2025-2026

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Introduction and Background

MISSION STATEMENT

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

VISION STATEMENT

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

We accomplish this by:

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

VALUES & PRINCIPLES STATEMENT

We value humanity, connection, equity, gratitude, imagination, freedom & responsibility.
We offer an education grounded in these value-driven principles:

The foundation of our work is guided by our understanding of human development, as indicated by the insights of Rudolf Steiner. The pace, priorities, and practices of our entire program, Early Childhood through Middle School, grow out of this foundation.

We strive to create caring, life-long connections with all students, all families, all staff, and for our full community based upon principles of equity and restorative justice to feel a sense of true belonging. We strive for our student and staff populations to be reflective of the diversity within the Greater Baltimore area.

We foster a sense of gratitude for our place and time in the world as it evolves by providing the children with deep, timeless, meaningful experiences which inspire wonder and are steeped in Goodness, Beauty, and Truth.

We support and guide every student toward higher learning through an arts-integrated and experiential curriculum that develops critical and imaginative thinking, environmental stewardship, social health, and creative problem solving.

We strive to prepare children for a life of purpose and direction by fostering free and courageous individuals with an emerging balance of capacities and temperament, capable of forging their own unique paths in the world as responsible, emotionally intelligent, wise, compassionate, and resilient people.

PHILOSOPHY STATEMENT

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

The Waldorf School of Baltimore is an independent, non-sectarian, co-educational school, serving children from nursery through grade 8. Our broad and comprehensive curriculum is structured to respond to the developmental phases of childhood--birth to 6 or 7 years and 7 to 14 years--and is supported by current neurological studies of brain development. Teachers bring age-appropriate content that nourishes healthy growth for the Waldorf student. All subjects--mathematics, the sciences, the humanities and the arts--are thoroughly investigated and experienced. Waldorf students cultivate their intellectual, emotional, physical, and spiritual capacities to become individuals certain of themselves and of service to the world.

- In preschool and kindergarten, early childhood development is addressed through a curriculum built upon a child's innate ability to learn through imitation and immersion in imagination through creative play. The classroom environment provides aesthetic beauty and activities, involving a variety of sensory experiences that engage the whole child and develop the senses. This builds the strong foundation of skills and rich variety of experiences that provide the basis for more formal academic life.

- In the Elementary grades (grades 1-8), the child's learning builds upon the language immersion and experiences in the early childhood program. Instruction shifts to lessons that ask the child to imagine and reflect on the subjects presented. The ability for more conscious and consecutive thinking emerges through formal mathematics, reading, and writing lessons. The pictorial world of the creative imagination is nurtured throughout. Foreign languages and subjects such as music, art, handwork, and eurythmy are held in equal importance to the other academic subjects. Respect for others, responsibility to the community, appreciation of one's own accomplishments, and love of learning are integral parts of the curriculum. The depth and breadth of the Main Lesson curriculum trains and strengthens the students' ability to concentrate and focus attention, fostering a deep understanding of the concepts being taught.

Within this philosophy and pedagogy, the Waldorf School of Baltimore implements a curriculum that develops the critical and creative thinking required for the issues facing our time and our city.

ACCREDITATION

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

DIVERSITY, EQUITY & INCLUSION STATEMENT

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

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

SCHOOL-WIDE AGREEMENT

This school-wide agreement is held in conjunction with our DEI statement, our school value statement, and the AWSNA Principles. We believe that all members of the community- students, faculty, staff, parents, and volunteers- have the right to feel safe and to have their culture and identity acknowledged and respected. We recognize the importance of supporting the diversity of experiences, perspectives, expectations, knowledge, and skills. Everyone in the community has an obligation to promote mutual respect, tolerance, and acceptance.

ADMISSIONS PHILOSOPHY

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

NONDISCRIMINATION POLICY

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

Waldorf School Organization:
Roles and Responsibilities

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

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

THE ROLE OF THE BOARD OF TRUSTEES

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

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

The Board of Trustees has the following responsibilities to:

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

For more information on the Governance Structure at the Waldorf School of Baltimore, visit our website: https://www.waldorfschoolofbaltimore.org/community/governance.

2025/26 Board Members:

Jackie Beach
Lisa Bleich
Chris Brohawn, Board-PA Liaison
Kristian Derwin
Katherine Endy
Jeri Forman
Britt Harlow, Vice President
Tom Livingston, President
Tyson McDonald
Thomas Proctor
Brooke Redgrave
Kirsten Scofield
Robbie Shilliam
Larry Snyder
Lynn Taylor
Rob Wray, Acting Treasurer
De'Nae Whittington

Emeritus:

Dana Dicarlo
Chaddie Hughes
Pat Whitehead

THE EXECUTIVE DIRECTOR

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

To assist in the pedagogical and administrative life of the School the Executive Director forms a Leadership Team. This team consists of the Executive Director, the Academic Director, Finance Director, and wherever possible, a representative from Collegium.

The Executive Director facilitates meetings of the Central Team which consists of the leaders from different groups of the School: The Board of Trustees, the Parents Association, the Academic Director, and the Advancement Director. Their job is to ensure the goals and priorities of each group are aligned; to receive and act on community concerns and questions; to make sure

communication flows consistently; and to hold one another accountable in a way that helps guarantee all constituencies of the school community are well served.

THE COLLEGIUM

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

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

FACULTY MEETINGS AND COMMITTEES

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

The Full Faculty Meeting consists of most part-time and all full-time teachers and administrative staff and meets regularly to discuss and direct the ongoing life and operation of the school. An important segment of each meeting is devoted to deepening the group's understanding of the students, educational practices, and Waldorf education.

COMMUNICATING QUESTIONS AND CONCERNS

If you have questions or concerns regarding your child's educational experience, please communicate directly with the class or subject teacher. Should you feel that further discussion is necessary, contact the Interim Academic Director, Cecilia Liss, at mailto:cliss@twsb.org to plan next steps.

Confidential communication of concerns, questions, suggestions, or compliments may be directed to the Executive Director.

This can be done in the following ways:

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

You will receive a formal notification of receipt of your question within three business days, and a response to the action taken will be made within 5-10 business days, depending on the nature of the communicated issue.

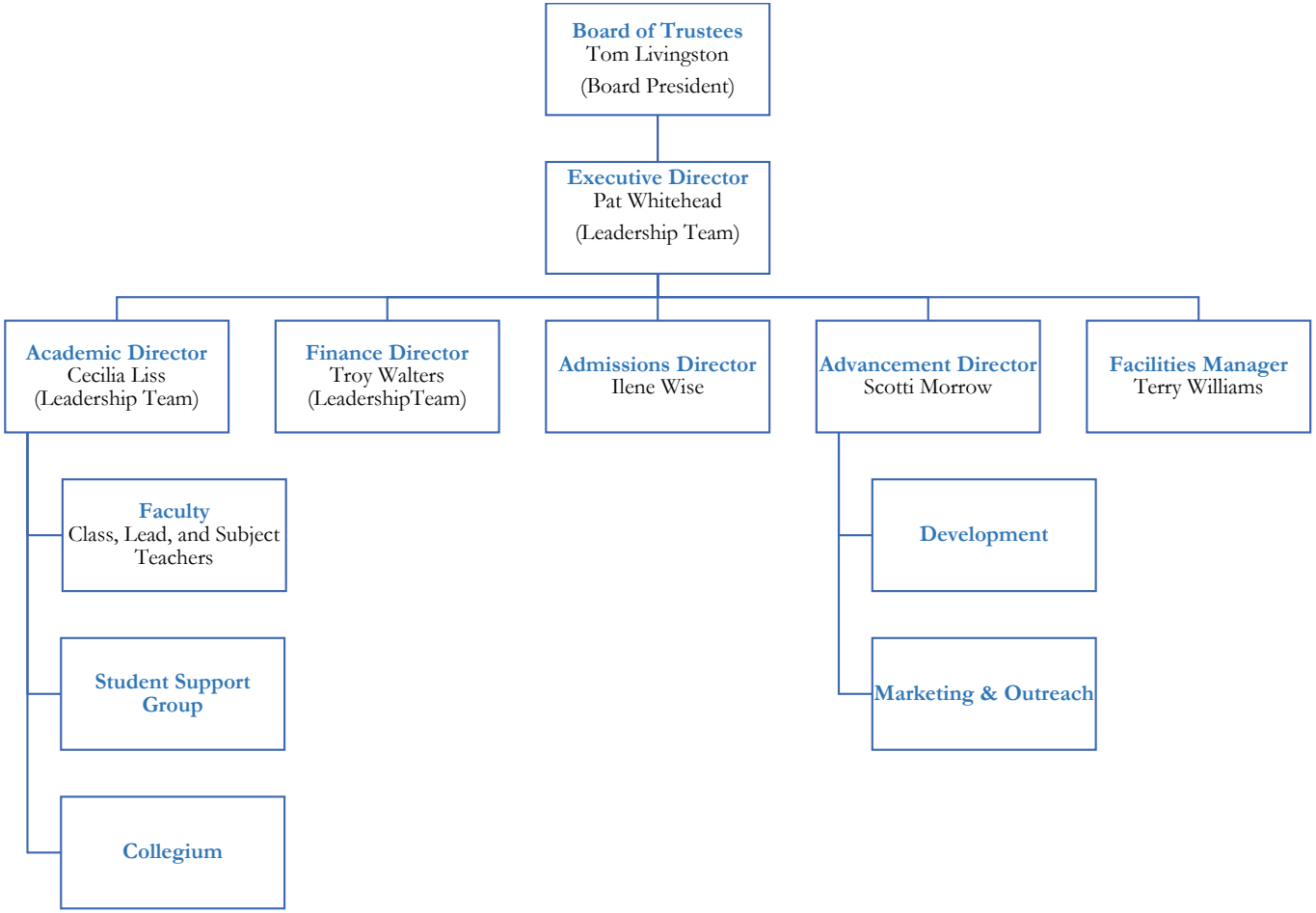
OUR PARENTS' COMMITMENT

Like thousands of other parents around the world, you have chosen Waldorf education for your child. Every Waldorf school is unique, but like most schools, each is composed of interrelated groups: the Board, faculty, parents, and students. It is the role of parents to support their school's mission by upholding the administrative and financial policies of the school, and to contribute to the development and maintenance of positive working relationships with the school. The ideal for any Waldorf School is that individuals take responsibility for the whole by contributing as much as they are able on their own initiative.

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

Since income from tuition only covers part of the operating budget of any independent school, Annual Fund campaigns are essential to the health of all educational institutions. In all independent schools, gift income finances part of the cost of educating each child. Annual Funds support the financial structure of our school and help keep tuition increases to a minimum. In addition, a successful Annual Fund campaign tells potential donors that members of the community support the mission of the organization. Knowing this, donors are more inclined to make a grant or give a gift. Every family ultimately benefits from a successful Annual Fund campaign if everyone participates. We ask that you respond as generously as you can during our Annual Fund campaign. https://www.waldorfschoolofbaltimore.org/support-waldorf-school-baltimore

2025-26 ORGANIZATIONAL CHART



Finance

ENROLLMENT CONTRACTS

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

The signed contract and the enrollment deposit reserve space for your child for the following year. The enrollment deposit is not refundable. Parents should keep this financial obligation in mind as they plan for the year.

TUITION PAYMENT POLICY

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

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

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

Payments through FACTS are made automatically from either a savings or checking account, and families may choose a starting payment date of May 20th or June 5th. There is an annual FACTS enrollment fee based on the payment plan selected. Families may also elect to pay their tuition by credit card (MasterCard, Discover, or American Express only) through the FACTS Management Company. The credit card option has a convenience fee in addition to the enrollment fee. Late payments are subject to late fees as specified in the Enrollment Contract and in the FACTS Automatic Tuition Payment Agreement. A $30 per check charge

is incurred for returned checks. There is a $25 fee for adjustments to payment plans after the first two adjustments. Families who enroll late will need to make catch-up payments at the time of enrollment.

- As stated in the contract, the school ordinarily shall not permit a child to continue to attend school unless tuition and other charges are paid to date. In addition, the school ordinarily shall withhold any diploma, certificate, or scholastic record if all tuition and other incurred charges are not paid.
- It is the parents' responsibility to contact the Finance Director if there are any difficulties with meeting financial obligations.

FINANCIAL AID PROGRAM

The Waldorf School of Baltimore is committed to diversity within its student body and seeks to promote access to the school for qualified students from a variety of backgrounds and income levels. To support this commitment, the school offers a tuition assistance program to families demonstrating financial need. Assistance through this program is offered only to students whose families qualify for aid based on financial need. Admissions decisions are made prior to, and separately from, decisions about financial aid.

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

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

Financial aid information and application are available online at our school website in early December. The completed application forms are due back in early January. It is important for families to meet the deadlines as outlined in the instructions to receive full consideration by the Financial Aid Committee. Financial materials submitted by parents are treated with strict respect for confidentiality.

REFUND POLICY

- The Enrollment Deposit is non-refundable.
- Families who withdraw in writing prior to the June 1 deadline are obligated only for the Enrollment Deposit.
- Families who withdraw after June 1 are obligated for the full tuition.

The school recognizes that there may be circumstances beyond a family's control that may necessitate a student's withdrawal. These circumstances may include a job transfer to another state or a job loss.

- In these cases, a family may submit a written request for early release to the from the Enrollment Contract to the Finance Committee (via the Executive Director and Finance Director) with documentation of the circumstances.
- If a release is granted, the family will be obligated for the Enrollment Deposit plus 1/12 of the tuition balance for each month beginning in June up to and including the month of the release.

TRANSCRIPTS

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

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

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

WSB Safe & Sound Policies

STUDENT HEALTH POLICIES

HEALTH & EMERGENCY FORMS

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

- Forms are available in the Parent Portal and accessed through the School website This form must be returned well before the first day your child attends school, as required by the Baltimore City Health Department. Families will be notified of the specific deadline in advance.

- Emergency Forms must be updated every year. This is a requirement of the Maryland State Department of Education and helps ensure the safe care of your child. Please make sure emergency forms are up to date! Notify the office (Reception @twsb.org) with any phone, workplace, address, or insurance changes that may occur during the school year.

ILLNESS

We strive to keep our community healthy and in school. In the event of illness, please contact Reception at 410-367-6808, ex. 200 or reception@twsb.org to notify the school that your child will be absent and for guidance on your child's return to school.

- Hand hygiene is critical in keeping the bugs away. Encourage your child to wash hands well and frequently throughout the day, and to cough or sneeze into their elbow or a tissue.
- Any child who is displaying signs and/or symptoms of a contagious or infectious condition must stay/go home.
- Any child with a fever over 100º F, vomiting, or diarrhea must stay/go home. Children must be fever-free with no fever-reducing medication for 24 hours before returning to school.
- If a child is not well enough to participate in usual class activities, such as playing outdoors, they should be kept home/will be sent home.
- If a child becomes ill while at school, the office will contact the parent to collect the child to return home.
- Diagnosed illnesses must be reported to Reception as many illnesses have specific requirements as to when a student can return to school. We may notify classes of a diagnosed illness so that families can make health-related decisions.

- If a child is absent due to any illness for more than five consecutive days, the Baltimore City Health Department requires that parents provide a physician's note upon the child's return to school. The child will not be allowed to return to school without this note.
- There may be situations in which we require an individual or a group to mask when indoors.

MEDICATION ADMINISTRATION

Certified Medication Technicians (CMTs) at school can administer medication during school hours according to the Maryland State Department of Education regulations. The school employs the services of Kotula Nursing Services LLC ("KNS"). The school works directly with Donna Kotula, an RN with extensive school health experience. KNS trains our CMTs, supervises them, and visits the school periodically.

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

- Medications include but are not limited to:
  Prescription medications, over-the-counter medications, inhalers, nasal sprays, eye drops, injections, medicated skin applications, vitamins, supplements, homeopathic remedies, insect repellent, and lip balm.
- Medications will only be administered to a student by a WSB Certified Medication Technician
- Medications will only be administered to the child when:
    - WSB has received a Medication Administration Authorization Form (available on the school's website) signed by BOTH the prescribing physician and the parent. The form can be brought in, emailed faxed to WSB. A new Medication Administration Authorization Form is required each school year
    - WSB has received the medications as follows:
        - Prescription medication must be unexpired and in its original container with the pharmacist's label and prescription information intact.
        - Non-prescription medications, e.g., homeopathic remedies, vitamins and supplements, and insect repellent, must be in the manufacturer's unopened, original container and clearly labeled with the child's name. If a measuring device such as a cup or syringe is needed for the medication, it should be supplied with the medication.
        - Over-the-counter medications may only be used for the reason stated by the physician on the original authorization form. For example, Tylenol prescribed for and kept on hand for chronic headaches cannot be administered for a sore throat or fever.
        - The form of medication listed on the form and the form of medication supplied MUST match. For example, if your child's Medication Administration Authorization Form prescribes Motrin in liquid form that is

what should be supplied to the school. The chewable tablet or capsule cannot be substituted. Another form must be obtained, or the correct medication brought in before it will be administered.

- All forms will be checked for accuracy and completeness. The school has the right to refuse to administer any medication if an order is unclear or missing information. We will do our best to work with you and your physician's office to clarify any information.
- The first dose of any prescription medication must be administered by a parent at home or by the child's physician.
- Medications and the accompanying physician authorizations must be delivered to the office by a parent or designated adult and handed in to the Medication Technician or School Nurse. Please do not give any medications to your child's teacher. Your child may not bring in medications or authorization forms. Any changes in dosage, times, etc. must be made in writing with a date and signatures of the parent and physician. The parent, upon the final date of the requested dosage time period, shall pick up all medications, or the Medication Technician will effect disposal. Medication Technicians will notify parents when a student's ongoing medication is running low or nearing its expiration date.
- All requests for the dispensing of medications must be renewed each school year.
- If you and your child's physician feel that it is appropriate for your child to self-carry an emergency medication, such as an inhaler, the appropriate line must be signed on the authorization form by both you and your child's physician. The Medication Administration Authorization form must be on file and the actual medication verified by the Medication Technician or Nurse before the child can self-carry. A backup must be provided to WSB to be kept in the office.
- The student's teacher will be notified that the child is allowed to have the medication with them. If, at any time, a teacher or other faculty member feels that the student is being unsafe or irresponsible in any way with the medication, the Delegating Nurse has the right to refuse to allow the child to self-carry. The medication will then be kept and administered by the Medication Technicians.

MEDICATIONS ON FIELD TRIPS AND OVERNIGHT TRIPS

Our delegating nurse reserves the right to withhold authorization for a student to participate in a daytime or overnight field trip if:

- Proper written authorization from parent and physician, and relevant emergency action plans are not received by the set deadline prior to the trip.
- Authorized medication is not in the properly labeled, original container or is expired or not received at school by the set deadline prior to the trip. (2 weeks prior for day trips, 1 month prior for overnights.)
- In the judgment of the nurse, the student's health care needs cannot safely be met on the trip.

FOOD ALLERGY POLICY

The School has a Food Allergy Management and Prevention Plan (FAMPP). It is distributed through *The Waldorf Weekly* annually and can be found on the website. Please note the WSB is peanut free due to community member allergies.

INJURY

If a child suffers an injury during the school day:

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

Contact information is retrieved from the emergency form on file. It is very important that this information always be kept current. Every effort is made to notify the parent immediately of a serious injury or illness.

AFTER SCHOOL AND LATE PICK-UP TIMES:

- 3:00 p.m. for full-day Children's Garden. You must pick up your child by 3:15 p.m.
  3:20 p.m. for Elementary School. You must pick up your child by 3:40 p.m.
- We encourage connecting with other parents if you are running late so that they can watch your child until you arrive. Email and call the front desk so they can get the message to your child's teacher that permission is granted if this is the case.
- We must have a signed note if your child is being picked up by anyone other than a parent or the person(s) listed on your child's Emergency Form. The school is only authorized to release students to pre-designated adults. **We reserve the right to request identification for anyone picking up a child.**
- All parents collecting their children before dismissal should alert Reception ahead of time, check in with Reception upon arrival and then a staff member will collect the child from their class. Advance notice of an early pickup is helpful if you have an appointment, as classes often go outside, and students take longer to retrieve.

Please Note: Parents must enroll their children in Aftercare if they pick up later than 3:40 p.m. Teachers are not available to supervise after that time, and children may not wait in or out of the building alone.

AFTERCARE PICK-UP

- Children enrolled in the Aftercare Program go to the Aftercare Room at 3:00 p.m. (CG) or 3:40 p.m. (G1-8) and must be picked up from Aftercare by 6:00 p.m.
- Pick up will take place at The Garden Gate unless otherwise instructed.
- For safety reasons, please abide by the parking and pick-up arrangements communicated by the Aftercare Teachers.

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

CHILD ABUSE AND NEGLECT POLICY

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

POLICY AGAINST HARASSMENT, BIAS, AND BULLYING POLICY

Waldorf is committed to providing an atmosphere free of bullying, harassment, or intimidation. Every individual in the Waldorf community is to be treated with sensitivity and respect and is entitled to work and learn without fear of bullying, harassment, intimidation, humiliation, and/or degradation from unwanted and unacceptable behavior, including, but not limited to, comments, images, and technology. This policy applies to relationships between adults, between students and/or between adults and students, regardless of the individual's gender and/or age. Students are prohibited from engaging in any form of bullying, harassment, or intimidation. Students are further prohibited from taking any act in reprisal or retaliation against another student who has made a report of bullying, harassment, or intimidation.

Bullying, harassment, and intimidation are defined as the use of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, by one or more students or members of the faculty/staff directed at a target that: (a) causes physical or emotional harm to the student or damage to the student's property; (b) places the student in reasonable fear or harm to the student's self or damage to the student's property; (c) creates a hostile environment at school for the student; (d) infringes on the rights of the student at school; or (e) materially and substantially disrupts the educational process of the orderly operations of the school.

Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence or any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyber-bullying includes, but is not limited to, the distribution by electronic means of a communication to one or more than one person, or the posting or materials on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying. Cyber-bullying can also include, but not be limited to: (a) the creation of web pages or blogs in which the creator assumes the identity of another person, and (b) the knowing impersonation of another person as the author of the posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above.

A hostile environment refers to a situation in which certain acts of misconduct cause the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or persuasive so as to alter the conditions of a student's learning environment.

Students found to have engaged in bullying, harassment, or intimidation are subject to disciplinary action up to and including dismissal. Students who repeatedly commit acts of bullying, harassment, or intimidation will face serious disciplinary consequences, potentially to include suspension or dismissal. To the extent they are not dismissed, students who commit acts of bullying, harassment or intimidation shall receive appropriate educational or therapeutic services concerning bullying prevention.

Students are prohibited from making false reports of bullying, harassment, or intimidation. Students found to have made false reports of bullying, harassment, or intimidation are subject to potential discipline, and may receive appropriate education or therapeutic services.

Any student who believes she or he has been subjected to bullying, harassment, or intimidation should make a report to the school's Academic Director, Executive Director, or the student's Class Teacher. Regardless of by whom received, any all reports of bullying, harassment, or intimidation shall be promptly relayed to the school's Executive Director. The school will use best efforts to provide notice of alleged bullying, harassment, or intimidation: (a) to a parent or guardian of the alleged victim, within 3 business days after the date of reporting; (b) to a parent or guardian of the alleged perpetrator, within 5 business days after the date of reporting. Waldorf will promptly investigate any report of bullying, harassment, or intimidation, by speaking with the involved persons and reviewing any pertinent materials. In addressing reports of bullying, harassment, or intimidation, Waldorf shall take reasonable steps to try to protect victims from any additional acts of bullying, intimidation, or harassment.

Waldorf's School Counselor is available to provide support services and references for further resources to: (a) any student who has been subjected to bullying, harassment, or intimidation; (b) any student who has been accused of bullying, intimidation, or harassment; and (c) any student who has been a bystander to bullying, harassment, or intimidation.

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

ANTI-BIAS POLICY

We believe that all members of the community- students, faculty, staff, parents, and volunteers- have the right to feel safe and to have their culture and identity acknowledged and respected. We recognize the importance of supporting the diversity of experiences, perspectives, expectations, knowledge, and skills. Everyone in the community has an obligation to promote mutual respect, tolerance, and acceptance and all who witness or have reliable information about a student, faculty,

or staff member, being subjected to harassment, intimidation, and/or bullying, whether verbal or physical, are responsible to report these incidents, defined here forth as bias incidents.

BIAS INCIDENTS

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

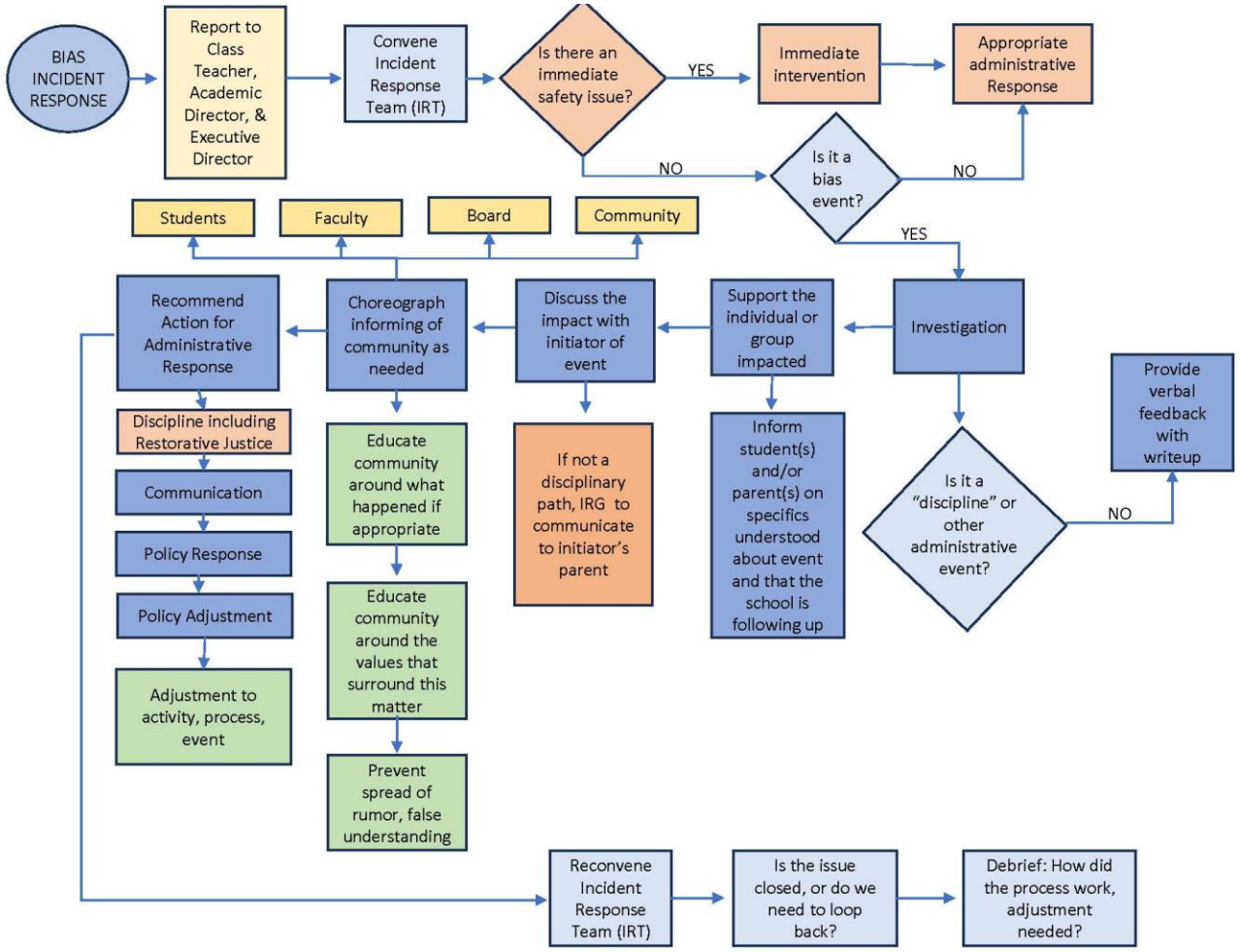
DEFINITION OF A BIAS INCIDENT

Harmful acts, conscious or unconscious, based on race, ethnicity, color, sex, gender identity or expression, age, religion, national origin, sexual orientation, disability, socioeconomic status, health, body type, language, family constellation, learning difference, and/or culture. Both intentional and unintentional mistreatments based on these categories will be responded to in order to protect and educate all students, understanding that people unconsciously use biased language, stereotypical thinking, and prejudices. Educators model non-defensive responses when acknowledging bias with the assumption that goodwill is the common practice within the classroom community.

Harmful acts prohibited by the school may include, but are not limited to:

- Physical Aggression: physical harm or destroying property
- Social Aggression: rumors, identity-based slurs, or exclusion from a group, anti-social act
- Verbal Aggression: name calling, teasing, or threatening about any of the above implied or explicit threats concerning one's grades, achievements, or other school matters
- Intimidation: phone calls, mean tricks, or taking possessions, etc.
- Written Aggression: threatening notes or graffiti, text message or direct message
- Sexual Harassment: comments or actions of a sexual nature that make the recipient uncomfortable
- Racial, Cultural, or Ethnic Harassment: comments or actions containing racial or ethnic overtones (direct or indirect) that make the recipient uncomfortable

The following flow chart outlines the Waldorf School of Baltimore's response plan to a report of a bias incident:



SEXUAL MISCONDUCT POLICY

I. POLICY STATEMENT

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

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

II. DEFINITIONS

Discrimination:

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

Sexual harassment:

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

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

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

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

VISITORS TO SCHOOL

PARENTS

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

OTHER VISITORS

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

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

BUILDING ACCESSIBILITY POLICY

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

FIRE DRILLS AND EMERGENCY ACTION PLAN

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

DOGS AND OTHER ANIMALS AT SCHOOL

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

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

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

SNOW AND SCHOOL CLOSING

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

- The School will notify WBAL to make an announcement under the name of "Waldorf School of Baltimore" on the WBAL website.

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

We will also send an **SMS text** to your entire household. In the parent portal, please be sure each caregiver has their **mobile phone number** listed in the **position one slot.** This is the number WSB's SMS Emergency notification system will alert via a text message in the event of a weather related or other emergent closure.

You may wish to save in your contacts the school's SMS number so that it is not

confused with spam: 608-812-8196.

For a delayed start (two hour delay):

- Early Birds starts at 9:45 a.m. and classrooms open at 10:00 am.
- Children enrolled in the Full Day program in the Children's Garden or the Elementary School should arrive in time for classes to start at 10:00am.
- Children enrolled in the Half Day program in the Children's Garden are welcome, but are not required, to attend.
- The Elementary School has a shortened morning schedule and normal afternoon schedule.
- Parent Child Classes are postponed until another day; a make-up day will be scheduled.

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

For early dismissal:

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

TRAFFIC FLOW REMINDERS CHILD SAFETY FIRST

TAMARIND ROAD and SCHOOL DRIVEWAY

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



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

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

Come to a full STOP at STOP signs.

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

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

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

Obey all parking signs at drop off and pick up.

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

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

NEVER double park.

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

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

Make sure that your alternate drivers know the rules.

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

Please keep your child close to you after dismissal.



POLICY ON ALCOHOLIC BEVERAGES AT CLASS FUNCTIONS

When hosting private parties or school-related events off campus consider:

- Am I mindful that my decisions about the use of alcohol will be an example for young people in the community, whether they attend the event or not?
- Do I understand that serving alcohol may be a serious problem for some individuals, and do I strive to consider their needs when making decisions?

Consumption of alcoholic beverages while supervising students is prohibited.

SMOKING AT SCHOOL

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

WEAPONS AT SCHOOL

It is prohibited for anyone except for police or other professional security personnel with business on the school campus , to bring onto school grounds or to any school activity any firearm, dangerous weapon, or dangerous instrument.

DRESS CODE

Our dress code aims to allow students to express themselves individually while reflecting the values of the school. The student's sense of responsibility shows itself in dressing appropriately to meet the day's activities while embodying the school's values.

- **Appropriate and safe dress for all classes and school activities is required--indoors and outdoors**.
  Certain jewelry and types of shoes are not safe for all school activities.
- **Appropriate wear/gear is required for weather conditions (see chart below).**
  "There is no bad weather, just bad clothing."
- **Bodies must be covered from shoulder-strap area to mid-thigh.**
  This is a safety consideration. Exceptions include splash parties.
- **Images and writing from television, video games, or movies, as well as images and writing that are violent or of a political nature, are not permitted on clothing, backpacks, lunch boxes, and other accessories.**
  This supports our slow-tech values.
- **Students' faces should be visible during school activities and not obscured by hats, hoodies, or hair.**

We want to see the faces of our students.

- **Discreet makeup is permitted in grades 6-8 *only***
  This supports our value of keeping children from growing up too fast, too soon.

- **Analog watches are permitted.**
  In support of slow-tech, Smartwatches of any kind are not permitted.

- **Refrain from using perfumes or colognes**
  Many in our community are very sensitive to scents.

For festivals, assemblies, eurythmy performances, class plays, and music concerts, students will receive specific instructions regarding dress for each event. These instructions will come from the Festivals Committee, the Eurythmy and Music teachers, and/or their Class Teachers.



STUDENT CELL PHONE AND ELECTRONIC DEVICES POLICY

The Waldorf School of Baltimore is a screen and cellphone-free zone in the classrooms and common areas. Students do not need cell phones, smart watches, or other mobile devices to participate in the WSB program, however, some families require that their children carry a phone to school. A student may only use their phone if permission has been granted by a faculty member in charge of the student.

In order to maintain our screen free environment and manage use of cell phones, smart watches, or other mobile devices, the following rules should be communicated and followed:

1. A student cell phone or other device that comes to school must be powered off and stored in the student's locker or backpack. These devices:
   • May not be seen during the school day, during Early Birds, Aftercare, and Afterschool Programs.
   • May not be used on school grounds or at Waldorf off-campus events and field trips.

If students do not follow these rules, the device will be confiscated by the teacher or staff member and returned only to the parent.

Use of School Phone

1. If a student needs to call a parent or use a phone for any reason, a faculty member may permit them to go to reception and ask use a school phone.

PHOTOGRAPHY AND VIDEO RECORDING POLICY - ALL SCHOOL

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

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

SOCIAL MEDIA POLICY

The use of social media presents certain risks and we discourage unsupervised use by students. Middle school students often do not have the maturity to navigate the complexities and potential risks of using social media. Ultimately, students are solely responsible for what is posted online.

1. Remember that the internet archives almost everything; therefore, even deleted postings can be searched. As a general rule, students should view social media in the same way that one would view other forms of communication and follow these responsible use

guideline.Always be fair and courteous. It is easier to resolve problems by speaking directly with other people, rather than by posting complaints or other statements to a social media outlet. Students should avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, and threatening or intimidating, that disparage people, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation. Never post any information or rumors about other people, including fellow students, faculty, the School, or other members of the School community.

2. Do not take or post photographs or videos of fellow students or other members of the school community without their permissions.
3. In addition to being subject to disciplinary action by the School, a student may be subject to legal liability if any postings or other communications on social media sites violate applicable laws. Students may also be liable if they make postings that include confidential or copyrighted information belonging to third parties.
4. Online postings may not include School logos or trademarks on any blog or social network without written permission from the School administration.

ELECTRONIC MEDIA

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

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

ASSISTIVE TECHNOLOGY

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

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

TECHNOLOGY USE APPROVED BY CLASS TEACHER (MIDDLE SCHOOL)

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

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

Media **Developmental** Guideline

WALDORF SCHOOL OF BALTIMORE

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

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

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

Parents Association

Welcome! And Welcome Back!

The Parents Association (PA) welcomes you to the 2025/26 community of families at the Waldorf School of Baltimore (WSB). Together, our families' diverse backgrounds and experiences enable us to connect, support, and strengthen our WSB community. We all share common ground in choosing to join our wonderful school.

WHAT DOES IT MEAN TO BE PART OF THE PARENTS ASSOCIATION?

All parents and guardians of current WSB students are automatically members of the Parents Association. PA membership means a commitment to finding the ways that each of us can support WSB. We do not collect annual dues. Instead, we rely on parents to volunteer time and talents to collectively create the annual events that bring our community together, raise funds for our school, and benefit all of our children.

HOW CAN I CONTRIBUTE?

We encourage you to find what works for you. Your efforts are vital to our school and very much appreciated.

- **Attend PA community meetings.** There will be several throughout the year and may be a combination of in-person and virtual. Here you can discuss school news and events with school leadership and make your voice heard. You can also share and learn from fellow parents' experiences, questions, and insights. Agendas will be sent out prior to meetings. Find dates and times on the school website's Calendar. Submit a topic or question for any meeting at WSBPALeadership@gmail.com.
- **Attend PA events and volunteer for event duties and planning committees.** From the Annual Raffle to the Waldorf Fair, there are so many ways to pitch in. Many hands make light work, and it feels great knowing you helped put those glowing smiles on everyone's faces!

HOW DO I FIND OUT WHAT'S HAPPENING AT SCHOOL?

- **Your child's class teacher is the primary source for the specifics of your child's education:** curriculum, classroom routine, social development, etc. Subject area teachers are available to discuss their classes and areas of expertise. Developing relationships with your child's teachers gives a deeper understanding and appreciation of your child's Waldorf education.
- **Each class has one or more PA Class Parents to help families stay informed and connected.** Along with the PA Leadership Team, they organize volunteer opportunities to support the class teacher and PA events. Reach out to your Class Parent with any questions. They can direct you to the information or WSB staff you need.

- **Read WSB's email newsletter every Friday.** The *Waldorf Weekly* is the school-wide communication for event reminders such as assemblies, workshops, fundraisers, and deadlines. It also features school news and classroom highlights for each week. The keepsake-worthy photos of students at work and play are not to be missed! Archived *Weeklies* are available here.

HOW CAN I CONNECT WITH OTHER WSB PARENTS & FAMILIES?

- **Check out WSB book clubs, school committees, and parent groups** to acquaint yourself with our WSB community and the Waldorf curriculum and philosophy. Keep tabs on events via the website calendar and Waldorf Weekly.
- **Keep an eye out for any class-wide social gatherings planned by your Class Parent**. Or, reach out to your Class Parent to offer an idea!
- **Volunteer**. Any class, school, or PA event is the perfect opportunity to meet and mingle with other families while pitching in together toward a common goal.

We hope you find being a part of our WSB community a meaningful, engaging, and enjoyable journey. Thank you for bringing your family to our shared school.

The PA Leadership team can be reached anytime at WSBPALeadership@gmail.com.

PA HISTORY, MISSION, & GOALS

Over the years, the PA has grown and changed with the school. It has always been a community of parents who support each other and the school in a variety of ways.

The mission of the PA is to connect, support, and strengthen the WSB community by promoting alignment with WSB values and mission, facilitating and fundraising for enriching activities, acting as a community resource, and maintaining a welcoming and inclusive environment. The PA is responsible for ensuring that a collective parental voice is represented to the school through appropriate groups and channels. There are no dues for the PA and all current parents and guardians are automatically members by enrolling a student at WSB.

Our specific goals for the 2025-26 school year are to:

1. Enhance parent participation and connection.
2. Enrich the Waldorf Community

PA ORGANIZATION & STRUCTURE

The PA Leadership Team is responsible for managing all PA operations. Often this team is led by one PA Chair with other members including a Vice Chair for each level plus members for specific

necessary functions that change from year to year, e.g. Fundraising and Events Chair, PA/Board Liaison, Treasurer, Secretary, etc. The PA Leadership Team confirms one or two PA Class Parents for each class who support the class teacher and families and represent their class needs to the PA. The PA Leadership Team also forms parent volunteer committees as needed. Decisions are made in a collaborative consensus process.

There is no compensation for any PA Leadership Team or Class Parent role. All work is done on an exclusively volunteer basis.

PA CHAIR The PA Chair develops the direction of the PA for the year, holds PA Leadership Team Meetings, builds consensus with other PA Leadership Team members, sits on the Central Team, and works closely with the Executive Director to ensure all PA events and activities are appropriately coordinated within the WSB organization. They review the PA account of funds and lead budget decisions. They lead PA Community Meetings and help plan and prepare various PA events.

The PA Chair has been a Vice Chair, or another PA leadership position, with demonstrated positive leadership skills who is willing to take on the added commitment and time requirements of this role. The rising PA Chair is generally selected by the outgoing PA Chair in consultation with the PA Leadership Team and the Central Team.

PA VICE CHAIRS Vice Chairs include the Children's Garden Vice Chair (Pre-K and K), the Lower School Vice Chair (Grades 1-5), and the Middle School Vice Chair (Grades 6-8). Vice Chairs attend PA Leadership Meetings and PA Community Meetings, working together with the PA Chair as a leadership body to resolve any issues and achieve our PA goals. Additionally, the Vice Chairs are responsible for ensuring each class has a Class Parent. Vice Chairs work in consultation with class teachers to confirm Class Parents. Vice Chairs mentor and support Class Parents in their role.

Vice Chairs are appointed by the PA Leadership Team. The Vice Chair is typically a parent with a child in that level who has been an active Class Parent, demonstrated positive leadership skills, regularly participated in PA meetings and events, and is able to take on the added commitment.

BOARD/PA LIAISON A Board of Trustees member traditionally serves as a Board/PA Liaison on the PA Leadership Team to represent the needs of each group to the other and assure timely and accurate communication between groups.

PA CLASS PARENTS Each class has one or two Class Parents (CPs) whose child/ren is/are in the respective class. CPs support the class teacher and families and help build their class community. They work closely with their Vice Chair to communicate PA information to class families and coordinate their class's participation in activities and events. CPs represent their class by attending PA Community Meetings.

All parents may volunteer to serve as a Class Parent in their child's class. Class teachers, the WSB Academic Director, and the PA Leadership Team collaboratively confirm CPs. The PA publishes a list of CPs at the beginning of the school year.

PA Leadership for 2025/2026 is as follows:

Chair: Jenna Lingsch – Lower School Parent

Middle School Vice Chair: Bethe Brohawn – Lower and Middle School Parent

Lower School Vice Chair: Britt Harlow – Lower School Parent

Children's Garden Vice Chair: Ellen Derwin – Children's Garden and Lower School Parent

PA/Board Liaison: Chris Brohawn

HOW DOES THE PA FIT WITHIN THE WSB ORGANIZATION?

At WSB, governance and decision-making are collaborative processes based on seeking consensus wherever possible. We have four groups involved in school governance and decision-making. They are 1) the Board of Trustees, 2) the School Administration, 3) the Collegium, 4) and the Parents Association.

The PA is a self-sustaining entity that works with these other elements of the WSB organization to provide support and advocacy for parents, provide resources for WSB activities, build community, and support the overall health and growth of WSB.

Along with funding and organizing special events and community programs, the PA provides a lump sum annually to WSB to support the operations budget and fund special activities for each grade. Although fundraising is not the main purpose of the PA, it is necessary in order to make our financial contribution to WSB and provide our community with enriching programs and activities.

We generate funding for these commitments by holding fundraising events each year - like the Annual Raffle and the Waldorf Fair - as well as fundraising campaigns.

PA EVENTS & FUNDRAISING

The PA welcomes, encourages, and relies on parent participation in all of our events. We value your skills, interests, and experiences and hope they may find expression in support of these events. Please contact the PA Leadership Team if you or other members of your class families are interested in volunteering for a specific event.

THE WALDORF FAIR The Waldorf Fair is a day of family fun, food, music, and lots of wonderful crafts and items for sale from local artisans. Open to the public, there are activities for everyone, young children and adults alike. Funds are raised via vendor fees and ticket sales. It is managed by PA Leadership and parent volunteers on the Fair Committee. PA Class Parents

coordinate the duties and volunteering for each class. This all-hands-on-deck event is often the biggest PA fundraiser of the year.

FAMILY FUN/PARENTS NIGHT OUT Whenever possible, the PA offers school-wide opportunities for families to gather with their children for a few hours of low-key fun with games like trivia or BINGO or hikes at local parks. A Parents Night Out may be planned for adults only at a local restaurant.

PARENT WORKSHOPS Whenever possible, the PA helps fund opportunities for parents to participate in educational workshops related to personal development and/or parenting in line with PA goals and WSB values.

PA FUNDRAISING CAMPAIGNS Fundraising campaigns vary from year to year and include things like WSB logo-printed apparel and items, local ice cream orders, restaurant nights, etc. The PA also supports smaller parent-initiated fundraising activities throughout the year via Box Tops for Education, Harris Teeter: Together in Education, and Goodsearch.org.

In addition to these traditional events and fundraisers, novel events and projects occur from time to time. Check the *Waldorf Weekly* and the PA Resource Page for opportunities.

How We Share With Our Parents

USE THE WEBSITE CALENDAR TO STAY UP-TO-DATE

THE WALDORF WEEKLY

- *The Waldorf Weekly* is our weekly newsletter emailed to parents every Friday.
- Parents can stay informed; the Waldorf Weekly is the main source of information, including highlights, announcements, event reminders, student achievements, Parents Association news and a glimpse of what's happening in our classrooms.
- Questions and troubleshooting inquiries for the Waldorf Weekly should be sent to communications@twsb.org

INFORMATION ABOUT WALDORF EDUCATION

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

PARENT PORTAL

The Parent Portal provides a channel for communicating with parents. Every parent has a logon to the Parent Portal; new parents receive their logons by email in mid-August. Parents access the Portal through this link to the school's website

Through the Portal, you can:
– View your child's report cards (starting with the 2014–2015 school year)
– Register for Parent-Teacher conferences
– Access the Online Student Directory, searchable by class, zip code, and more
– Update your contact information

Please make sure that Parent 1 and Parent 2 cell phone numbers are current, as these are used for emergency SMS notifications (e.g. school closures or weather alerts).

You can also **add or update grandparent contact information** to ensure they receive school news and invitations, including for Grandparents Day.

CLASS MEETINGS

Class meetings are a very important part of Waldorf education. They are one of the vehicles for the teacher and parents to discuss together all aspects of the Waldorf education your child is experiencing. Teachers prioritize the presentation of information and the experiences of Waldorf

educational philosophy. We hope you will take advantage of these opportunities. There may at times be "All Children's Garden" meetings, perhaps with a guest speaker, about a subject that pertains to all Children's Garden families, while other meetings may be specific to your child's class.

Class meetings also serve as further communication among parents, offering a forum to share parenting concerns. Class meetings are fun, too. Very often a class meeting will feature hands-on experiences of the curriculum for parents—circle, story, eurythmy, painting, crafts, and so on. We encourage you to attend each meeting. These meetings are for adults only.

ASSEMBLIES

In-school assemblies build community and occur throughout the year. During these assemblies, the whole school, or a portion of it, meets to share a story, a play, or other event. They provide a wonderful opportunity for families to see students demonstrate their work.

Our whole-school assemblies are more formal occasions. Family members and relatives are invited to attend. Details of assemblies can be found on the website calendar and in the Waldorf Weekly. As our community grows, please note that some events may be standing room only. If you or a family member require accessibility accommodations, kindly inform your class teacher in advance.

PROGRESS REPORTS AND CONFERENCES

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

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

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

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

FIRST GRADE READINESS

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

Readiness for first grade is determined by many factors. All children, and especially those with birthdays in May, June, and July, deserve careful and sensitive individual consideration to assure that readiness is consolidated in physical, cognitive, social, and emotional development. Some children may benefit from another year in the Children's Garden.

- The Rising First Grade (RFG) Committee screens each child for first grade readiness in the fall.
- Children's Garden parents are invited to an information session about this process in September or October.
- The teachers will discuss with you the RFG Committee's recommendations for their child. Parents needing more information regarding this policy should speak with their child's teacher.

Student Evaluation and Extra Educational Support Policy

The Waldorf School of Baltimore enrolls students with a range of abilities, developmental levels, and learning styles. Although the School cannot accommodate all children, it may provide some limited supplementary services and accommodations, consistent with School resources. Please reach out to Cecilia Liss, cliss@twsb.org , Interim Academic Director with student learning needs, evaluations from medical professionals, and any concerns.

Classroom accommodations and extra support will be developed by the Student Services Coordinating Team (SSCT) in collaboration between the faculty, family, and educational professionals if involved. SSCT
At times, approved assistive technology devices are provided and cared for by the family (see Assistive Technology Policy). Outside therapies may be recommended by the SSCT.
If extra support, accommodations, and/or outside professional resources are a not adequately addressing the learning or social-emotional needs, it may be determined that the child will be better served in a smaller setting or different program.

STUDENT SUPPORT COORDINATING GROUP (SSCG

The Student Support Coordinating Group (SSCG) coordinates and monitors internal and external resources and classroom accommodations for students identified as needing extra support. Classroom accommodations and extra support will be developed in collaboration between the SSCT, teachers, family, and educational professionals. Outside tutoring or other therapies may be recommended. The SSCT makes coordinates/provides resources, and tracks the progress of all students identified as needing extra support. Accommodations and extra services are documented in a Student Learning Profile which is shared with the teachers and staff that work with the student. SSCT works out of the Kim John Payne, Integrated Student Support (ISS) program.

SSCG EDUCATIONAL SUPPORT TEACHER:

The School's tutors (Orton Gillingham trained), work with small groups of students (or at times, one-on-one) who need extra support in their academic skills. Priority is given to students in the lower school grades

SSCT: EXTRA LESSON TEACHER

The Extra Lesson Teacher offers educational exercise in movement, form drawing, and painting for individuals or class groups to strengthen spatial orientation, balance, and movement coordination to support the learning process.

SOCIAL, EMOTIONAL, BEHAVIORAL SUPPORT

SCHOOL COUNSELOR

The school works with a school counselor on a consultant basis. The counselor is a licensed clinical social worker who advises faculty, works with students, and consults and makes recommendations to families to support students' healthy social development. Families can reach the school counselor, Christa Marvenko Athas at christa@christamarvenkoathas.com.

The Student Support Assistant provides a safe space for students who need a break from the classroom.

Children's Garden: Pre-school and Kindergarten

Daily Details

ARRIVAL AND DEPARTURE

- Classes begin at 8:30 a.m. and are dismissed promptly at 12 noon for half day students or at 3:00 p.m. for full day students. If you will be more than 10 min. late, please call Reception.
- Doors open for the Early Birds program at 7:30 a.m. for those parents who have pre-registered.

DROP-OFF AND PICK-UP

Drop Off 8:00-8:30 a.m.

- Park and walk your child to class. Teachers will communicate the weekly schedule of where the class will meet in the morning.
- No parking in the carpool drop-off lane between 7:30-8:30 and 2:30-3:30. There is space to park across the street or beyond the carpool lane.

Pick-Up:

- **Half Day Preschool Classes:** Garden Gate, 12:00pm
- **Full Day Preschool Classes:** Garden Gate, 3:00pm
- **Kindergarten Classes:** Plaza, 3:00pm

- To reduce pressure on the carpool line, parents are encouraged to park across the street and walk to their pick-up location.
- Please pick up your child promptly. If you will be late, please call Reception; it helps a child to know if a parent/caregiver will be late.
- Children's Garden children in a carpool must be picked up by a parent or designated adult who has written permission for a legal guardian via the Emergency Contact Form or a written note, or email to Reception. ID may be checked, especially for those who are picking up for the first time.

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

AFTERCARE PICK-UP

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

FULL-DAY PROGRAM

- Early Birds begins at 7:30 a.m. Children will be dismissed from Early Birds to their classrooms at 8:00 a.m.
- Our Full-Day program takes place daily from 8:00 a.m. to 3:00 p.m.
- Full-day children have lunch in the Children's Garden classrooms, followed by rest time. The Children's Garden faculty will provide a list of supplies that are needed from home for full-day children.
- Dismissal is at 3:00 p.m. from the Garden Gate for Pre-K and the plaza at the main entrance to the Tamarind Building for Kindergarten.

SNACK AND LUNCH

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

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

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

Cheese Other natural foods		

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

*Due to possible allergies, please check with your class teacher first before sending nuts or nut butters to school. **Please note we are a peanut free school**. See also the School's Food Allergy Policy on the website. https://www.waldorfschoolofbaltimore.org/parent-information-resources

Commented [PW1]: Scotti: please link to the Food Allergy Policy.

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

- To help children focus at school, and out of respect for individual families' choices about media, we ask that lunch boxes also be free from TV and movie characters. Thank you for your support of the program.

CHILDREN'S GARDEN FOOTWEAR & WEATHER GEAR

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

- For safety's sake, shoes need to be enclosed and fastened with Velcro, buckles or laces.
- Crocs, flip-flops, and bare feet are not permitted as they are unsafe for running and climbing.
- Please follow the specific additional recommendations of your child's lead teacher.

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

Sun hats and sunscreen (is encouraged);.

- The school will be providing a hooded raincoat and rain pants for all CG children. It is important that they don't get lost, so they will be "checked out" from your child's teacher, like a library system. Some days are very wet and rainy, and morning gear is not dry enough for afternoon wear, so we recommend also purchasing an additional rain set of jacket and pants for your child to wear.
- Umbrellas are not permitted for use by children at school.

CUBBY SUPPLIES

- We ask that on the first day of school you bring two full changes of clothes for your child's cubby.

- If your child is staying a full day, they will also need a nap role or a small sheet and pillow (not full-sized, please) and a small blanket to rest on. Please do not send large sleeping bags.
- Please follow the same guidelines for nap supplies as for clothing—no media-related pictures or logos.

Your child's teacher will provide more information about items to bring to school and items to leave at home.

Children's Garden: At School Together

GETTING TO KNOW YOU

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

BRINGING THINGS FROM HOME

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

CELL PHONE AND MOBILE DEVICE USE POLICY

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

FESTIVALS

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

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

BIRTHDAYS

Birthdays are special events in the Children's Garden. The parents of the birthday child are invited to come to school for the celebration. While Children's Garden or younger siblings are warmly invited, Elementary age siblings should remain with their class. Each class has its own way of celebrating that is consistent with the developmental needs of the children. The teacher will contact

you several weeks before your child's celebration to make arrangements. Each class makes arrangements to celebrate summer birthdays during the school year.

CHILDREN'S GARDEN BEHAVIOR & DISCIPLINE POLICY

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

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

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

ACTION & RESPONSE PLAN

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

- Disciplinary decisions are based on the facts and circumstances of each case.
- Teachers and parents collaborate to develop consistency between home and school to help a child transform inappropriate behavior.
- Teachers will let parents know about patterns of behavior they observe. It is also important for parents to notify the faculty of any changes that may cause stress in the child's life.
- Teachers use classroom management strategies to address simple clashes between students, mild cases of disruptive or disrespectful behavior, disregard of class/school rules, or accidental property damage.
- If children are involved in a repetition or escalation of unsuitable behavior, or a physical or verbal altercation, parents will be notified.
- Teachers and parents may request a conversation when needed.
- Our multi-step approach may include, but is not limited to:
    - Redirection to a more positive behavior
    - Reparative activities
    - Loss of privileges
    - Supervised removal from class for a short period
    - Sending home for the day. This may occur because of extreme behavior; child is unable to manage being in school that day; or the teacher is prevented from delivering the program due to the need for extended one-on-one care. This is done

at the discretion of a member of the Leadership Team in consultation with the teacher.
    - Occasionally, the length of a child's day will be modified. A successful shortened day is a tool which is used to help a child whose behavior indicates that they may not be quite ready for a full-morning or full-day experience.
    - Referral to Student Services Group for additional support
    - The Student Services Committee observes students in depth and presents the parents and teachers with recommendations and suggestions to support the child.
    - If the discipline guidance is not enough to sufficiently remedy behavior concerns, it may be determined that the child will be better served in a smaller setting or different program.

- Any disciplinary step or steps may be skipped at the sole discretion and judgment of the school.

Children's Garden: At Home

PLAYDATES

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

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

SCREEN TIME AND ELECTRONIC MEDIA

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

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

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

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

Media Developmental Guidelines

Elementary School: Grades 1 - 8

HOURS OF OPERATION

Early Birds

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

Classes

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

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

ATTENDANCE POLICY

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

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

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

For absences due to illness,

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

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

PLANNED ABSENCES FROM SCHOOL

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

TARDY ARRIVALS

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

EARLY PICK-UPS

- Email the class teacher and Reception as much in advance as possible.

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

SNACK AND LUNCH

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

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

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

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

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

*Due to possible allergies, please check with your class teacher first before sending nuts or nut butters to school. Please note WSB is a peanut free school. See also the School's Food Allergy Policy on the website and in the Safe and Sound section of this Handbook. https://resources.finalsite.net/images/v1741206969/waldorfschoolofbaltimoreorg/pyolg4tv20yeiagyuynq/AllergyActionPlanOCC.pdf

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

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

HOMEWORK

At the Waldorf School, homework is assigned in grades five through eight. Small amounts of homework are often assigned in grades 3-4. Please note that all assignments are important- practicing an instrument is as important as doing a math or language assignment.

Homework is generally assigned in such a way that students can accomplish it on their own. Class teachers and subject teachers work to coordinate assignments so that work is spread out over the week. As a general guideline, teachers calculate that up to about fifteen minutes times the number of the grade is an appropriate amount of time for a student to spend per day on homework; thus, a fifth grader could have up to seventy-five minutes of homework on some days. (This does not include musical instrument practice.) If you feel that your child is spending too much or too little time on homework or if you have any questions concerning homework, please contact your child's teacher.

Goals of homework are:

- Reinforce classwork
- Build organization and self-discipline
- Encourage creativity and reflection
- bring learning into the home and daily life

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

- Students in grades 4-8 are receive planners and time to write down assignments
- Class time may be given to begin assignments
- Parent initials may be required
- Academic support is available during Middle Scholl Homework Club

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

- Provide a quiet, distraction-free homework space
- Encourage a positive attitude toward learning and responsibility

We take homework seriously and understand it to be an important part of the educational process. Students who do not complete homework assignments are required to attend Homework Club. Homework Club is held from 12:35 p.m.-12:55 p.m. each day (lunch recess) for middle school students and is supervised by a teacher. Students are required to arrive on time, bring all necessary work and materials, and work quietly. At the teacher's discretion, students may go to homework club to make up missed assignments or complete unfinished work.

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

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

Elementary School
Festivals & Celebrations

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

SPECIAL INVITATION E-BLASTS

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

Elementary School
Practical Life at Waldorf

LOST & FOUND

- Lost & Found items are collected near the stairwell on the garage level. Items found in Aftercare are stored outdoors in bins next to the Cherry Tree Play Yard.
- Items not claimed are donated to charity. Please check it regularly!

BIRTHDAYS

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

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

FORMER STUDENTS VISITING

We welcome visits to the school by former students at the discretion of the Academic Director who will facilitate the visit with the faculty.

- Visits must be arranged in advance.
- The Alum or for a minor the parent must stop at the front desk and fill out a Visitor Emergency Contact Form, available on the school website and at the reception desk.
- Parents will be called and asked to pick up their child if behavior is disruptive.

DAY AND OVERNIGHT FIELD TRIPS – STUDENT REQUIREMENTS

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

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

CHAPERONE GUIDELINES – ALL FIELD TRIPS

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

Chaperones should know and abide by the following expectations:

- The teacher needs to know where everyone is at all times. Chaperones must check with the teacher(s) if a group plans to leave the designated area for any reason.
- Chaperones will follow the schedule and duties for the activities as outlined by the teacher.
- Any concerns or suggestions must be voiced privately to the class teacher during field trips.No alcoholic beverages are allowed on any WSB field trip.

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

TRANSPORTATION OF STUDENTS

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

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

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

TECHNOLOGY ACCEPTABLE USE POLICY

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

Elementary
Behavior & Discipline Policy

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

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

ACTION & RESPONSE PLAN

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

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

ADMINISTRATIVE LEAVE

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

SUSPENSION

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

EXPULSION

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

DECORUM

- A healthy school community depends on the quality of the relationships between its members.
- Respect, civility, and politeness are the cornerstones that guide how we interact with each other.
- In school, this manifests itself in how we behave in the classroom, school buildings, on school grounds, during school functions, and on trips.
- It is the expectation of the school that student-to-student and teacher-to-student interactions will be guided by respect, civility, and politeness.

- Middle school students are expected to travel between classes in an orderly manner and to arrive on time to class. If they need to use the restroom, gather extra supplies, or go to the office to make a phone call, they must report to the teacher of their next class first and request permission.

MIDDLE SCHOOL BEHAVIOR EXPECTATIONS

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

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

MIDDLE SCHOOL HONOR CODE

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

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

SOCIAL INCLUSION APPROAC & RESTORATIVE PRACTICES

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

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

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

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

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

Circle of Friendship: The class teacher will choose two or three students from the class to join students from the Student Social Action Committee for school lunches.

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

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

A Support Meeting:. This is a facilitated meeting with the parents and class teacher of a student having social difficulties, to discover how to strengthen and support the child. Restorative Practices may be implemented for incidents of conflict, harm, or damage. A follow-up meeting is scheduled 6-8 weeks after this first meeting.

Additional School Programs

AFTER SCHOOL SPORTS PROGRAM

- The After School Sports program offers seasonal sports: soccer, basketball, and track & field; and may include bowling, baseball, Frisbee golf, bocce ball, and other activities.
- The program runs Monday through Friday, 3:30-5:00 p.m. Students may be enrolled in Aftercare for extended supervision. Parents must make contact with the supervising adult when picking up their children.
- After School Sports is open to all 6th, 7th, and 8th Graders. 5th Graders may also join, although they will not travel to away games.
- Registration is required for each session and fees vary accordingly.
- We participate in the annual Basketball Tournament held each winter at the Green Meadow Waldorf School, Chestnut Ridge, NY.

Registration for sports programs available at reception and emailed to middle school parents.

AFTERCARE PROGRAM

- The school offers an Aftercare program for children enrolled in Preschool through Grade 8. If a child is not potty-trained, a conversation must be had with the Academic Director before enrolling.
- Families register and pay for aftercare online through PCR

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

The Aftercare Program:

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

Hours of Operation:

- The program starts the first day of school and ends on the penultimate day of the year; there is no Aftercare Program on the final day of school.

- Aftercare is provided from 3:00 p.m.-6:00 p.m. on school days, after which time tiered late fees are charged.
- Aftercare may be provided on some but not all days when school is closed for a half . These days are listed on the school calendar.

ALUMNI

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

Contact the Advancement Office at advancement@twsb.org with any alumni news of your own or others in the community. We depend on you to help keep our database current, please visit Alumni website page

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

- We track our alumni's education, achievements, and careers post-Waldorf, and on re-engagement through outreach and events.
- Alumni aged 21 and over are included in the Annual Fund and other fundraising appeals, and receive other school correspondence throughout the year.
- Alumni are always invited to stop by the school to see the display of alumni class photographs and to chat with teachers and staff.