted. This includes, but is not limited to, refusal to follow instructions, interrupting or arguing with a teacher, sarcastic or rude speech or behavior, inappropriate outbursts, and excessive conversation, noise, or activity.
4. We believe that students should be able to attend school without being exposed to materials or substances which are generally regarded as harmful or inappropriate or which are illegal.
 - Materials which are obscene, vulgar, or pornographic, may not be brought to school.
 - Objects and materials which are physically dangerous, especially weaponry, may not be brought to school. This does not apply to tools or cooking utensils brought at the request of a teacher for curricular use.
 - The use or possession of tobacco, alcoholic beverages, or other controlled substances while on or off school grounds is strictly prohibited.

These behavior guidelines are considered to be in effect during all school hours, on the school grounds at all times, at any and all school events, and during school-sponsored trips. The school reserves the right, when faced with student infractions of these guidelines, to take necessary and appropriate actions up to and including after-school detention, suspension from school, and in extreme or repeated cases, expulsion of the student from the school.

Individual faculty members shall have the autonomy to enforce these guidelines in a manner which they see fit and which is generally consistent with the practice of the faculty as a whole.

Weapons on School Premises Policy

In accordance with state and federal laws:

No person shall possess, use or store a weapon on school property, on school vehicles or at any school-sponsored function or event. This prohibition does not apply to law enforcement officers, military personnel who are armed in the line of duty, or other professional, who use these types of items in their line of work.

A weapon is any object that by its design and/or use can cause bodily injury or property damage. This includes but is not limited to firearms, bombs, incendiary devices, ammunition, BB and pellet firing guns. Note: A weapon is also defined as any facsimile firearm such as a toy, starter pistol or any other object that can be perceived as an actual weapon.

All students who violate this policy shall be referred to law enforcement officials and shall be subject to school disciplinary action, including suspension and/or expulsion.

Rules for Recess and the Playground

Do unto others as you would have them do unto you!

The teachers on duty may add to rules as needed.

All grades:

- Children are to stay within the boundaries (to be indicated by visible markers, within line of sight).
- Sticks are to be used only for building. Any children seen using sticks as weapons or running with them will be dealt with immediately.
- No weapons: play swords, play guns, sticks, etc.
- No kicking, hitting, pushing, name calling, taunting.
- No ganging-up on individuals or groups, such as boys against girls. This is to be distinguished from games of tag or chasing.

Consequences for inappropriate behavior at recess will take place during recess. In case of extreme misbehavior, the class teacher should be informed and additional consequences may be imposed.

Lower Grades Playground

- Children may not climb trees on school property.
- Only one child is allowed on the slide at a time (this includes stairs and slide). No climbing up the slide. No standing, going down head first, or backwards on slide. No catching or stopping children from going down the slide.
- Determining appropriate use of the climbing structure is up to the teacher's discretion depending on the children and the situation.
- There is no throwing of snow allowed in the lower grades. No sleds are allowed. Sliding down the hill on the seat of snow pants is allowed (but not in the direction of the trees or on the sidewalk). Snow pants are required for such sliding. Sliding must be directed and supervised by a teacher.
- Ball-throwing against the school walls is not allowed.

- No climbing on or kicking balls into the picket fence.
- Children are not to open the gate. Only teachers may retrieve balls, or other objects that go over the fence.
- Taking apart or destroying structures, huts or snow forts is to take place only with permission of the builders. Do not wreck what is not yours.

Upper Grades Playground

- No climbing in window wells, except by permission of teacher.
- No playing in the parking lot.
- No playing in the woods (without express permission by a teacher).
- Do not use the gym door.
- Do not go in the field beyond the line of the little house in the parking lot.
- Stay off the baseball diamond unless supervised by a teacher.
- The older children must stay away from the lower grades play area unless they have permission from both the lower and upper grades teachers on duty.
- Snowball throwing is allowed at designated targets only – not at other children or teachers. No snowball fights.
- Use of the gym is to be shared by upper grade students. Sharing is to be arranged by the teachers on duty.

Getting Involved at WSCC

Our school cannot survive without the volunteer efforts of both parents and our staff. We have an ongoing need for volunteers to help with fundraising events, festivals, workdays, and other projects that arise. There are a variety of skills that are needed, and everyone should contribute their time and talents as appropriate. Among other areas, our talented volunteers contribute their skills and expertise to help with:

Kindercraft
Annual Giving Campaign
Holiday Fair and Auction
Special Friends Day
Michaelmas, May Day, and many other Festivals
Parent Teacher Organization
Office and Reception
The Student and Parent Libraries
Board and its Committees
Building and Grounds

And so much more!

Recommended Reading for Parents

Baldwin, Rahima: *You are Your Child's First Teacher*, Celestial Arts, Berkeley, 1989
Barnes, Henry: *An Introduction to Waldorf Education*, Mercury Press, Chestnut Ridge, NY 1985
Davy, Gudrun: *Lifeways: Working with Family Questions*, Hawthorne Press, Gloucestershire, 1983
Fenner, Pamela: *Waldorf Education: A Family Guide*, Michaelmas Press, Amesbury, MA 1995
Finser, Torin: *School as a Journey*, Anthroposophic Press, NY 1994
Gorman, Margret: *Confessions of a Waldorf Parent*, Rudolf Steiner Publications, Fair Oaks, CA 1990
Harwood, A.C.: *Recovery of Man in Childhood*, Myrin Foundation, NY 1958
Querido, Rene: *Creativity in Education: The Waldorf Approach*, Dakin, San Francisco, CA 1982
Petrash, Jack: *Understanding Waldorf Education: teaching from the inside out*, Nova Institute, Maryland, 2002
Richards, M.C.: *Toward Wholeness: Steiner Education in America*, Wesleyan University Press, NY 1980
Schwartz Eugene: *Millennial Child*, Anthroposophic Press, MA 1999
Spock, Marjorie: *Teaching as a Lively Art*, Anthroposophic Press, NY 1978
Staley Betty: *Beyond Form and Freedom*, Hawthorne Press, Gloucestershire, 1996
Steiner, Rudolf: *Kingdom of Childhood*, Rudolf Steiner Press, London, 1982
Steiner/Trostli: *Rhythms of Learning*,

The Role of the Class Parent

The following description of The Role of a Class Parent is meant to be a guide. Each class teacher will fine tune these responsibilities according to their class needs.

Class Parents play a key role at the Waldorf School of Cape Cod. They serve as the liaison between the class teacher and the parent body. They help to direct specific concerns and questions to the appropriate people. They encourage all parents of their child's class to actively participate and assist in school and classroom functions, to attend field trips or plays, or to help with the organization of these activities.

The role of Class Parent can be a shared role between one or more parent volunteers serving in rotation for one year. There are no specific skills required, just the desire to help, to be involved, and to inspire others to do the same.

Class Parents:

- Will be asked to complete a class phone tree. The phone tree serves as a mode of communication between class families and should include the names and numbers of parents to be used in the event of school closings, reminders from teachers, or invitations to various meetings of interest. (Samples can be obtained from your child's teacher or in the office if you are unfamiliar with the setup).
- Serve as field trip coordinators. They may be in charge of securing transportation, collecting permission slips and funds, or research on where the best place for your particular trip may be.
- Are requested to attend PTO Meetings and class meetings, when possible, and to invite the parents in their class to these meetings. They are also asked to record or take notes at class meetings and pass them along to other parents in their class.
- At certain times throughout the year, a particular class will be responsible for fulfilling the needs of a festival or for helping the teacher prepare for their class play. For example, Class Two is responsible for Santa Lucia festivities, Class Three, for Lantern Walk festivities, etc. For these events, Class Parents and other parents may be required to provide costumes, props, and/or food for sharing.
- May be asked to assume the role of "Buddy Family", in the case of a new family's admission to the class. A class phone tree should be made available to the new family and, if possible, introductions to other parents, faculty, program support staff, administrative staff, PTO co-chairs, and board members should be made.
- may take on the responsibilities of special occasions (e.g. teacher's birthday, Christmas, Faculty Appreciation Luncheon, Grandparents Day, or end-of-year celebrations) for which a gift is needed or food needs to be provided.

It is strongly suggested that a Class Parent meet with their class teacher at the beginning of the school year to review the specific needs of the classroom and to get a schedule of events as far in advance as possible.

The job that you do as a Class Parent in assisting the teacher enables the teacher to focus more thoroughly on the task of teaching the children. It is a most valuable position to hold and a greatly appreciated one, not only by your child's teacher, but by the children themselves.