

Waldorf School of Cape Cod Parent Handbook 2023-2024



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ASSOCIATION OF WALDORF
SCHOOLS OF NORTH AMERICA

 NEASC
New England Association of
Schools and Colleges (NEASC)

Waldorf School of Cape Cod

Mission Statement

The Waldorf School of Cape Cod is dedicated to nurturing the intellectual, emotional, physical, and spiritual growth of each child so they may experience life's journey as free, capable, and independent individuals. We are committed to the ideals, educational philosophy, concept of human development, and spiritual impulses set forth by Rudolf Steiner.

Philosophy Statement

WSSC cultivates in children a feeling of wonder, reverence for life, and respect for self and others through our curriculum, festivals, and sense of community. The teachers, staff, parents, and friends work together to support children as they move forward in their intellectual, emotional, and social development.

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Welcome!

The staff and the Board of Trustees of the Waldorf School of Cape Cod (WSCC) welcomes you and your children. Our school is part of a worldwide movement of more than 1000 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 WSCC 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 in 1984 by a group of dedicated parents and currently has students enrolled in Nursery and Kindergarten through Eighth Grade. Our faculty consists of a very talented group of specially-trained Waldorf teachers.

Now celebrating our 39th year, the Waldorf School of Cape Cod is a member of the Association of Waldorf Schools of North America (ASWNA) and is accredited through New England Association of Schools and Colleges (NEASC).

In choosing this school, you have made a statement of support for Waldorf 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 provide your family with an easy entry into our Waldorf school environment and help you to fully participate in our community.

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



Waldorf Education Developmental Approach

What binds us together as a school community are our shared values. What brings us together to this school is our shared vision for a particular kind of education – a Waldorf education. Make no mistake; the day-to-day experience of your children, our students, is vastly different from the mainstream educational model.

We live in a time where the pressures of standardized testing and the push for earlier learning in our preschools have lost sight of the very nature of the children we seek to teach. With its focus on technology, mainstream educational practice has, ironically, increasingly lost sight of the future it is looking to serve. Children across the U.S. are increasingly over-scheduled, over-tested, and over-exposed to screen time, electronic devices, and social media. There is mounting evidence that these trends are not leading to better educated, happier, or more self-confident young people.

Through its curriculum, delivered by our skilled and experienced faculty, WSCC provides a roadmap for how we work with the students at a natural pace of development that enhances their capacities to go forth infused with a connection to their world, have confidence in their abilities, and have an enthusiastic vision for a better future.

The following is a short description of the developmental phases of education that Waldorf schools are based on:

Below the age of 7, children learn mainly through imitation. They rely on their senses to form impressions of the world around them. Therefore, we give children of this age productive activities and teachers worthy of imitation. Working with a child's natural capacity for imitation develops an inner strength in children that allows them to be genuinely independent later in life.

Between the ages of 7 and 14, the child's feeling life predominates. They deeply take in what is conveyed to them in an artistic form. For this reason, it is the work of the teachers to transform knowledge into imaginative pictures that students can work with inwardly. Children of this age have a strong feeling for authority - they want to do things because a person they look up to and trust considers it the right thing to do. People who have been able to look up to loving authorities at this age are able as adults to experience other people as equals.

Between the ages of 14 and 21 is the time when a young person's capacity for abstract thinking and judgment awakens. A particular strength at this age is love for humanity and idealism. Tending this idealism will help them as adults base their economic, material decisions on the principle of community and human compassion.

In this way, the developmental principles of imitation, loving authority, and idealism in childhood lay the foundation in adulthood for the social principles of liberty, equality, and community.

Governance and School Structure

The Waldorf School of Cape Cod is an independent school that 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 School Co-Administrators (the Administration), the Faculty and the Board of Trustees. These groups strive to maintain open and clear communication among themselves and with parents.

School Co-Administrators

The board of trustees has voted to work towards a co-directorship model with an administrative director to support the administrative tasks, and an educational or pedagogical director to support the faculty and curriculum for the school. In the interim, during the search for an educational director, the board voted to hire two administrative directors to work with faculty committees to run the school.

The School Co-Administrators (the Administration) oversee the administrative staff and faculty in providing oversight and accountability for the day-to-day operations of the school facility. The Administration ensures timely and effective communication among individuals and groups within the school, including smooth implementation of administrative policies and procedures. The Administration is the principal decision-making body in matters pertaining to the pedagogy (with consultation from the faculty) and administration (with consultation from the board) of the school. It is responsible for implementing and maintaining the long-term educational vision of the school with input from the Faculty.

In addition to serving on a variety of committees, the Administration attends the weekly faculty meeting and attends the monthly Board meeting to provide a measure of continuity, guidance, assistance, and support to these various groups. The Administration is hired by the Board.

The Administration is available to any parents with questions about whom to see concerning a particular issue.

Enrollment Director

The Enrollment Director is responsible for Admissions and Outreach and the strategic and practical oversight of the school's admissions processes. This includes detailing all initial inquiries, guiding families through a successful enrollment process, orienting new families and helping to connect them to the parent community, working with the faculty in the area of student retention, and enrollment event coordination.

The Enrollment Director is also responsible for the communication and marketing of the school to the outside world. The Enrollment Director develops and manages the school's public relations strategies that enhance community awareness of the school for the purpose of maintaining healthy enrollment levels and provide a base of volunteerism and financial community support. The Outreach Coordinator manages the school's website, social media, brochures, and advertising.

Business Manager

The Business Manager supports the parents, teachers, and staff through the key day-to-day tasks of school life. The Business Manager is also involved with the location, set-up and running the daily operations of the school.

Faculty and Faculty Committees

The responsibility for pedagogy rests with the faculty. The full faculty meets each week led by the Faculty Chair. The weekly agenda may include pedagogical study, child study, professional development, ongoing work in Early Childhood and in the Elementary School and Middle School, planning and review of events, and other week-to-week discussions and business relating to student life. To help the faculty accomplish its important tasks relating to the pedagogical well-being of the school, there are a number of mandated committees and individuals, including the following:

The Festivals Committee, which oversees the special events and festival life of the school.

The Pedagogical Committee, which oversees in-house mentoring, ensures routine professional reviews, and allocates professional development funds. In addition, the faculty accomplishes its pedagogical mandate through departmental meetings. There is a weekly in-school meeting for the Grades teachers and one for the Early Childhood teachers.

While decisions may be made at faculty meetings, the full faculty is not a decision-making body. The faculty yields trust and authority to the Administration.

AWSNA and WECAN representatives, who are designated to represent WSCC at the regional and yearly AWSNA/WECAN meetings.

The Board of Directors

The Waldorf Association, operating as the Waldorf School of Cape Cod, is a private, nonprofit, tax-exempt corporation. The Board of Directors is the recognized legal entity responsible for the school's fiscal policy and financial management, including setting the annual tuition, employee salaries and benefits, and the establishment of the annual budget. The Board is also responsible for the management of WSCC buildings and grounds, for developing strategic planning initiatives in conjunction with the Administration and the WSCC community, and for ensuring the school's compliance with all legal requirements.

The Board is composed of up to 17 members who represent a variety of constituencies, including representatives of the faculty, the parent body, the administration, and the larger community. Board members are elected for a three-year term. The Board has its annual meeting each June at which time it elects its slate of officers, which include the President, Vice-President, Secretary, and Treasurer. In addition to these officers, the Director and Faculty Chair, also sit on the Board.

Corporate bylaws and Board meeting minutes and agendas are available from the administration office. All regular Board meetings are posted on the school calendar and school community members are encouraged to attend Board meetings. Any parent wishing to bring an issue or action item to the attention of the Board may submit it in writing to the Board president or ask a Board member to sponsor the item.

To facilitate the work of the Board of Directors, there are Board committees on which its members serve. In addition to members of the Board, those committees may include members of the faculty and the administration, as well as members of the larger school community.

Board Committees

The following is a list of Board-chaired committees and their responsibilities. Other committees may be organized on an ad hoc basis. The names of committee chairs are

included in the WSCC Community Directory and are announced in the school newsletter as changes occur.

Buildings and Grounds Committee

This committee is responsible for coordinating the maintenance of the school building and outdoor areas, and acts as a liaison with the Town of Barnstable.

Development Committee

This committee is responsible for coordinating fundraising and special events, including the Annual Giving Campaign, major gift donations, grant applications, and the school's two major fundraising events: the Fall Faire and the Spring Fundraiser. This committee works closely with the Administrators to create and maintain relationships within the school, with the alumni/ae, and between the school and the larger community.

Fall Faire Committee

A subcommittee of the Development Committee, the Fall Faire Committee coordinates volunteers, vendors, and students to display and sell a variety of food items, handicrafts, and other merchandise, as well as games and crafts for children. The Fall Faire is a major fundraiser for the school, as well as a major outreach event that draws a substantial segment of the local community.

Spring Fundraiser Committee

A subcommittee of the Development Committee, the Spring Fundraiser Committee coordinates location/venue logistics, organizes volunteers, arranges for food and entertainment, coordinates donations, and publicizes the event. The Spring Fundraiser is a major fundraiser for the school, as well as an outreach event that draws a large segment of the local community.

Enrollment and 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. In pursuit of these goals, this committee also promotes ongoing relationships with the larger community, including current and prospective families, the local residential community, other schools, and local organizations.

Executive Committee

The Executive Committee comprises the four officers of the Board: President, Vice-president, Treasurer, and Secretary. This committee has the authority to act on behalf of the full Board, as the occasion or need may arise, between Board meetings. In addition, at the request of the Administration, the Executive Committee may be convened to address concerns requiring a higher level of confidentiality or expertise, especially in the area of policy and human resources issues.

Finance Committee

This committee is responsible for preparing the annual and long-term budgets, presenting budget information to the Board of Trustees and faculty, making recommendations relative to financial matters, coordinating annual audits, and tracking performance vis-à-vis the budget. This committee also oversees the work of the Tuition Assistance Committee for families that apply for financial aid.

Tuition Assistance Committee

A subcommittee of the Finance Committee, the Tuition Assistance Committee is charged with evaluating applications for tuition assistance based on an assessment of a family's income,

resources, and financial need. This committee is charged with allocating need-based tuition assistance relative to available funds and numbers of applicants.

Human Resources Committee

This committee makes recommendations concerning employment policies and guidelines, including personnel issues, compensation, salary structures, and other concerns.

Nominating Committee

This committee is formed by the Board when new Board members are needed. The Nominating Committee reviews the nominee's qualifications and the Board's needs for particular skills or expertise.

Site Development Committee

This committee is charged with developing a strategic long-term plan for buildings and grounds.

Parents and Volunteers

In addition to the above-mentioned committees, parents may be involved in the workings of the school in a number of ways. The following areas are possible ways to contribute valuable time and energy on a regular basis. Parents wishing more information or who would like to offer assistance with this organization are encouraged to speak to the Administration.

Waldorf Community Association (WCA)

The Waldorf Community Association (WCA) is made up of WSCC parents, friends and community members who have consciously chosen to support the life of the school so that Waldorf education will have a 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.
- Promoting community outreach and volunteer development.
- Welcoming new parents and their families into our community.

The WCA is led by a volunteer chairperson who organizes gatherings throughout the school year. Announcements about WCA events will be in the weekly Watermarks newsletter. If you are interested in helping to organize WCA events please contact the office.

The Role of a 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 the needs of their class.

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 in their child's class to actively participate and assist in school and classroom functions, to attend field trips and

plays, and 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.

Responsibilities of the Class Parent

- Facilitate communication between the teacher and other parents in the class, either by phone or email. The Class Parent may be asked to follow up on a teacher communication to ensure that all families receive notice of class meetings or class events.
- Serve as field trip coordinators. They may be in charge of securing transportation, collecting permission slips and funds, or researching what the best destination for a particular class trip may be.
- Assume the role of "Buddy Family," if requested by the class teacher or Enrollment Director, in the case of a new family's admission to the class. A class directory with contact information should be made available to the new family and, if possible, the family should be introduced to other WSCC parents, faculty, program support staff, administrative staff, WCA co-chairs, and board members.
- Take on the responsibilities of special occasions (e.g. teacher's birthday, holidays, Faculty Appreciation Luncheon, Grandparents and Special Friends 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 create a schedule of events as far in advance as possible.

The job that a Class Parent does in assisting the class teacher enables the teacher to focus more thoroughly on teaching the children. It is a most valuable position to hold and one that is greatly appreciated, not only by the class teacher, but also by the children themselves.

Buddy Parent

A Buddy Parent supports families new to the school to help them become familiar with the WSCC community and its routines.

Note: More details about the roles of a Class Parent and Buddy Parent are included in the section, "Getting Involved at WSCC", toward the end of this handbook.

Admissions and Enrollment

Admissions Policy

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

Admissions and Enrollment Procedures

General procedures are as follows:

1. Parents:
 - a) Complete an online application and submit the required application fee.
 - b) Complete and submit records request form (typically Class One through Class Eight only).
 - c) Provide teacher recommendations from previous schools (Class One through Class Eight only).
 - d) Participate in an interview with the prospective teacher.
2. Students:
 - a) Visit for three consecutive days (Elementary School and Middle School only)
 - b) Have an assessment if necessary.
3. The Admissions Committee evaluates the application, assessment, and other materials, and makes 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, WSCC seeks 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.

Although we have part-time Learning Support specialists at the school, newly enrolled children are expected to already be able to function well in a group setting when they enter the WSCC environment. Parents will be given appropriate and timely information, as we rely on parents to be supportive and open in their work with the school.

Students may occasionally be admitted conditionally 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.

Placement Guidelines

Early Childhood Program

We provide two-day (Thursday and Friday), three-day (Monday-Wednesday) and five-day programs. Children must be two years, nine months old by September and must be toilet-trained before they are enrolled.

Class One

Children who will be six years old on or before May 31 will be considered for entry into Class One. 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 all be made at the same time.

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

Children whose parents wish them to enter Class One during the course of the school year will be placed according to the 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 at another school and school records will be taken into consideration.

Class Two through Class Eight

Children, whose parents wish them to enter one of these classes, but 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 at another school and school records will be taken into consideration.

Changing classes

If parents or a member of the faculty think that a student may not have been placed in the most appropriate class, we will arrange a meeting to discuss concerns and possible courses of action before any decision is 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:

- **First Week in February** – Re-enrollment information is sent out to the community.
- **First 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 school year.

Withdrawal

Notification of withdrawal: Parents are asked to provide at least one month's written notice in the event that they wish to withdraw their child from school. This one month notice helps the teachers provide a smooth transition for both the student and the class.

Commitment for the Full School Year: Expenses of the Waldorf School do not diminish with the departure of students during the course of the year. As stated on the back of the Enrollment Contract, there is no reduction, refund, credit or other allowance for snow days, absences, illness, or missed classes due to tutoring or other programs. Please refer to the back of your enrollment agreement for more information regarding dismissal or withdrawal.

The Waldorf School of Cape Cod reserves the right to ask a student to leave the school if it is determined that the school cannot meet the student's needs or if the student interferes with the care and/or education of other students.

Please consult with the Enrollment Director for a copy of the Enrollment Contract or for further elaboration of a family's contractual obligations.

Student Life

Academic Standards and Expectations

The Waldorf School of Cape Cod accepts students with a wide range of abilities. Although we do not expect each student to reach the same level of achievement each year, there are clear goals for each class and we expect effort, progress, and cooperation from every student. Curriculum skill goals for each class are available from class teachers, the office, or the WSCC web site.

We expect all students to participate willingly and fully in their educational process. Similarly, we expect parents to be conscious participants in their child's education and to engage in clear communication with the teachers. We have the same expectations of each of our teachers.

Written reports describing each student's work and progress are sent home twice a year. Occasions may arise during the school year when a student may require some additional support that the school is unable to provide during the school day. Should tutoring or another form of support be required, unless specifically stated otherwise, it is the full responsibility of the parents to seek out the assistance needed and carry the financial responsibility of the additional support.

Code of Behavior

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

We believe that students have the right to 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) and the verbal or gestural threat of physical aggression, however provoked, are not permitted.
- Language or gestures that are profane, obscene, vulgar, or derisive are not permitted.
- Physical touching of another student with which he or she is not comfortable or which could be considered abusive is not permitted.
- Students are expected to address adults politely and with respect.

We believe that the personal belongings of all students must be treated with respect and that all students have a responsibility to treat the belongings of every person, as well as school property, with respect.

- The destruction, marring, or defacing of personal or school property is not permitted.
- Neither theft nor the implication of theft is permitted.

We believe that students must be able to receive an education in an atmosphere free of undue disruption or interference.

- Disruptive classroom behavior 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 or noise.

We believe that students should be able to attend school without being exposed to materials or substances that are generally regarded as harmful or inappropriate, or that are illegal.

- Obscene, vulgar, or pornographic materials may never 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 school grounds or during a school event or activity away from school is strictly prohibited.

The WSCC Code of Behavior is considered to be in effect at all times during all school hours, on school grounds at all school events, and during school-sponsored trips. If faced with student infractions of this Code of Behavior, the school reserves the right to take necessary and appropriate action up to and including after-school detention, suspension, and in extreme or repeated cases, expulsion of the student.

Individual faculty members shall have the authority to enforce this Code of Behavior as they see fit and in a manner that is generally consistent with the practice of the faculty as a whole.

Dress Code Guideline

Our goal is to provide an environment where everyone can learn. School is a place where children spend long hours engaged in a variety of activities. One of the goals of the WSCC dress code guideline is to teach children that, like modes of behavior, modes of dress should reflect respect for particular settings and be appropriate for 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, as well as to provide an example for younger children.

Attention to dress is very important for the children. Young children are particularly prone to being distracted by shoes, clothing, or accessories that sparkle, jangle, dangle, flash, or make electronic sounds. We ask that children not wear such items to school.

Elementary School students may not wear makeup, distracting accessories, or obtrusive hairstyles. Earrings that dangle can be hazardous and may not be worn in school. In the Elementary School especially, accessories (jewelry, watches, etc.) risk becoming the all-consuming object of a child's attention, or of their classmates, and a distraction from learning. To this point, we ask that students do not wear watches that make noises in school. To avoid the risk of loss, children may not wear or bring jewelry of value, even sentimental value, to school. In 7th and 8th grade, makeup, jewelry, and hairstyles should also be unobtrusive. If any item of clothing or an accessory is creating a distraction in school, the teacher may ask that the item not be worn in school even if it otherwise meets the school dress code guidelines.

It is not possible to create a permanent dress code that takes into consideration the changes in style and fashion that will inevitably occur over time. With this in mind, WSCC retains the right to make decisions regarding the acceptability of a child's manner of dress at school even

if there is no explicit description in this handbook. The following guidelines will give a good indication of what is expected.

Dress Code Guidelines for All Students

Children may not wear clothing with media-related images or text (e.g., television, movies, music/video, and video games). We also ask that your child's clothing be free of commercial, and sports slogans including team jerseys or logos. Generic images/text (e.g., nature images, etc.) as well as small, unobtrusive logos and text that can be covered with two fingers (such as clothing company names/logos, etc.) are acceptable, as long as they are not distracting. Premade, character-based costumes may not be worn to school. Clothes should be comfortable and modest, neat, clean, and in good repair. It is the children wearing the clothes and the work they do that is the focus of our time and attention.

Children should be properly dressed for current 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. The best way to keep a child comfortable is to provide clothes made of breathable material and to layer them appropriately for indoor/outdoor play. A good rule of thumb is for the child to wear at least two layers for all the months of the year that contain an 'r,' such as November. Furthermore, children are engaged in a variety of activities on a daily basis, including movement, games, and dance, requiring clothes that are not restrictive or risk overexposure.

- **Outerwear:** On rainy days, appropriate dress includes boots, a rain jacket with a hood, and rain pants. In the winter, children should be equipped with boots, snow pants (mandatory for children in Early Childhood and Classes One through Three), winter jacket, mittens, a scarf, and hat.
- **Shirts/tops:** Children should be dressed in shirts/tops that allow them to participate in all activities without risk of overexposure. Midriffs should be covered at all times, including with raised arms. Please be sure that children have sufficient layers available, so that they feel comfortable in all weathers.
- **Pants:** Pants may not have torn or frayed knees or hems, even if they are designed and sold that way. Pants may not impede active movement at recess or gym; undergarments should never be exposed.
- **Shorts and skirts:** Shorts and skirts should be of a modest length that does not risk overexposure during movement. A good rule of thumb is that the child's fingers meet the hem of the shorts/skirts when standing upright. Bear in mind that wind and rain may make your child feel cold without long clothing, so be sure that the child can layer appropriately or change into long clothing if necessary.
- **Footwear:** Footwear must fit securely to allow for participation in vigorous activity. Each child must have a pair of sneakers with Velcro closure or laces for games class, which can double as the required 'indoor' shoes. Footwear must be worn at all times when in the building or on school grounds. No one is allowed to be barefoot. Each child must also have a pair of outdoor shoes or boots appropriate for the season.
- **Hats:** Hats should be taken off when in class, except for plays.
- **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.

In the event that a child's dress does not conform to the school's dress guideline, class teachers will communicate with the student and/or parents: for children in Classes One through Four, teachers will communicate with parents about clothing that does not conform to school guidelines. For children in Classes Five through Eight, the class teacher will give a simple, discreet, verbal reminder that their appearance does not conform to the school's dress guideline. Should a child repeatedly ignore the school's dress code guideline, the child's parent will be informed, and the matter may become a disciplinary issue. If there are any questions or concerns regarding the dress code guideline, or its fair enforcement, parents or students should share these with their class teacher.

Early Childhood Program Dress

The Early Childhood Parent Handbook provides more details about the Early Childhood program. It is provided by the EC teachers.

The Waldorf School is a place of work and play. Children should come to school clean and be dressed neatly, simply, and comfortably. Because EC 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, a raincoat or rain jacket, rain pants, and a hood or hat. In the winter, children should be equipped with boots, snow pants, a winter jacket, mittens, a scarf, and a hat.

It is important that children be well-protected against the cold when they are outdoors. The areas of the body that are most vulnerable are the 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 should have a sweater to wear in the classroom on cold days.

Electronic Media and Devices Policy

As adults living in the electronic age, we have witnessed significant changes in electronic communication, media, games, and music. Many of us have not had the time to reflect on the developmental and social impact of these modes of communication and their associated devices, or to develop an ethos around their use so that they do not hinder or circumvent healthy human relationships and experiences.

As Waldorf teachers, we are dedicated to nurturing each child's capacity for creative imagination, independent thinking, and positive action. Our efforts to foster their healthy emotional development and meaningful relationships are often undermined by their encounters with electronic media and devices, which get in the way of real-life experiences and may promote a distorted, developmentally inappropriate, and consumerist view of the world. Increasingly, mainstream educators, psychologists, healthcare professionals, and developmental experts are reporting the negative effects of exposure to electronic screens and devices on both children and adults, and on family life generally.

When children have developed a foundation of real-life experiences prior to being instructed in the use of electronic media and devices, they are better able to use them productively and appropriately. At that point, electronic media and devices can be a supplement to, but not a substitute for, direct experience.

Purpose and Social Context of the Electronic Media and Devices Policy

The Waldorf School of Cape Cod's Electronic Media and Devices Policy is two-fold. It is designed to support the objectives of Waldorf education and to be workable in the homes

and lives of our families. We hope that parents will understand and support the policy for the good of their children and their children's peers, remembering why they chose Waldorf education for their children. Each family's respect for the WSCC Electronic Media and Devices Policy has a far-reaching, positive effect on the educational and social experience of all the children, both in and outside of school. Not making our best efforts to respect this guideline may have a corresponding negative impact not only on our own children but also on our children's classmates. The impact of electronic media and device exposure is passed from child to child, reverberating through the community and showing up in other children's play, attitude, language, and inner life.

The term "electronic media and devices" is here understood to include television, movies, computers, and all other video and audio devices, including cell phones, personal digital assistants, video games, and music/MP3 players. The scope of this definition may change as media technology and its applications evolve.

Use of Electronic Media and Devices at School

- The use of cell phones or other electronic devices for any purpose is not permitted on school grounds during school hours, at school events, during school-sponsored trips, or during WSCC summer programs. Students are not to bring cell phones or electronic devices to school. If a student has an urgent need to call a parent, guardian or carpool driver, the class teacher will arrange for a call to be made.
- Personal audio or video devices such as music/MP3 players, PDAs and cameras are not permitted on school grounds during the school day, during school activities, or on school-sponsored trips without a teacher's permission.

Suggestions for Appropriate use of Electronic Media and Devices at Home

Nursery, Kindergarten and Classes One through Five

Learning through direct experience, children in EC and Elementary School develop new ideas and attitudes based on real personal experiences and interactions. We ask that parents join us in protecting these children from the effects of electronic media and devices in their daily lives at home. This means limiting children's access to such devices; the use of which tends to overstimulate them, reduce social interaction, and interfere with their imagination, play, and – in the case of older Elementary School children – healthful activities like reading. We suggest that parents may choose to restrict their own use of electronic devices in an effort to set a good example.

Classes Six through Eight

These students may experience a gradual and guided introduction to the use of electronic media and devices. We suggest that use of electronic devices be limited during the school week, with the exception of teacher-approved computer use for school assignments. We would like to remind parents to be mindful of the potential negative effects of media exposure at all times, including during weekends and vacation periods. In particular, peer texting and the use of social media can, and too often does, lead to hurt feelings and broken friendships. While students of this age may feel compelled to remain in constant contact with their friends, their healthy social development requires breaks from peer interactions and time spent with family.

We also suggest that parents consider the negative effects of disturbing news stories on children and advise that parents be mindful as they listen to broadcasts on the way to and from school.

We urge you to share any electronic media and devices challenges you may encounter with your class teacher, either privately or during a class meeting.

Field Trips

Field trips are an important part of each class's educational program. To make them possible requires cooperation on the part of parents and teachers. All Waldorf teachers receive First Aid and CPR training, and teachers take a first aid kit and emergency contact information with them on all field trips. Parents who participate in field trips as drivers or helpers are required to complete a Massachusetts CORI background check, at the school's expense, and assist the teacher in providing close supervision at all times.

Class 3 Farm Trip

It is customary in Waldorf schools for class 3 to participate in a residential farm trip. This experience is designed to enhance the curricular theme of farming and to foster a budding sense of independence within the safety and support of the class. This newfound sense of self is a natural developmental occurrence around the ninth year. The farm trip is instrumental in helping children overcome any apprehensions they may feel in conjunction with this developmental stage.

For many children, this three to five-day trip may be their first extended absence from home. The cost of the farm trip is the responsibility of the parents, however it is usually largely offset by fundraising efforts.

Class Eight Trip

It is customary in Waldorf schools for Class Eight to participate in an extended trip in the latter part of the school year. This trip culminates the children's experience of their Middle School years and bonds the students as a graduating class. The Class Eight teacher can provide further details. The cost of the Class Eight Trip is the responsibility of the parents, however it is usually largely offset by the Class Eight fundraising efforts.

Lunch Program (On hold until facilities allow)

WSSC offers a hot lunch program for all students on Monday, Wednesday, and Friday for each day that school is in session for a full day. Meals are produced fresh daily in the school kitchen by a professional chef. Our Hoop House and garden are key sources of fresh fruits and vegetables. Our chef uses natural, organic, and sustainably sourced ingredients to the greatest extent possible.

The monthly lunch menu is available through Watermarks and in the school lobby. Lunch typically includes a hot main dish, a complimentary side dish, and fruit dessert. A whole grain is an ingredient for each meal. The best available seasonal ingredients are used, which may result in minor deviations from the published menu. A low-sugar, baked dessert is served once a week, usually on Friday. The menu responds to seasonal changes and to some extent the popularity of meals, in order to provide a level of rhythm in the offerings that is consistent with Waldorf ideals. Meals are delivered to classrooms at lunchtime and lists are maintained to ensure delivery to participating students.

While we hope this will be an opportunity for children to try new foods, our chef always has an alternative meal option for children who try the main lunch but do not care for it. The alternative usually consists of bread, cheese, fruit and vegetables with homemade hummus or vegetable soup. These alternative choices are also available for children who have allergies or dietary restrictions and may be pre-selected. All meals are nut free; we request

notification of any serious food allergies your child may have to provide a safe lunch for everyone.

Parents may register their child for lunch on a full-year, monthly, or occasional basis. Lunch is not transferable to other families. As with tuition, there are no refunds for missed lunches due to absence, snow days, school trips, or other planned or unplanned interruptions of the school day.

Middle School Events

The Greek Olympics is a special event for Class Five. In keeping with their study of ancient Greece, students travel to Lexington Waldorf School to participate in traditional sporting events of the original Olympics. Students compete as members of Greek city-state groupings with students from other area Waldorf schools.

Morning Verse

Students at the Waldorf School of Cape Cod begin their day with a morning verse. In addition to others, the following are two staples:

Class One through Class Four

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

Class Five through Class Eight

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 humankind, 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

Playground and Recess Rules

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

General Play

- Footwear is to be worn at all times on the playground.
- Children are to stay within the boundaries indicated by visible markers in the woods.
- There is no kicking, hitting, pushing, grabbing, taunting, or name calling.
- Children may climb in trees only to the height where a teacher can still reach them.
- No altering or demolishing structures, huts, or snow forts without permission of the builders. Do not destroy what is not yours.

Woods Play

- Students are not allowed to play in the bamboo forest, unless taken into the woods with their teacher.
- No running with sticks, no pretend sword or gun playing with sticks; sticks are for building only.

Snow Play

- Snow pants are required for playing in the snow, which must be directed and supervised by a teacher.
- Sleds may be used with teacher's permission.

Recess start and Lunch Times

Snack starts at 10:20am

Lunch starts at 12:10pm

Preparation for School

Starting the Day Off Well

A child's educational experience begins upon their awakening. The time spent getting ready for school is a vital component in a child's educational success. We suggest that parents make their child's awakening, getting ready, and traveling to school as pleasant, consistent, and rhythmic as possible. A child who is awakened gently, who has a consistent and timely morning ritual, and who has a warm, nourishing breakfast is a child ready to begin a day of learning.

We also suggest that parents establish a consistent morning routine that fosters warmth and rhythm in their child's life. Parents are encouraged to make their child's travel time to school as peaceful as possible. We ask that students not be exposed to audiobook tapes, electronic hand-held games, radio 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 encourage parents to establish a consistent, short leave-taking ritual at the child's classroom door.

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

Early Childhood Program

Young children should come to school clean and with the following items:

- A pair of comfortable, plain, non-skid slippers or sneakers to be left at school for use in the classroom. This not only helps to 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 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.
- A complete set of extra clothing should be at school by opening day. This set should include underwear, socks, shirt, sweater, pants, hat, and mittens. All clothing should be labeled with the child's name. Parents are asked to check their child's clothing bags for regular cleaning and replacing.
- The Early Childhood teachers provide healthful snacks in the Early Childhood program. Parents are asked to inform the teacher if their child has special dietary requirements.
- Children should bring lunch each day.

Elementary School and Middle School

Students should come to school every day clean and with the following items:

- A simple, sturdy, ceramic or metal cup that is free of media images or messages. This cup stays at school to be used for drinking water throughout the day.
- A snack/lunch basket, box, or bag that is free of media images or messages.
- Sneakers for games class, which will be kept at school in the student's cubby at all times. These shoes may double as indoor shoes.
- All Elementary School and Middle School students must have indoor shoes, not slippers, which are required for classroom or gym wear. In order to keep our classrooms and building as clean as possible, each student is required to have indoor shoes at school at all times. For Classes One through Three, the class teacher will provide guidance for the type of indoor footwear that is necessary. For Classes Four through Eight, indoor shoes should be a sneaker or other lace-up shoe with closed toes. As with clothing, all footwear should be free of media images and not be distracting. Elementary School and Middle School students must also have outdoor shoes for recess and outdoor games class.
- Students should bring a healthful morning snack and lunch daily. Hot lunches should be heated at home and brought to school in an isothermal container as there are no heating facilities available to the children. Cold or room temperature lunches should also be brought to school in an appropriate container. Classrooms are not equipped with a refrigerator. Soda and candy may not be consumed at school. **Note: Parents are requested to inform the class teacher if their child has special dietary requirements.**
- A complete extra set of clothing should be at school by opening day for students in Classes One and Two. This set should include underwear, pants, shirt, sweater, hat, and mittens.
- Students also need waterproof or water-resistant outerwear and a pair of waterproof boots.
- All clothing should be labeled with the child's name. Parents are asked to check their child's clothing bags for regular cleaning and replacement.

WSSC 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, gardening
Snack
Circle and story/rest
Outdoor play or walks
Goodbye – 12:30 pm

Sample Elementary School and Middle School Daily Schedule

Arrival at school 8:00 – 8:20 am
In classroom by 8:20 am
Main lesson
Snack/recess
Subject classes
Lunch and recess
Subject classes
Dismissal – 3:05 pm

Class One

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
Games and Movement Education: cooperative games
Handwork: knitting
Painting, drawing, and beeswax modeling
Pentatonic flute, singing
Spanish

Class Two

Language Arts: lowercase 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
Games and Movement Education: cooperative games
Handwork: knitting and purling
Painting, drawing, and beeswax modeling
Pentatonic flute, singing
Spanish

Class Three

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 including a three to five day overnight trip to a working farm

Form Drawing: vertical symmetry

Games and Movement Education: cooperative games

Handwork: crochet

Painting, drawing, and beeswax modeling

Recorder, singing, music notation introduction

Violin

Spanish

Class Four

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

Games and Movement Education: cooperative games, team skills

Handwork: cross-stitch

Woodwork

Painting, drawing, clay sculpture

Recorder, singing (rounds), music notation

Violin

Spanish

Class Five

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

Life sciences with emphasis on botany

North American Geography and History

Form Drawing: freehand geometric drawing

Games and Movement Education: Greek Olympics events

Handwork: four-needle knitting

Woodwork

Painting, drawing, clay sculpture

Recorder, singing (rounds), music notation

Violin and Chorus

Spanish

Class Six

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, ratios and percents
Botany, Mineralogy and Geology, Physics
World Geography
Games and Movement Education: team sports, archery
Handwork: soft animal sculptures
Woodwork
Painting, drawing (black and white media), clay sculpture
Recorder
Violin 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
Spanish

Class Seven

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
Games and Movement Education: team sports, archery
Handwork: hand-sewn dolls and clothing
Woodwork
Painting, perspective drawing, clay sculpture
Recorder
Violin and Chorus
Electives
Spanish

Class Eight

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
Physical Education: team sports
Handwork: machine sewing
Woodwork
Painting, drawing, clay sculpture, other media
Recorder
Violin and Chorus
Electives
Spanish

Special School Events

Photo and Videotaping Policy

Parents and friends help us encourage full attention during assemblies, special performances, 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. Parents may get more information on this subject from their child's class teacher.

Festivals

Festivals and special school events are an integral part of Waldorf education. From Early Childhood through Middle School, the curriculum and materials brought to the children in the classroom are woven into festivals and gatherings celebrated throughout the year.

Historically, seasonal festivals have served to connect humanity with the rhythms of nature and the cosmos. Many festivals that originated in ancient cultures have been adapted over time. Participating in seasonal festivities during the school year benefits the child's experience. There is joy in the anticipation, the preparation, the celebration itself, and the memories created.

The following is a brief description of festivals that are celebrated at WSCC throughout the school year. Celebrations may take place during school hours, or after school or weekends, with parents invited to participate during school hours for certain traditions. Donations of materials and time are needed for many of our celebrations; parental involvement is key to the success of our festivals. It brings great joy to the children when their parents are able to take part in the festival life of the school.

As we start the school year, days begin to shorten and nights become longer, so the first festivals of the school year are considered the "Festivals of Light," which inspire us to have courage, find the light within, and find the strength of spirit within.

Michaelmas is celebrated on or near Saint Michael's feast day, September 29. Early Childhood, and Elementary School and Middle School will celebrate in their own manner. Early Childhood children plant bulbs or do outdoor work that is needed for the fall season; they then enjoy a snack together. Elementary School and Middle School students typically celebrate Michaelmas with a traditional Michaelmas play presented by the grades students in the morning. In the afternoon, Elementary School and Middle School students participate in activities designed to challenge their physical strength, their intelligence, and their ability to work together in a group. These challenges give the children the self-confidence they need to approach the coming dark and cold of the winter season.

Martinmas or Saint Martin's Day (also known as the Lantern Walk), which takes place near Saint Martin's feast day, November 11, is an after-school event for families. Teachers and students carry lanterns as they travel a path through school grounds, singing songs of light. Students create their lanterns in their class.

The Spiral Walk takes place in early December. This simple festival is a time of quiet reflection. The spiral is a beautiful spiral of evergreen boughs on the floor. The spiral represents the duality of December days: in opposition to the rapidly darkening, inward spiral of days, we find the spirit of expectation and anticipation of the return of light. The children live in this without explanation, as they walk the spiral inward with an unlit candle, which they light when they arrive in the center, and return outward to place their candle at random along

the spiral.

Saint Nicholas Day is celebrated during school hours on or near December 6. Saint Nicholas visits the school the previous night and leaves small, symbolic gifts for the children. Saint Nicholas is the patron saint of children and sailors, and students will listen to age-appropriate stories of his generosity and kind-heartedness.

Saint Lucia Day is celebrated during school hours on or near December 13. Class Two carries the spirit of Santa Lucia to the rest of the school, as they deliver specially made Santa Lucia buns to the other classes. They sing and walk through the halls dressed in white, the leader wearing a crown of light.

May Day is a celebration of the return of Spring. It takes place in early May. School families and the wider community are invited to welcome Lady Spring and send King Winter on his way. Class Four leads the Maypole dancing, after which the entire community is invited to join around the Maypole.

Note: Specific information on upcoming festivals will come from the class teacher and will be communicated through *Watermarks*.

In-School Events

In addition to the in-school festivals described above, there are many special days planned throughout the year. Dates are published in the school calendar and further details will be available in *Watermarks*.

Children's birthdays feature strongly in the Early Childhood program, and this continues as children progress through the school. Teachers will communicate directly with parents regarding the celebration of each student's birthday.

Elementary School and Middle School assemblies are held throughout the year. These assemblies are open to parents and invited guests where they see curriculum-based performances by the Elementary School and Middle School classes. Assembly dates are listed in the school calendar so that parents may plan ahead to attend these important events in the school life of their children.

Events Away from School

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.

Please note that the school will make every attempt to warn parents of hazards that may be present in the form of insect-borne diseases or other concerns on field trips locally and abroad and will always put the personal safety of students and staff first when considering field trips.

Open Houses and Other Special Events

WSCC hosts several Open Houses throughout the year, including in the fall and early summer. Although we advertise these events on our website, in the newspaper, on the radio, and through direct mailing, we also depend on our parent community to post flyers, spread the word, and most importantly, attend the Open Houses themselves to represent the school. Open Houses often coincide with other school events and outreach events. The dates of each event are listed in the school calendar, on social media, and our website.

Meet the Alumni Night (zoom) occurs in early January. A panel of high school students, college students, and adults who have graduated from WSCC will discuss their experiences during and after their Waldorf school education. It is an informative and fun evening for current parents and prospective parents alike. Alumni often share candidly how they were ultimately affected and transformed by the WSCC environment and curriculum. This heart-warming evening focusing on the impact of Waldorf education is more appropriate for adults than children.

Spring Day/Open House is usually held on a Saturday in April. Activities such as egg decorating, tissue paper bird or butterfly making, and seed planting get the students involved. Teachers are on hand to speak to parents about how our program differs from the traditional public school model, and why our curriculum and teaching philosophy are so important in today's society.

Elementary School and Middle School Tour and Talks are held approximately once a month in the morning. The Enrollment Director leads a tour of the classrooms during Main Lesson, providing an opportunity for the group to quietly observe the class in action. After the tour, one of the teachers will meet with the group to discuss the curriculum and answer questions. This tour is appropriate for prospective parents, educators, and anyone who would like to learn more about WSCC or Waldorf education. Parents of children in Parent-Child classes and Early Childhood classes find this insight into the Elementary School and Middle School program can help them realize the benefits of the Early Childhood program and the natural progression into the Elementary School and Middle School. The tour is intended for adults only, and pre-registration is requested. Tour and Talk dates are listed on our website and social media, and can be scheduled by request throughout the year.

The Nursery and Kindergarten Tea and Play is an opportunity for prospective parents and students to learn about the WSCC Early Childhood program in an experiential way. Early Childhood teachers structure the session to represent an abbreviated day in an Early Childhood class, including circle time, free play, a healthy shared snack, and a story. The Nursery and Kindergarten Experience is held monthly during most of the school year and can be scheduled to meet an individual family's needs; dates are announced on social media and on the WSCC website. Pre-registration is requested.

Arrival & Dismissal

Drop-Off and Pick-Up

Cell Phone Usage

For the safety of children and adults, we request that parents not use their cell phones while driving on school grounds. We also ask parents and visitors to refrain from cell phone use while in the building.

Morning Drop-Off

The school day begins at 8:20 am for the Elementary School and Middle School and at 8:30 am for Early Childhood. Grades students should be dropped off in the garden loop at the ramp, and will make their way to their classrooms. EC students may be accompanied by their parents to the playground gates.

Late Arrivals

The class teacher offers a positive beginning to the school day with a handshake and a greeting for every child. This opportunity for students to greet the teacher and one another is possible only when the children arrive before the actual start of class. Classroom doors close at 8:20 am. If a student arrives after 8:20 am, their parents must sign them in at the office. Thereafter, they follow the procedures the class 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 will be addressed by the class teacher. If a child is ill, or the parent anticipates arriving late, the class teacher should be notified as soon as possible. Your child's class teacher will inform you of their preferred method of early morning communication, which may be by phone (home, cell, or school phone), text or email.

Dismissal

The Early Childhood classes end at 12:30 pm for students who are enrolled for the morning only. Elementary School and Middle School classes end at 3:00 pm. Parents should pull into the grades school parking loop or the EC loop and wait in line until their children are dismissed. Once students have been placed in the charge of the parent or carpool driver, the parent/driver is responsible for supervising the students. Written authorization must be on file in the office if someone other than an individual listed on the Pick-Up Authorization form is picking up the student, or if the student is walking or cycling home unaccompanied (Classes Six through Eight only). All requests related to dismissing unaccompanied children who are below Class Six will be reviewed on a case-by-case basis by the WSCC Administration. Parents or drivers who arrive later than 3:15 pm will find their students in Aftercare. More details are in the Aftercare section below. Early Childhood students enrolled in the full-day program may be picked up in their playground or in Aftercare anytime during the listed Aftercare hours.

Early Dismissal

If a child needs to be dismissed from school early, the parent is expected to inform the class teacher by written note in the morning. Students in Classes Five through Eight will come to the office to be signed out by a parent. Students in Classes One through Four may be picked up at their class and signed out in the office.

Aftercare Program

The Early Childhood Aftercare Program is available from 3:00 pm to 5:00 pm on Monday through Friday, except on days when there is early dismissal or a special evening event as announced in *Watermarks*. Aftercare provides a home-like environment with many activities including games, craft projects, and outdoor play. Older students who need aftercare may sign up for the After School Program, or they can join Early Childhood Aftercare. All currently enrolled students are eligible for this program on days they have attended school. The fee for Aftercare is \$15/hour per student, with a one-hour minimum. Students can be picked up in the Aftercare room (Dragonfly classroom), or in good weather outdoors, at any time during Aftercare hours. Parents and carpool drivers must sign out the student with one of the Aftercare teachers. Aftercare charges are invoiced monthly and payment is due within 30 days of receiving the invoice.

Responsibility for Children out of the Classroom

All children, including siblings, must be supervised and within 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.

Administrative and General Information

School Office Hours

The WSCC Front Office is open during the school day from 8:00 am until 3:30 pm.

Building Security and Late Arrival

All families are to use the main entrance door. Students arriving after 8:20 am must be signed in at the office by their parent or guardian.

Emergency Notification System for Snow Days, etc.

While independent, the Waldorf School of Cape Cod usually follows the Sandwich School District in regard to snow days. As our students and teachers come from many communities over a large geographic region, we occasionally cancel school even when Sandwich Public schools are in session. A cancellation will be communicated via email early in the morning.

Classes will rarely 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 road conditions. On some days, we may opt for a delayed opening to allow for travel once roads are deemed safe.

The Waldorf School of Cape Cod does not "make up" snow days late in the year. We have found that our block system of teaching does not lend itself well to adding on days at the end of the year. Having a firm end to the school year makes planning easier for our parents, teachers, and our scheduled summer programs.

Financial Policies

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

Tuition

The Waldorf School of Cape Cod offers a full payment option and a monthly payment option. All families selecting the monthly payment option 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, which 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.

Enrollment Deposit

The Enrollment Deposit is due at the time of signing re-enrollment contracts. It guarantees your child a place in the following school year until the tuition payments begin on June 1st.

Forms

There are several forms and documents required for each student. 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 in the information on any

of the forms, parents must complete an updated form. Blank forms are available from the office.

Fundraising Policy

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

All new fundraising proposals must be presented in writing to the WSCC 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 fundraiser chair(s)
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 fundraiser proceeds must be deposited into and distributed from the WSCC bank account.

Lost and Found

A lost and found area is located in the main entrance lobby. Parents are asked to 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.

Parent Library

Parents may borrow available books and other resources located on a designated shelf in the student library.

Parking

Currently we have a drop-off system to keep parking at a minimum. EC parents are permitted to park in the EC lot to drop off their children. The front parking area is reserved for faculty and staff parking, although parents may park there should they need to come into the school for some reason.

Pet Policy

Pets are not allowed in the school building unless authorized by the Administration or class teacher. Pets on school grounds must be leashed.

Privacy Policy

The Waldorf School of Cape Cod is committed to protecting your privacy. We make every effort to ensure your confidentiality and keep your trust. The information you provide us is used to stay in contact with you and keep you informed of school-related events and opportunities to engage in the WSCC community. We never share your personal information with a third party.

Parents annually fill out a Parent Consent Form, choosing to provide or not provide express parental permission for their child(ren) to be included in photographs used by the school for marketing or publicity purposes including advertising, brochures, website, and the media.

While we are unable to police the entire Facebook and social media community, we ask all our families to be respectful of each family's privacy and not post pictures of other people's children on the various social media venues without the express consent of the families.

School Equipment and Supplies

All school equipment and supplies, including telephones, computers, and copiers are reserved for school business only.

Student Records

Confidentiality

Information in student records is privileged and confidential. The school will not distribute or release information in a student's records to anyone without written parental consent. Upon request, parents may have access to their child's complete records.

Amending Student Records

Parents have the right to add information, comments, or any other relevant materials to their child's records. They also have the right to request deletion or amendment of any information in their child's records; the request must be made in writing to the Administration.

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

Transfer of Records

Upon written request of the parents, WSCC will transfer a child's records to their parents or any other person or institution identified by the parents. The student's records may include information on individual educational plans (IEP), attendance, and discipline issues. Some schools may also request health records.

The Affordable Tuition Program

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

Tuition adjustments are granted on the basis of need, which 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.

The Affordable Tuition Program is administered by the Tuition Adjustment Committee (TAC), an independent sub-committee of the Finance Committee. Tuition adjustment is available for new and continuing students in the Elementary School and Middle School, and in the on-going Early Childhood programs.

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

Parents who submit an admissions application for a new student at any time during the school year may also apply for tuition adjustment.

A Tuition Adjustment packet is available on our school's website.

Communication

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 it is not their child's first year at WSCC. Additional meetings for parents are scheduled as needed.

Class Meetings

WSCC class teachers request that at least one parent from each family attend each of the regularly scheduled class parent evenings held throughout the school year. Topics for these important evenings include aspects of a child's class 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 a general picture of the children as they are changing and growing. Class teachers are asked to schedule at least two class meetings per year.

Communication with Faculty Members

Communication between parents and their child's class teacher is extremely important. If parents have questions or concerns regarding their child's class or school experience, they are encouraged to talk first with their child's class teacher. Sometimes this can take place during regularly scheduled class meetings, but sometimes it is more appropriate to discuss issues individually with the teacher.

Drop-off and pick-up are never a good time to discuss concerns about a child or the class. Though it is tempting to ask a "quick question", it is always more effective to set up an appointment with the teacher to discuss matters on a one-to-one basis.

1. Please refer to our school's communication and grievance policy below for more information.

Messages for Teachers

Parents may leave a message for a teacher via email, or by leaving a note for the teacher in the office. If you need to contact a teacher via email, please do so before 8pm. If emails are sent after this time, please know the teacher may not see the message until the following afternoon.

Communication Policy with Grievance Procedure

Communication Quick Reference Guide

QUESTIONS, CONCERNS, COMPLAINTS: Where to go and who to contact

Question	Who To Go	Contact Information
Questions on curriculum, discipline, homework, progress reports, academic standards, class trips, class meetings etc.	Your Teacher	See directory for your teacher's contact information
Questions with what is going on in your child's classroom	Your Teacher	See directory for your teacher's contact information
Questions on Financial matters including invoicing, fees, bursaries	The School Administrators	Emily Holmgren - eholmgren@waldorfcaped.org Nuray Bent - nbent@waldorfcaped.org
Questions surrounding Policies and procedures at the school	The School Administrators	Emily Holmgren - eholmgren@waldorfcaped.org Nuray Bent - nbent@waldorfcaped.org
Questions or concerns about a teacher	The School Administrators	Emily Holmgren - eholmgren@waldorfcaped.org Nuray Bent - nbent@waldorfcaped.org

Questions or concerns about a noneducational staff member	The School Administrators or Board President	Emily Holmgren - eholmgren@waldorfcapedcod.org Nuray Bent - nbent@waldorfcapedcod.org Jonathan Polloni pollonij@gmail.com
General information about events, dates, or any other questions or concerns you do not know who to ask	The School Administrators	Emily Holmgren - eholmgren@waldorfcapedcod.org Nuray Bent - nbent@waldorfcapedcod.org
Questions or concerns regarding school communications, marketing, public relations	The School Administrators	Emily Holmgren - eholmgren@waldorfcapedcod.org Nuray Bent - nbent@waldorfcapedcod.org
Enrollment/Withdrawal Admissions	The Enrollment Director	Nuray Bent - nbent@waldorfcapedcod.org
Concerns from parents or staff regarding an unresolved situation or process	The School Administrators or Board President	Emily Holmgren - eholmgren@waldorfcapedcod.org Nuray Bent - nbent@waldorfcapedcod.org Jonathan Polloni pollonij@gmail.com

Rationale

The social health of our school community is reflected in our commitment to clear, open communication and transparency of educational and organizational structures. High levels of professional confidentiality are maintained to ensure confidence in school communications surrounding conflict resolution. These guidelines are to facilitate the smooth functioning of the school and to assist parents, students and staff to work successfully together. The

guidelines complement the regular, informal communications that already take place between members of the school community. This policy has been developed by the Administration and approved by the Board of Trustees. Please note that the school differentiates between "questions" and "complaints" and accordingly handles them somewhat differently. In general:

a) "Questions" are those enquiries for which one seeks clarification, support, understanding or further information.

b) "Complaints" relate to matters where one wishes to register dissatisfaction and/or concern. Complaints range along a continuum of seriousness from mild irritations and/or differences of opinion/outlook to serious worries. The manner of handling complaints can therefore vary accordingly. Our school takes complaints seriously and is committed to ensure that they are comprehensively followed up. We see complaints as an opportunity for professional and organizational learning. We regard complaints symptomatically, that is, we see them as symptoms of an underlying issue or issues. These may reflect responsibilities at any combination of the levels of: 1. The organization 2. The teacher 3. The parent/family

Communication in Relation to Education

a) Communication between the Teachers and Students.

Students are treated with respect and dignity and are to know what is expected of them. The school enacts codes of conduct and rules that are clear and well communicated. In the classroom and throughout all school activities, there is an expectation that the communication from the teacher to the student is clear, loving and with definite and well understood boundaries. In addition, teachers are expected to be sensitive to and able to act upon individual and group needs, both inside and outside the classroom. Student Codes of Conduct, for the school overall, and within each classroom, are explained at the beginning of each year, and are reviewed on a continuous basis. Students, likewise, are expected to behave respectfully and to communicate clearly to all adults at the school. If and when an infringement occurs, students are guided to understand the full consequences of their actions and given the opportunity to redress any harm done. If necessary, the discipline and guidance process will be used where disrespectful communication occurs. Teachers exercise authority in the classroom in different ways as the children journey through the school. The three approaches to authority – imitation, guidance and respect for expertise – provide a context for communication in the classroom or school context. When a student has been accused of breaching a rule, the student shall be notified of that of which he/she is accused, with the essential facts of what he/she is alleged to have done. In more serious cases, notification shall also be given to a student's parents. An accused student should be given an opportunity to tell his/her side of the story. The right to be heard is a fundamental element of procedural fairness. Where the stakes are minor, this can be satisfied by the Administration or teacher asking the student to explain her/his actions. More serious matters require more formal investigation and documentation.

b) Communication between the Teachers and Parents

There are several forums in which this can occur. These include class meetings, scheduled parent teacher conferences and other meetings with parents on an as-needed basis.

c) A Parent Directing a Question or a Complaint to a Teacher

As it is not possible to give proper and respectful consideration in the time directly before and directly after class, please refrain from approaching or discussing issues during this time. It is also not acceptable to send lengthy, emotional or heated emails to a teacher; direct person to person communication is always best. Please note: If you as a parent or guardian have a question or a complaint about another student's in-school relationship or interaction with your child, this must under no circumstances be communicated directly to the other student or be specifically discussed with the parents of the student. Such concerns must always be directed through the Teacher or Administration.

d) Questions:

If parents have a question about their child and/or their child's education, or what is happening in the classroom, the first step is to speak directly with their Teacher or Subject Teacher. The process for establishing this forum is as follows:

- (i) Request the teacher arrange an individual meeting at a mutually convenient time.
- (ii) Please indicate the issue to be discussed as some lead time provides an opportunity for the teacher to give prior thought to the matter.
- (iii) Unless deemed necessary by the teacher, it is generally not appropriate for children to be present when discussing questions with a teacher.

Parents may request a meeting with their teacher either in person, via email, or by leaving a message with the office. At no time is aggressive or disrespectful language acceptable by any party in any communication between a parent and teacher. A meeting may be terminated and re-scheduled for another time if required. If a parent is dissatisfied with a previous communication surrounding a question, the process is:

- (i) To write their concerns to the Administration, stating the issue and requesting that a facilitated meeting be established with the teacher and the Administration.
- (ii) The Administration is responsible to ensure that this facilitated meeting occurs within two weeks from the letter being received. Another member of the school administration may be called as a second person at this meeting.

The purpose of a facilitated meeting is to ensure that:

- (i) The parent has the opportunity to accurately convey their concerns to the teacher.
- (ii) The teacher fully understands them and that they have been witnessed and recorded by another member of the school.
- (iii) The teacher has an opportunity to respond directly to the concerns

(iv) The nature of the teacher's response has been heard and understood by the parent.

(v) A clearly articulated action plan for taking any next steps is made and that a member of the administration be assigned to support its implementation. All meetings will be fully documented with records kept in the student files.

If this initial facilitated meeting does not result in a satisfactory outcome,

(i) The parent/s or teacher addresses their concerns in writing to the Administration.

(ii) The Administration will then determine the most effective process to resolve the concerns. This may include another facilitated meeting. Respectful communication, with the child's needs always at the center, is required at all levels of these processes.

e) Complaints:

If you wish to register a complaint, please give some initial consideration to how you regard the seriousness of the matter. If you decide it is at the lower end of the continuum of seriousness it would be most appropriate for you to try to resolve it through the same process as described above for addressing questions. If, however, it is more serious in nature, please refer to the following process.

(i) Address your complaint in writing or in person to the Administration and identify that you wish that it be addressed. The Administration will acknowledge the communication and respond in a timely manner; within five business days, depending on the seriousness of the complaint.

(ii) The Administration will request permission that the written record of the information provided is shown to the teacher/s concerned and that the complainant be identified. (except in claims of physical, emotional and sexual abuse). The Administration cannot process anonymous complaints.

(iii) The Administration will then, in collaboration with the Board of Trustees, or a nominated senior staff member, assist in the process of response. If the complaint refers to a teacher who has a mentor, it is appropriate that they be considered to be part of this process.

(iv) The Administration and the nominated senior staff member will assess the complaint. In assessing the complaint, they will consider:

i. The grounds for the complaint

ii. The complaint as a symptom of an underlying issue relating to responsibilities occurring, in some combination, in the three levels: organization, teacher, parent/family.

iii. On that basis they may:

- a. Address the complaint directly. This address will provide a clear description of their assessment of the matter, the response to be made and the reasons for that response.
- b. Share the details of the complaint with the teacher/s concerned who will, in the first instance, be asked to reply to the complainant with a direct written response to the issues indicating how the concerns will be addressed and in what time frame.
- c. Should there be more than one complainant or should another subsequent new complainant raise the same or similarly related issues, the Administration will initiate a review of the program delivered by the teacher. In this case the response to the complainants will come from the Administration. It will provide a direct response to the issues indicating how they will be addressed and in what time frame. The Administration is charged with following the matter up with both the complainants and the teacher/s with the time frame.
- d. If, after this response, the complainant is still dissatisfied, they may follow up with the Grievance Procedure (see below).

Communication with the School

Administration

Respectful communication between parents and those working in these management and support roles is required at all times. The school welcomes feedback and information on any aspect of school operations as a part of a philosophy of overall accountability, responsiveness and transparency. Feedback on matters of governance, management or administration should be provided in writing to the Administration, who will then ensure that it is addressed in the appropriate forum. The Administration will acknowledge communications in writing in a timely fashion, and confirm the course of action and timelines that will be followed.

a) Communicating with the Board of Trustees: If the matter is related to overall school governance, the Administration may recommend that the communication be addressed to the Board of Trustees. Parents or staff members may communicate in writing directly to the Board of Trustees through correspondence to the Board President. The Board President will:

- (i) acknowledge receipt of correspondence
- (ii) ensure that correspondence is tabled at the next available meeting of the Board.

b) Communicating with the Administration on matters related to school management: Individuals wishing to give feedback about aspects of school management should initially contact the Administration.

- (i) The Administration is responsible for any concerns about the school management and administration, clarification with fees or fee statements, school finances, communication, or school daily administration;
- (ii) The Administration is responsible for any concerns with the educational aspects of the school; including faculty, curriculum, health and safety, etc.
- (iii) Contact the Enrollment Director with feedback or concerns on enrollment or withdrawal.

Individuals may request a meeting with the relevant employee, which would be conducted in a professional manner. In planning this meeting, individuals should give advance notice about the issue/s to be discussed, so that adequate preparation can be made. A record must be kept of any such meeting. e.g. a note indicating the purpose of and outcome of the meeting. Confidentiality is always an absolute priority in communications related to school. If the individual is unsatisfied with the outcomes of this initial meeting/communication, they should submit their concerns in writing to either the Administration or the Board President, depending on who they were initially in communication with, clearly stating the issue and requesting that a facilitated meeting be established at which at least one other Administrative Team member will be present. The purpose of this facilitated meeting will be to ensure:

- (i) That the concerns or feedback raised by individuals are accurately conveyed to the school Administration.
- (ii) That the school's Administration understands the concerns and that they have been witnessed by another member of the Administration.
- (iii) That the Administration has an opportunity to respond directly to the concerns and that the nature of the response has been heard and understood by the complainant.
- (iv) That the Administration takes responsibility to support a clearly articulated action plan for taking any next steps.
- (v) All meetings will be fully documented with records kept in the Administration's office.
- (vi) Should this process be unsuccessful the school will offer a mediated meeting according to the Grievance Procedures set out below.

c) Communications with Administration: The office staff have a large job supporting the staff and children of the school every day and it is important that they are not regularly repeating information which is already made available to the school community in the usual communication channels. Parents have a responsibility to read communications from the school: e.g.: Class notes, school newsletter (Watermarks), website messages, school policies. All information regarding the daily operations of the school can be obtained from the office which is managed by the Administration. Parents can communicate with office staff via the phone, email or with a note which their children can drop into the office. It is essential for

parents to read the school's newsletter (Watermarks) regularly as this is an important channel for the school to communicate information and dates for upcoming school or class events.

Communication Between Staff Members

All staff are responsible to uphold the principle of respectful communication and professional confidentiality. Regular and respectful communication between teachers occurs in several forums of the school, as well as in meetings as required: Teachers are required to attend all Faculty meetings to ensure they have up-to-date information/communication regarding school events, to provide and give feedback on educational matters, to exchange student news and to participate in pedagogical activities.

Specialist staff are requested to take any issues they have with a student, a class, or parent:

- (i) Directly to the teacher/guardian in the first instance; then
- (ii) To the Administration should the teacher not resolve the issue.

a) Should a problem arise in a Faculty/Staff communication The first step should always be to discuss the situation directly with the person in a space, and at a time, which allows for respectful exploration of the concern. If a faculty/staff member is dissatisfied with the communication, the next step in the process is to clearly outline the concern in writing to the Administration requesting that a facilitated meeting be established. The faculty/staff members in conflict and the Administration will be present at this meeting, the purpose of which will be to ensure:

- (i) That the concerns raised are accurately conveyed.
- (ii) That each party fully understands the concerns.
- (iii) That the teacher or staff member has an opportunity to respond directly to the concerns and that the nature of the response has been heard and understood by the other.
- (iv) That the Administration manages a clearly articulated action plan for taking any future steps.
- (v) All such meetings will be fully documented with records kept in the Administration's office. If an issue is not resolved at this stage, please refer to the Grievance Procedure.

Grievance Procedure

a) Rationale

This Grievance Procedure is invoked only in situations when the previously prescribed steps have been followed and one or both of the participants are still unhappy with the outcomes on the grounds that they were:

- (i) unfair or unreasonable and/or

(ii) that they believe that due process as described previously was not followed. Grievance procedures may be followed in issues of communication between faculty/staff members and between faculty/staff members and parents. The school will not attempt to resolve disputes between parents.

b) Grievance Procedure

To begin a formal Grievance Procedure, a written request must be filed with the Administration or with the Board President, if the grievance is with the Administration, and vice versa. It must state the evidence to support the claim of unfair or unreasonable treatment and/or the grounds for the belief that due process has not been followed. The Administration will acknowledge the receipt of the letter within two working days and inform the Board President that a Grievance has been filed. The Board President will notify the entire board that a Grievance has been filed (with or without relevant specifics) at a suitable time. If there is a conflict of interest by the President, the Vice President, or other designated board member will be advised, who will then advise the entire board, as above. The Administration will assess the nature of the complaint and assign relevant school representatives to a Grievance Team, to follow up the matter. The Administration will, in most instances, act as the school representative. The school representative will contact the individual to discuss their written statement and to inform them of the next steps. The school representative, in consultation with the Grievance Team, will then promptly initiate appropriate actions to resolve the grievance.

Appropriate action includes but is not limited to:

- (i) Making enquiries
- (ii) Reviewing reasons for the contentious decision or the cause of grievance.
- (iii) Reviewing the process of arriving at the contentious decision or the cause of grievance.
- (iv) Engaging external mediators to work towards conciliation for employees. The school representative will then be responsible for:
- (v) Tabling a report which includes clear recommendations for the resolution of the matter to the Administration who shall in turn present it to the President of the Board of Trustees,
- (vi) Providing a written reply to the complainant informing them of the outcome. All parties to the grievance are to sign and date a written agreement to the resolutions to the grievance. A grievance which was filed to question due process will result in the Board reviewing the process and submit to the Board a report on the review.

Board Human Resources Grievance Procedure

The Board Human Resources Grievance Procedure is invoked only in situations when all of the previously prescribed steps have been followed and one or both of the participants are still unhappy with the outcomes on the grounds that they were: (i) unfair or unreasonable

and/or (ii) that they believe that due process as described above was not followed. Board Human Resources Grievance procedures may be followed in issues of communication between faculty/staff members and between faculty/staff members and parents. The school will not attempt to resolve disputes between parents. Board Human Resources Grievance procedures essentially follow the same steps as outlined in 6. above, however it will be members of the Board HR Committee carrying the process. After this review, should a parent continue to make vexatious complaints or to communicate in a manner contrary to this policy, or refuse to communicate on a matter of concern, the Administration, in collaboration with the Board of Trustees, may request a re-consideration of the enrollment of the child at the school.

Home Visits (currently not applicable)

Having the teacher visit a child's home creates a bridge between the child's two worlds: home and school. These visits help the teacher to become acquainted with the child's world at home and with other family members. It can be a valuable experience for teacher, child, and parents. Home visits are done for students in Early Childhood and Class One, and for new students in Class Two and Class Three.

Reports and Parent/Teacher Conferences

Student reports are emailed in the fall and spring for Classes One through Eight. The fall and winter reports periods include a Parent/Teacher Conference Day. The fall report for Elementary School and Middle School students is in the form of a description of the expectations for the year ahead. Parents of students who are identified by their teachers as having particular needs for the year ahead will be required to have a conference with their child's class teacher on or before the fall conference day. A fall conference will be optional for other parents. Student reports comprise attendance records (Classes One through Eight) and a narrative evaluation.

As noted, conferences are scheduled twice a year to provide an opportunity for parents and teachers to share their impressions and concerns. Class teachers post a Conference Day sign up sheet outside their classroom door or inform parents if they utilize electronic signup. Individual meetings with teachers can be arranged at any time when parents have a special concern. Subject teachers are also available for conferences upon request. All teachers appreciate being informed of significant changes or circumstances in your child's life.

School Publications

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 that information in the directory is ONLY for use within the Waldorf School of Cape Cod community and ONLY for school purposes.

Watermarks

The school's newsletter, *Watermarks*, is distributed weekly by email to parents, staff, board members, and participants in the Parent-Child program. *Watermarks* is an invaluable source of information about school activities and gatherings. We rely on parents to read it every week for information on upcoming events and other information pertaining to the children and their school life. Parents are welcome to contribute announcements and articles for consideration. The deadline for publication is Thursday at 3pm. Submissions should be sent via email to

nbent@waldorfcapecod.org with an article title as well as the author's contact information (name, telephone number, and email address).

Wellness and Safety

Absence, Illness and Injury

If there is some question about your child's state of health in the morning before leaving for school, 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 experiencing:

- A Fever
- Vomiting
- Diarrhea
- A Head Injury

Parents who know in advance that their child is going to miss school are asked to inform the Office via email and the class teacher by leaving a message via the teacher's preferred method of contact. If a child becomes ill at school, parents will be contacted to come pick up their child early.

Biting Policy

Biting is a common problem among very young children. Reasons for biting include teething, sensory exploration, autonomy and control, peer interaction, frustration, anxiety, and curiosity. Parents whose children are involved in a biting incident will be contacted by telephone.

Bullying Prevention and Intervention Policy

The Waldorf School of Cape Cod is committed to providing a caring, friendly and safe environment for all our students so they can learn in a comfortable and secure atmosphere. Bullying or retaliation of any kind, including harassment or intimidation, is unacceptable at our school. In exercising our vigilance as an informed community of teachers, staff, students, and parents, we ask anyone who has knowledge of bullying or retaliation to report it to the class teacher and Administrator so that incidents can be dealt with promptly and effectively. Our school's bullying policy is in compliance with Massachusetts law and is reviewed annually. A full copy of this policy is available from the school office.

CORI, SAFIS

All WSCC Faculty and staff are subject to all policies and procedures governing the conduct of employees, including CORI (Criminal Offender Record Information) and SAFIS (Statewide Applicant Fingerprint Identification Services.) In addition, field trip drivers and chaperones are subject to CORI, at the school's expense.

First Aid and CPR Training

Faculty and staff have current certifications in First Aid and CPR.

The school maintains a well supplied First Aid kit, which is kept in the office. In addition, 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. If a child sustains any injury or illness that prevents them from going back

to class, the parent/guardian or other person designated on the emergency form will be called.

WSCC requires an authorization form for each child stating where the parents can be reached during the school day. Parents are requested to update the authorization or contact information form, as needed. This form also gives parental permission to a hospital to treat a child in case of a medical emergency.

Food

Children's bodies expend a lot of energy in order to grow, learn, and play. All students, from Early Childhood through Class Eight, need wholesome, nutritious food to sustain them throughout the busy school day.

We request that parents choose healthful, nutrient-rich food for their children's lunch and snack.

Food such as vegetable sticks, fresh fruits, and wholesome yogurts are recommended for snack time. Healthful sandwiches, warm pasta or rice, vegetable dishes, or any wholesome, healthful carbohydrate-rich food are recommended for lunch. The young child, especially, benefits greatly from a lunch kept warm in a Thermos. A steady blood sugar level is desirable to support a child's school day activities.

Children should not bring to school 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 mealtimes. We ask that parents not pack chocolate, candy, fruit snacks, high-sugar yogurts, very sweet cookies or juice for snack or lunch. In general, we ask that parents only choose food that is beneficial for a child's body and enhances their educational experience.

Food Allergies

The Waldorf School of Cape Cod takes food allergies very seriously. If a student is identified by parent/guardian and their physician with a severe food allergy, a school plan will be implemented which details the student's allergies and the physician's medical plan to be followed in case of allergic reaction. This information will be communicated to the staff and available in writing in the student's health record file and in their primary classroom. The plan also accounts for notification of other families in the student's classroom and protocols to follow regarding sending food from home for all students in the class.

Head Lice

Like all schools, WSCC occasionally has cases of head lice. The presence of head lice is not an indication of poor hygiene. Millions of people are affected each year by head lice and no stigma should be attached to it. However, it is highly communicable, difficult to detect, and increasingly difficult to eliminate. In order to do so, it is not enough to simply treat a child once. A constant vigil on the affected child and all members of their family must be maintained for a period of two weeks after first detection in order to confirm that the lice life cycle has been broken.

While the school may occasionally engage a school nurse to help with inspections, we do not maintain a licensed school nurse on staff. As there is no person with head lice training certification established at this time, the Administrator will set up a short list of head lice checkers, which may include trained staff, trained parents, experienced lice detection professionals, and/or other community members with experience in the detection of head lice.

The following head lice policy is largely based on the standing policy of the Falmouth Public Schools. Should there be a suspected case of head lice in a classroom, the school will take the following steps:

1. A designated person will check the entire class.
2. Should a case of live head lice be confirmed, parents will be called and the student will be dismissed from school as soon as the parent or authorized person is able to pick them up. In cases where there are only nits found, parents will still be called immediately, but students will be permitted to return to class for the rest of the day.
3. Instructions for eliminating nits and lice will be given to the parent.
4. Following a confirmed case, the student with head lice will be kept from school until the hair is free of all evidence of lice. The student will be re-examined by an approved lice checker before being allowed to return to school. The student will be admitted to school when it is confirmed that all nits have been removed.
5. All parents in the class will be notified by the office of a case of lice in the class, respecting the privacy of the family by not identifying the individual.
6. Should cases persist, the Administrator may deem it necessary to alert the entire school community and conduct lice inspection of some or all of the classes.

It is extremely difficult to see live lice, especially without the use of magnification. It is also nearly impossible to differentiate between live nits and dead ones. If a parent suspects their child has head lice, they should seek a professional assessment and contact the office immediately. In such an instance, the child must not be brought to school.

It is important to begin a head lice treatment plan immediately. Manual removal of lice and nits with a specially designed lice comb works better than over-the-counter products as lice become resistant to the products over time.

While we understand this can be a great inconvenience, this policy is in effect in order to prevent the spread of lice.

Other Communicable Diseases

In addition to head lice, WSCC will notify the community of any infectious diseases at the school. This includes incidents of whooping cough, mumps, chicken pox, Fifth Disease, and other communicable diseases such as COVID.

Quarantine Policy

Following a confirmed case of a communicable disease in our school (i.e., chicken pox), students who are not immunized are not permitted to return to school until the end of the state mandated quarantine period.

Faced with a long quarantine period, parents may wish to have their child tested with a titer which would indicate the child is not susceptible to the disease, or, may wish to immunize their child for the disease. In the latter case, the parents must still follow the appropriate state quarantine protocol.

Immunization and Health Records

The State of Massachusetts requires an immunization record (or exemption letter) for each child. WSCC must have a physical examination record on file in the office. The physical examination must be updated every other year and immunization records must be current. Children may not attend school until the office has received the proper medical information.

Mandated Reporting

WSSC is mandated by Massachusetts State Law to report within 48 hours any actual or suspected child abuse or neglect to Department of Social Services.

Medication Policy

No medications (non prescription, prescription, or homeopathic) will be given orally to any student by the faculty or staff without the express written consent of the parent or guardian.

No oral medications will be administered to a child in the Early Childhood program, except by the child's parent.

If a child is following a prescribed course of antibiotics, they should take the medication for at least 24 hours before returning to school.

Topical homeopathic ointments may be administered as needed. A parent who does not want homeopathic ointments used on their child must indicate so in their child's Contact Information/Consent form.

When a physician prescribes medication for a child in Elementary School or Middle School during the course of the school year, the following requirements must be met:

In a case of short-term prescription medication:

1. A signed, short-term authorization form must be sent to the office by the parent prior to or on the day medication is to be administered 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 name of the medication and the required dosage.
4. Only enough medication for a single day may be sent. It should be put in a sealed container and brought directly to the office.

In a case of long-term prescription medication:

1. The office will arrange a meeting with the parents, class teacher, and Administrative Committee to discuss an action plan. The meeting must take place before any medication is brought to school.

In a case of as-needed EpiPen, allergy or asthma medication, or non-prescription medication:

1. A parent or guardian must submit a signed standing order to the office authorizing staff to administer an EpiPen, allergy or asthma medication, or any other non-prescription medication at school.
2. The authorization should clearly state the time frame and circumstances under which the medication is to be administered. Prior discussion of circumstances between the parent and the class teacher is also required.
3. If symptoms are not relieved, the parent will be notified to pick up the child. If an EpiPen is administered, 911 and the parent will be called immediately.

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

Weapons on School Premises Policy

In accordance with state and federal laws:

No person shall possess, use, or store a weapon on school property, in a school vehicle, 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 professionals who are authorized to carry a weapon 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, and 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 might be perceived as an actual weapon. This policy applies to all adults and all students. Any person who violates this policy shall be referred to law enforcement officials and in the case of a student shall be subject to school disciplinary action, including suspension and/or expulsion.

Getting Involved at WSCC

WSCC depends on the volunteer efforts of our parents, teachers, and staff. We have an ongoing need for volunteers to help with fundraising events, festivals, workdays, and other projects that arise. There is a wide variety of skills needed, and we ask that everyone contribute their time and talents as they can.

Among other areas, our volunteers help with:

Kindercraft (School Store)
Annual Giving Campaign
Holiday Faire, Spring Fundraiser
Michaelmas, May Day, and other festivals
Waldorf Community Association (WCA)
Office and reception desk
Student and Parent Library
Board and its Committees
Building and Grounds Committee

...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*.