



Family Handbook

The Cincinnati Waldorf School Family Handbook

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

Campus Contact Information:

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Welcome to
The Cincinnati Waldorf School

Our Mission

*The Cincinnati Waldorf School educates
the unfolding capacities of students
by engaging the creative imagination of the mind,
the spirit of the heart,
and the skillful use of the hands.*

*The community actively participates
in creating an environment that supports raising children
who become self-reliant, creative and responsible adults.*

Values & Inclusiveness Policy

Waldorf education acknowledges the spiritual nature of each individual, without teaching any doctrine or dogma. The Cincinnati Waldorf School is a non-religious school. Its aim is to help the developing human being find a way to true morality, with reverence for humanity and the natural world. Students over the course of their education will be introduced to diverse cultures and religions through story, celebrations and music.

Cincinnati Waldorf School Non-discrimination Policy

The governing board of the Cincinnati Waldorf School located at 6743 Chestnut St,

Cincinnati, Ohio 45227 in Ohio has adopted the following racial nondiscriminatory policies.

The Cincinnati Waldorf School recruits and admits students of any race, color, national and ethnic origin to all its rights, privileges, programs and activities. In addition, the school will not discriminate on the basis of race, color, gender, national and ethnic origin in administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other school administered programs. The Cincinnati Waldorf School will not discriminate on the basis of race, color, national and ethnic origin in the hiring of its certified or non-certified personnel.

Any persons having knowledge of racial discriminatory practices on the basis of race,

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color, national and ethnic origin in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletics and other school-administered programs should contact the Ohio Department of Education, Quality School Choice and Funding, Nonpublic Educational Options Programs, 25 South Front Street, Mail Stop 309, Columbus, Ohio 43215.

All complaints made will be investigated before the issuance of a charter to the said school.

Gender Identification Policy

Students can choose to use whatever bathroom that they identify with.

Welcome 1.0

The staff & Board of Trustees of The Cincinnati Waldorf School welcome your family into our community! As a part of a worldwide movement of more than 1,000 Waldorf schools, CWS is proud to provide Waldorf education in Ohio and to the families of the greater Cincinnati region.

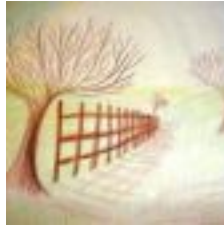
The Waldorf school curriculum supports the inner development of the child as he or she journeys from the imaginative world of early childhood to the adult world of clear intellectual thought. Our dedicated faculty works out of the educational methods developed by Dr. Rudolf Steiner, who provided the inspiration for the Waldorf movement beginning with the first Waldorf School in Stuttgart, Germany in 1919. Waldorf education is based upon the work of Dr. Rudolf Steiner (1861-1923), an Austrian-born philosopher, scientist and educator. Steiner's educational insights are rooted in the concept of the human being as a three-fold spiritual individual whose growth from childhood to adulthood depends on awakening the head, the heart, and the hands- that is-cultivating capacities in thinking, feeling, and willing. Steiner called his study of humankind "Anthroposophy," taken from the Greek roots meaning "wisdom of man." Although this philosophy is not taught in the classroom, our staff studies Steiner's writings to better understand how to provide an education for today's youth which will empower them to meet the challenges of the future, to be true thinkers, compassionate, and willing to serve others.

The Cincinnati Waldorf School was founded by a group of dedicated parents in 1973 and currently has students enrolled in preschool through grade eight. Our faculty consists of a very talented group of specially trained Waldorf teachers dedicated to Waldorf education and its philosophy.

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

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Our Campus 2.0

The Cincinnati Waldorf School is located in the historic village of Mariemont. CWS purchased our school building in 2013 and it is the first time in our school's history that we have owned our facility. Our school building was originally built in 1920 and housed the Mariemont Elementary School most commonly known then and still today in the neighborhood as the "Dale Park School". In 1950, a major addition was built to add classrooms, a cafeteria and gymnasium. CWS is dedicated to the preservation of our historical building as we grow into our space and create our home.

A Taste of Waldorf 3.0

Morning Verses

Early Childhood Blessing

Good morning dear earth,
Good morning dear sun,
Good morning dear stones,
And flowers everyone.
Good morning dear buzzing bees and the birds in the trees,
Good morning to you and good morning to me.

Morning Verse-Grades One through Four:

The sun with loving light
Makes bright for me each day.
The soul with spirit power
Gives strength unto my limbs.
In sunlight shining clear,

I do revere, oh God,
The strength of humankind,
Which thou so graciously
Hast planted in my soul,
That I with all my might,
May love to work and learn
From Thee stream light and strength
To Thee rise love and thanks.

-Rudolf Steiner

Morning Verse-Grades Five through Eight:

I look into the world
In which the sun is shining,
In which the stars are sparkling,
In which the stones repose.
Where living plants are growing,
Where beasts do feel and move,
Where human beings, soul-gifted,
Give the spirit a dwelling place.

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I look into my soul
That lives within my being
The world creator moves
In sunlight and in soul light,
In wide world space without,
In soul depths here within.
To Thee Creator-Spirit
I will now turn my heart
To ask that strength and blessing
For learning and for work may live and grow
In me.

-Rudolf Steiner

Sample School Day

Our School Day

Early Childhood 8:15 a.m.-12:00 p.m.

Grade School 8:15 a.m.- 2:45 p.m.

Early After Care 12:00 p.m.- 3:00 p.m.

Late After Care 3:00 p.m.- 6:00 p.m.

Sample Daily Rhythm

Early Childhood Sample Daily Rhythm-main campus

- School begins at 8:15 am
- Program designed by the teacher that will include creative play, painting, beeswax, baking, drawing, handwork
- Snack
- Circle and story/rest
- Outdoor play or walks
- Goodbye – 12:00 noon

Grade School Sample Daily Rhythm

- School begins at 8:15 am
- Main lesson (*main lesson in grades seven & eight may begin at 11:00 am depending on the*)

schedule) • Snack/recess

- Subject classes
- Lunch and recess
- Subject classes
- Dismissal –3:00 pm

Learning more about the Waldorf Curriculum

NatureTots, NatureFriends and ForestFriends

These classes are held at our beautiful Mariemont campus and most of the activities will take place outside. Outdoor activities include woodland walks, campfires, as well as climbing, digging, raking, gardening jumping and crawling in the early childhood play yard. Families will also take part in guided discussions covering such topics as how to get children outdoors and creating healthy outdoors spaces for the young child.

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Preschool & Kindergarten Curriculum

Young children are filled with wonder. They see beauty and purpose in everything. They are curious about all that comes to meet them. Preschool and Kindergarten teachers create a beautiful environment and rhythm in which this natural curiosity and wonder can be fostered. Children learn about life first by seeing and then by imitating what they see. Therefore, great care is taken to surround them with as many life-filled experiences as possible. In a warm, homelike atmosphere, the child's inherent abilities can unfold through painting, storytelling, music, poetry, handcrafts, walks, baking and free play. Waldorf education consciously builds a strong foundation during these years for the later intellectual growth of the child, but avoids the actual teaching of academic subjects at this time.

Imaginative play in the early years transforms into free, creative thinking and decision making during adulthood when it is nurtured by a circle of teachers who lead the student to an appreciation of the goodness, beauty and wisdom which underlie the world.

Grade School Curriculum

In the grade school years children understand the world through their feelings. During these years the teacher must be an artist- transforming dry intellectual facts into great imaginative pictures, deeply felt experiences and all-engaging activities. Waldorf education recognizes that the second seven years of a child's life requires a relationship to teachers who have their confidence and gives continuity to their lives - an authority that the children can love and respect. The class teacher joins our subject teachers to create a circle of teachers with each child in its center. This circle of teachers provides a link between home and school, moving with the children through the grade school years. The class teacher oversees the main lesson, a two hour period each morning where the teacher together reviews, practices and presents new material in a given subject for a three to four week block. Our special subject teachers instruct in their area

of expertise such as music, foreign language, art or Eurythmy. In addition to the value of providing a stable teacher-child-relationship, having a consistent circle of teachers in a child's life means less time is spent adjusting to a new classroom situation each year.

A Waldorf education offers an exceptional humanities curriculum, beginning in first grade with fairy tales from many lands. Each year the curriculum changes-for example, in fifth grade, students study ancient cultures of India, Egypt, Persia, Mesopotamia, and Greece. The curriculum provides the background for the study of history and is presented through narrative and excerpts from original texts. By experiencing these cultures through their legends and literature, the children gain flexibility and an appreciation for the diversity and development of humanity.

The sciences are taught experientially. The teacher sets up an experiment, calls upon the children to observe carefully, ponder, discuss, and then allows them to discover the conclusion-the law, formula, etc. Through this process, rigorous, independent thinking and sound judgment are encouraged.

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Letters are learned the same way they originated. In the course of human history, pictures were the first form of written communication (before reading and abstract symbols). So, too, within the Waldorf school curriculum, young children are introduced to letters through story images. First graders hear stories and draw pictures - a process accompanied by phonetic work in songs, poems, and games, which help to establish a joyful and living experience of language. Throughout the grades, texts taken from the rich humanities curriculum - genesis, the Bhagavad-Gita, the Kalevala provide material for reading practice.

All branches of mathematics are taught at Waldorf schools. The first lessons in arithmetic are presented in story form. Number work is supported through rhythmic movement, running, clapping and jumping. As the children grow, the study of math becomes more complex.

The arts - drama, painting, music, drawing, movement, modeling, etc. are integrated into the entire academic curriculum, including mathematics and the sciences. The Waldorf method of education, through the arts, awakens imaginative and creative powers, bringing vitality and wholeness to learning. The children begin to play string instruments in grade four.

Foreign languages, beginning in the first grade, give the children insights into and facility with other cultures. Foreign language classes vary according to the location of the school. The Cincinnati Waldorf School currently offers Spanish.

School Structure 4.0

The Cincinnati Waldorf School is an independent school that exists through the special efforts of a large and increasingly diverse community of people. Coordinating and directing these efforts is the work of three groups in the school-the College of Teachers and the wider faculty, the Board of Trustees, and the administrative staff. These groups

strive to maintain open and clear communication with families.

Faculty

Meeting regularly, the full faculty includes all CWS staff. Meeting attendees contribute to the discussions of topics including course and content of the school curriculum, the academic schedule, school policies & procedures, and school and community events.

College of Teachers

The College of Teachers is composed of CWS staff that consciously holds the larger pedagogical picture of the school. They are charged with deepening the school's relationship to Anthroposophy (the spiritual philosophy behind Waldorf education) and being responsible for teaching personnel and pedagogy. This group is composed of faculty members who have made a deeper, spiritual commitment to the school. This group is the pedagogical leadership of the school and it works out of a consensus decision-making process. The College of Teachers meets at least weekly.

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Administration

The Administration is composed of the Enrollment Director, Business Manager, Finance Manager, Office Coordinator, Development Director, Communications Coordinator, and Facilities Manager. One member of the Administration will serve as Administrative Chair on a 2-year, rotating term basis.

A sample of the duties of the administrative staff include:

- Managing and directing the flow of information
- Managing enrollment and public relations
- Providing general student first aid
- Managing the school's finances
- Coordinating care of the building and grounds
- Handling general administrative work
- Keeping student and personnel records

The Administrative Chair is responsible for overseeing the work of the Administration and reports to the Board of Trustees and the College of Teachers. Because our school has no formal "principal" the Administrative Chair can be a family's first point of contact when there is a question or concern. Our Administrative Chair, like all administrative members, will guide our families toward finding the information they seek.

Board of Trustees

The Board of Trustees oversees all legal and financial school matters. The Board of Trustees is the legally recognized entity (by the State of Ohio) responsible for school activities. Included in the board are president, vice-president, secretary, treasurer, CWS Administrative Team Leader, representatives of the faculty, parent body, and the greater community. Nominations for new members are considered each year. Terms are two years and new members are selected annually. Board By-laws are available in the school office. The Board meets once per month. All community members are

welcome to attend Board meetings. Board meeting minutes are also available in the office and on our website.

The Leadership Council

The Leadership Council is comprised of the Faculty Chair, College Chair, Early Childhood Department Chair, Grades Department Chair, Board President and Administrative Team Leader. It may call in others, on an as-needed basis. The Leadership Council coordinates agenda setting and communication between the Faculty, Board and Administration. The Leadership Council may also address concerns in collaboration with the Social Health Coordinating Group.

Committees 5.0

At CWS, much of the work we do together is inspired, coordinated and executed by committees. There can be committees of an individual department in our school such as the Upper Grades Task Force Committee of the Grades Department, committees mandated by the College of Teachers to perform specific tasks for the faculty such as the Personnel Committee and there can be committees of the Parent Association such as the Hospitality Committee.

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Beyond committees formed by any one school department or community group however, are the committees that came out of our school's "Visioning Event". Our Visioning Committees have also been referred to as "goal areas" and these committees, following a Tri-lead structure (explained below), will guide our school as we work to grow our school forward.

If you are interested in becoming involved in committee work, visit us in the main office!

Vision into Strategy: The CWS Strategic Plan Process

In 2008 a strong, committed group of parents, faculty and board members came together to lead our school through a process of "Knowing our Past", "Appreciating our Present" and "Growing our Future". This process took several weeks and after months of follow-up hard work, our school adopted a long-range strategic plan in 2010.

Made up of Goals from the ten key threads of our school's fabric, this plan will guide our school in the next several years as we build forward. Each of the ten Goal Areas has its own plan of initiatives, all of which come together to create our master Strategic Plan.

As our faculty, board and community continue the work of our school forward, they'll use the Plan as their map and guide. Our Board of Trustees will hold this work with the appointment of a Visioning Chair position that will oversee and facilitate the process.

Tri-Lead Structure

To ensure our CWS Strategic Plan's success, we adopted a new Tri-Lead Leadership model in 2010.

The CWS Tri-Lead model features a 3-legged structure that is designed to best distribute the accountability of executing our plan, tap into the leadership talent we already have throughout the CWS community and better engage our parent body as partners in the key initiatives of building our school's future. Each of the 10 Goal Areas' work will be carried forward by its own committee, co-led by a three-person team that's comprised of a CWS Faculty Lead, a Board Lead and a Parent Lead.

These Tri-Leads will be responsible for representing, communicating with and engaging with their respective bodies of the Faculty, Board and Parent Association in their Goal area's work.

Below are the Strategic Plan Goal Area Committees and a brief description of their work. If you are interested in becoming a Tri-lead or serving on a committee, please contact our main office.

CWS Strategic Plan Goal Area Committees

Faculty Committee

Goal:

Develop and nourish a complete, vibrant faculty and administration staff, along with the programs, assessments, and structures that support them.

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Enrollment & Retention Committee

Goals:

Enrollment

Collaborate with "Outward Facing" to create a system of full enrollment from EC through 8th grade: a system that provides full 1st grades and adds students by grade to counter natural attrition.

Retention

Design and implement a retention system to ensure full classes from EC through 8th grade: a system that generates management information and matching retention strategies.

Facility and Campus Committee

Goal:

Create and maintain facilities that support and reflect the Waldorf approach with integrity.

Fund & Resource Development Committee

Goal:

Secure ongoing financial support for CWS that meets immediate needs, supports goals and strategies, and creates a margin for excellence.

Governance Committee

Goal:

Execute robust Assessment, Standard Holding and Oversight of Institutional Practices at CWS through collaborative leadership, fiscal responsibility and integrity.

High School Planning Committee

Goal:

Work in the areas of pedagogy, finance and/or community engagement to forward the goal of a Waldorf high school in Cincinnati with a target opening date of Fall, 2018.

Outward Facing Committee

Goal:

Strengthen our relationship with the world outside CWS through marketing & P.R., key relationships, and effective use of parents as ambassadors.

Program and Pedagogy Committee

Goal:

Strengthen and augment the educational curriculum and Waldorf pedagogy at CWS to reflect a rich, developmentally appropriate and academically rigorous program.

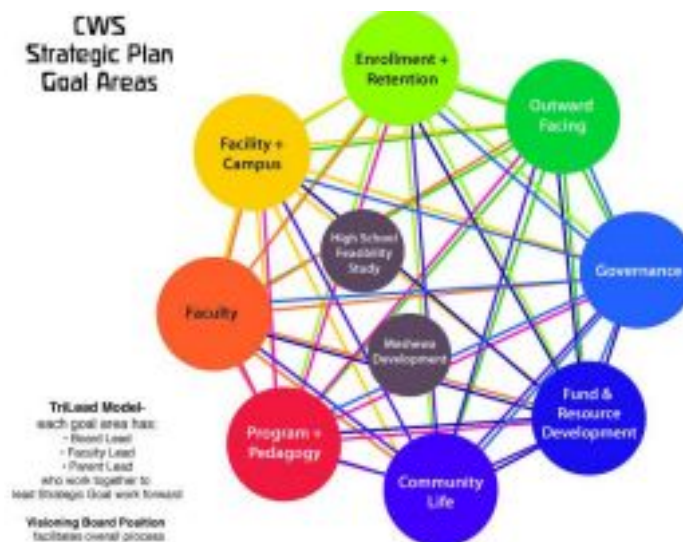
Community Life Committee

Goal:

Have a courageous and vibrant community that is both supportive of and well supported by parents, and enriches the experience of the whole--students, faculty, parents and entire families.

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Made up of Goals from the ten key threads of our school's fabric, this plan will guide our school in the next several years as we build forward. Each of the ten Goal Areas has its own plan of initiatives, all of which come together to create our master Strategic Plan.

Admissions 6.0

Values & Inclusiveness Policy

Waldorf education acknowledges the spiritual nature of each individual, without teaching any doctrine or dogma. The Cincinnati Waldorf School is a non-religious school. Its aim is to help the developing human being find a way to true morality, with reverence for humanity and the natural world. Students over the course of their education will be introduced to diverse cultures and religions through story, celebrations and music.

The Cincinnati Waldorf School admits qualified students of any race, color, national or ethnic origin, religion, gender, gender identity, gender expression, sexual orientation, or weight to all the rights, privileges, programs, and activities generally made available to students at the School. Furthermore, the school is not intended to be an alternative to court or administrative agency ordered or public school district initiated desegregation. The Cincinnati Waldorf School will not discriminate on the basis of race, color, national or ethnic origin, religion, gender, gender identity, gender expression, sexual orientation or weight in the hiring of its certified or non-certified personnel.

To uphold this policy, the Cincinnati Waldorf School will strive to provide a safe learning environment free of discrimination and harassment, and to promote the educational and social integration of all students. We acknowledge that our school cannot anticipate every situation that may occur and the needs of each student and their family will be assessed on a case-by-case basis.

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Admissions Process

CWS uses a child's birth date as a guide to admitting children into our various programs. Children should be the following ages on June 1st, preceding the September that they join a specific class:

- **NatureTots:** 16 months to 3 years old
- **NatureFriends:** 3 years old to 4 years old
- **ForestFriends:** 4 years old to 5 years old
- **Preschool class:** 3 years old
 - *For entering the preschool there is a provision for individual assessment of children whose three-year birthday falls between June 1 and December 31*
 - *All children entering the preschool program must be completely potty trained (see "Potty Trained" policy below)*
- **Kindergarten class:** 4 years old
- **First Grade class:** 6 years old

In the spring of each year, age-eligible children are considered for subsequent programs. Current enrollment in a CWS program does not guarantee acceptance. Parents & Child class children must show readiness for the preschool class. Kindergarten children must show readiness and aptitude for first grade.

Sometimes, while specific programs have been beneficial to the child's developmental

process, further programs at CWS may not meet that child's needs for growth and development, or the school may not be able to offer the appropriate educational support services. Ideally, both parents and teachers decide what is best for the child. However, the school reserves the right to determine the final decision.

With an understanding that each child is a unique individual, bringing specific gifts and challenges to the school, the faculty will determine in the assessment of each incoming child whether the school is qualified to teach the physically, mentally, or emotionally challenged child, or the child with severe disciplinary difficulties.

CWS Preschool/Kindergarten Criteria

Admissions in CWS are based on three criteria: Developmental/Academic Proficiency, Social/Behavioral Appropriateness, and Family Commitment & Resources Support. The Admissions Committee will determine eligibility for admission through assessment, observation and communication with the family. Excellence in all three areas is preferred. Proficiency in two of three areas is required.

Applicants for our Preschool School/Kindergarten will be accepted in accordance with the admissions criteria above and in the following order of priority:

1. Current CWS student (moving from one program to another)
2. CWS sibling
3. Previous CWS student (returning)
4. Current CWS Parents & Tots student
5. Outside applicant with Waldorf Experience

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6. Outside applicant with non-traditional education experience
7. Outside applicant

Potty Trained Policy

Because of licensing requirements, all students must be potty-trained before enrolling in CWS. For our purposes, "potty-trained" means that a child can self-sufficiently use a toilet for all of his or her daytime toileting needs, including wiping. While occasional accidents are acceptable, a child who has accidents repeatedly (unless due to a medical condition) will need to be re-evaluated by our faculty.

Full Program Policy

In order to maintain the integrity of the Waldorf education we offer, we require every child enrolled at CWS to participate in a full program, including main lesson and all subject classes. Faculty and parents together may decide on modifications to help each child succeed to the best of his or her ability.

Adjusting to School-*A note to new families*

In preschool, kindergarten and into the early grades, it is sometimes difficult for children and their family to make the transition from their home life together into the children's school life. School is where a child's world expands to include peers, academics and the discovery of personal independence. A period of adjustment is

needed to ease the process and separation.

The next step is for the young child to become more aware of the role school plays in his or her life. School is a special experience that a child is not always willing to share with their family. In fact, the presence of family members in the classroom sometimes inhibits free participation by the child and may encourage "acting out". Once the initial adjustment to school has taken place it is most helpful to the teachers and beneficial to the children if visiting family members would consider the following:

- Please visit your child's classroom only at times prearranged with the teacher.
- Even though children sometimes want to bring toys to the school from home, problems with sharing often result. Also, some toys do not support the Waldorf curriculum. A special doll or stuffed animal for children at rest time in the After Care Program or with teacher permission is acceptable.

Probation Policy

Any preschool through grade eight students enrolled at the Cincinnati Waldorf School may be placed on a probation period.

New students, that is, students enrolled in CWS for the first time, including all in-coming first graders, are automatically on a six-week probation period pending full admission to our school. At times, the probation period may be adjusted for a different length of time as determined by our staff.

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During a probation period, teachers and staff may call upon the family for conferences, by telephone or in person, to discuss the child's progress. Families, too, may request conferences.

At any time during the probationary period, the admission of the student is subject to review.

This provisional period may be extended beyond the first six weeks at administration and faculty discretion.

Un-enrollment Policy

CWS asks that our families agree to accept the regulations and philosophy of our education and school. In addition, we ask that our families agree to work collaboratively with the board, faculty and administration on behalf of their child(ren). The Cincinnati Waldorf School shall have the right to deny any student from attendance, temporarily or permanently, under any circumstances determined in the sole discretion of CWS, including, but not limited to, student interference with the health, safety, or educational development of the student or any other student, unsatisfactory student progress or conduct, and past due tuition or other fees owed the school. CWS further reserves the right to deny continued enrollment or re-enrollment to any student if CWS

reasonably concludes that the actions or the presence of a family are inconsistent or in non-support of the educational environment and leadership structure or are counterproductive to a positive working relationship between CWS and the family.

Special School Events 7.0

In Waldorf schools many traditions are brought to the children, in the context of a "world view", to cultivate an appreciation for cultural diversity. Teachers welcome families who want to share their traditions with the students.

Younger children love preparing for special school events by preparing the room, making special food, learning stories, and singing special songs. Nature stories and other tales bring the deeper significance of the season to the children as inner pictures. Celebrations are especially important in helping older children stay in touch with the natural rhythms of the year.



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Festivals

Festival celebrations are an important aspect of a Waldorf Education. By participating in them, the child's inner experience of the rhythms of the year is nurtured and sense of community is cultivated. We encourage all of the children and their families to participate in these wonderful community events.

When planning festival celebrations the Faculty carefully considers the qualities of the season to be celebrated. In the fall when days begin to grow short and darkness increases, we are reminded in the festivals of Michaelmas and Lantern Walk to strengthen our inner forces against darkness through courage, strength, perseverance, and compassion.

We celebrate Winter Garden in December, the darkest month, in a festival of light, where each child walks through an evergreen spiral decorated with representatives of the mineral, plant and animal kingdoms.

With the return of spring, we celebrate rebirth and the budding life of nature. Ancient civilizations all over the world believed that life was contained in the egg. In our

classrooms, colored eggs, flowers and stories of new life in nature delight the children. May Day is celebrated with great revelry and traditional Maypole singing and dancing.

Birthdays

School Birthdays are always very special days at school and are celebrated with the entire class. Individual student's teachers will discuss the details of the celebration with each family at the start of the school year and as the birthday celebration date approaches.

Assemblies & Class Plays

Assemblies and Class Plays are wonderful experiences for students to live into their education and share an outward gift with our community. The grades faculty at the start of the school year sets assembly schedules and individual class teachers determine class play dates.

Please note that we ask those who attend any special presentations to watch respectfully without talking until they are over. We ask that families keep attending children seated with them at all times. When younger children have reached their capacity for quiet attendance, we ask that they be accompanied to an area away from the event. While in attendance, please be mindful of electronic device usage as it can be a distraction to our students. Please avoid using flash photography, cell phones, computers or other electronic devices during performances.

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Arrival & Dismissal 8.0

The Three A's: *Arrival, Attendance & Absence*

Arrival

Early Childhood Arrival

The Preschool and Kindergarten day begins at 8:15 am. To help accommodate families who have early schedules, early childhood students may arrive starting at 7:45 am.

Parents of Preschool and Kindergarten children are to acknowledge their arrival to a teacher. At no time are children to be left unsupervised.

Teachers will communicate individual class guidelines on arrival locations on campus.

Grade School Arrival

The grade school day begins at 8:15 am. All families are urged to have their children arrive at school on time starting at 8:00 am. To help accommodate families who have

early schedules, grade school students may arrive starting at 7:45 am.

Bus Information

The buses generally arrive by 8:00 am.

Bus Transportation

The Cincinnati Public School district provides bus transportation to eligible K - 8 students living within the city limits. Cincinnati Public School's Transportation Department administers this service. The Transportation Department will mail you a card with information about the pick-up and drop-off times and location of your child's bus stop. If you have concerns about your assigned stop, or need to establish a new one, the Transportation Department mandates that all requests be made in writing. Any request for changes or additions to bus routes may take as long as two weeks to become effective. For additional information about your child's bus service please contact the Transportation Department Customer Service Line for families at: 513-363-0330.

Bus Information & Regulations

- In the afternoon, CWS will see that students get on the correct bus. Students may be asked to sit in assigned seats. Students getting on the bus at dismissal will be "checked-in" against a roster. The bus will depart once every student is present or accounted for.
- If a bus is more than 15 - 20 minutes late, please call the Paul's Bus Service company (contracted through CPS) at (513) 851-5089. (Please keep in mind the beginning of the school year is an extremely busy time for the Transportation Department and buses may be running late for the first week of school.)
- If your child is to go home regularly to a caregiver, you may apply for a deviated stop. This address, however, must be a part of your child's existing CWS route

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and be a consistent stop five days a week. Forms are available in the office, but must be filled out and sent in by the parent. Please note: A change in the schedule may take two to four weeks to take effect.

- **A child not at a stop for ten consecutive days may be dropped from the route.**
- All kindergarten children, regardless of age, must be met at the after school bus stop by an adult. If no adult is at the stop, the driver will have the child ride until the route is complete, then return to the stop to see if the adult has arrived. If there is still no adult the driver contacts the Transportation Department who calls the child's school. For any student not picked up by a parent within a reasonable amount of time the bus company will contact 241-KIDS.
- A child must be five years old on September 1 to qualify as a "school-age student". Younger students are classified as "preschoolers" and may not be transported.
- A child must reside more than one mile from school and within the city limits to qualify for service.
- Families who do not live in a neighborhood densely populated by CWS students

may need to provide their child's transportation. The Transportation Department may reimburse parents for some of this expense. The parent should work directly with the Transportation Department about reimbursement. Upon request reimbursement forms will be mailed to eligible students.

- All students riding the school bus are expected to follow CWS policies for proper behavior. Students who are not able to follow our normal school policies for behavior are subject to the CWS discipline policy and may lose bus-riding privileges.
- In regard to general questions about bus transportation contact the CWS main office 513-541-0220.

Families should call our main office only once per day and by 2:00 pm to notify the office of any changes to their child's bus schedule for that day. Multiple calls to the office may cause confusion and could result in your child either being placed on the bus or kept off the bus in error.

Please do not rely on your child to notify the office of bus changes.

When in doubt, our staff will keep a child at school and place them in our After Care program until a family member arrives to pick them up from school. After Care fees may apply.

Attendance

The curriculum is created to promote a rhythmical unfolding of the day, the week and the year that then allows learning to take place in a balanced way. By promoting regular attendance, we allow the student to experience what has been designed for him or her.

Assemblies and special performance events require the participation of each student in the designated class. Families are asked to schedule appointments and travel around

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important class and special performance events including events hosted by subject teachers such as Eurythmy and music.

Absence

Grade School Absence Policy

When a grade school student is absent:

1 Please call the main office with a message for the teacher by 8:00 am. 2 If a child is picked up from school anytime before 3:00pm, the family member must stop in the main office and sign the child out for the day.

3 On the day that your child returns to school please bring in a note with the child's name, the date, your signature and the reason for their absence.

Excused Absences include:

1. Illness
2. Serious illness or death of immediate family member
3. Mandated medical appointments* (i.e., medical procedures or specialist appointments that cannot happen at any other time) accompanied by a physician's note (or other relevant medical personnel's)
4. Observance of religious holidays
5. Those mandated by the school (e.g., conjunctivitis, lice, pertussis, etc.)

The family member must call on the day of absence, and the student is required to bring a note written by the parent to the main office upon returning to school. If the office does not receive a note, the absence is considered unexcused.

If a child is absent for three days or more in a row, a doctor's note must be sent to school.

The teacher(s) will consider a grade appropriate plan for making up the work missed.

** Please schedule standard medical and dental appointments during after school hours.*

Experiential Absences include:

- Family educational travel
- Cultural learning experiences

Experiential absences must be pre-approved by the class teacher and all subject teachers must have advance notice of the absence.

Unexcused Absences include:

- An excused absence that is not accompanied by a phone call or note to explain the circumstances
- An experiential absence that has not been pre-approved by the class teacher

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- Vacations
- "Home days"

In Grades Four through Eight, missed work from an unexcused absence must be fulfilled.

- Upon the **first** unexcused absence of a given semester (August through December or January through June), the administration contacts the family
- Upon the **third** unexcused absence, the administration may send a letter to the family
- Upon the **fifth** unexcused absence, a conference may be held among the parents, class teacher, College Chair, Educational Support Committee Member and Administrative Team Leader to create an attendance plan (please note that a student in grades six through eight may attend such meeting with the group)
- Upon the **seventh** unexcused absence of a given semester, the parents, class

teacher, college Chair, Educational Support Committee Member and the Administrative Team Leader may convene to understand if this school experience meets the family's needs. Further unexcused absences can impact the student's enrollment at the Cincinnati Waldorf School. The Educational Support Committee will consider if the student's educational needs are being met and assess the family's commitment to the school's mission to make a final determination about the student's enrollment at CWS.

More than **ten excused or unexcused absences** accrued in a given semester can also impact the student's enrollment at the school. The same process of review mentioned above will be followed to determine the student's enrollment at CWS.

Early Childhood Absence

- In Early Childhood, vacations and home days must be pre-approved by the teacher to be counted as an excused absence.
- Children in the Kindergarten and Preschool who have not arrived by 9:00 a.m. and do not have a mandated medical appointment should remain at home that day and it would be counted as an unexcused absence.
- Children who have been designated as a rising Grade One student by the 2nd Parent Teacher Conference will now be asked to adhere to the whole school attendance policy.

Tardy Policy

To support the rhythmic life of each student, on-time arrival to school is imperative. To begin the school day as a unified whole is a committed effort that profoundly affects the habit life of the class and the individual student. This effort will help the students establish good habits, a rhythmic relationship to time, and a strong will that can serve them in their educational journey.

The school day begins promptly at 8:15 am.

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Grade School Tardy Policy

When a student arrives after 8:15 am:

- If you know your child is going to be late, please call the main office with a message for the teacher by 8 am.
- If the school bus is late, students who ride the bus will not be considered tardy.
- Families of Grade School students who are tardy (arrive after 8:15) are required to sign into the office where they will receive a Tardy Pass for the child. Families are required to escort the child to the classroom with the Tardy Pass.

If a child arrives after 10:00 am, the student will be considered absent for a half day.

- Upon the **third** tardy of a given semester, the administration may send a written notice to the family
- Upon the **fifth** tardy of a given semester, a conference will be scheduled among the family, class teacher, College Chair, Educational Support Committee Member, and the Administrative Team Leader to dialogue about an alternative approach so as to ensure punctuality is maintained (please note that a student in grades six through eight may attend such meeting with the group)
- Upon the **seventh** tardy of a given semester, the family, class teacher, College Chair, Educational Support Committee Member and the Administrative Team Leader may convene to understand if the student's school experience meets the family's needs
- Further tardies can impact a student's enrollment at the Cincinnati Waldorf School. The Educational Support Committee will consider if the student's educational needs are being met and assess the family's commitment to the school's mission to make a final determination about the student's enrollment at CWS.

Early Childhood Tardy Policy

Since there is a need to support a gradual and flexible approach for the younger child, in the Kindergarten and Preschool late arrivals will be noted in the attendance record and teachers will contact the family if it is a chronic situation.

Dismissal

- Preschool and Kindergarten children not staying for After Care are dismissed at Noon. Families are to pick up their children from the classroom or play-yard and acknowledge their departure to the teacher.
- Grade-school children are dismissed at 3:00 p.m. daily.
- Children riding the bus will board the bus under the staff supervision that will make sure students board the bus. All other students will be dismissed from the dismissal area.

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- Students going into the After Care program will be picked up by the After Care teacher and escorted to the classroom.
- Families may park in a parking space and walk to get their children, or they may stay in the car line and pull up alongside the safe zone to pick up their children. • Once the children are with their families, the school is no longer responsible for them.
- To dismiss a child to someone other than a family member, PERMISSION MUST BE IN WRITING AND ON FILE in the main office. The family's written permission must include both the name of child(ren) and person picking up the child(ren).

Late Pickup Policy

If unforeseen circumstances prevent you from picking up your child promptly at dismissal time, inform the Office as soon as possible. If there has been no call to the

Office, every attempt will be made to locate a family member. If the Office is unsuccessful in reaching a family member by 3:15 pm, the first person on the Emergency Transportation Form will be asked to come for the student.

After 3:15 pm, students will be placed in the After Care Program until a family member arrives to pick the student up. A late charge of \$5.00 for each fifteen-minute interval will be added to tuition bills. After Care Program fees may also apply.

Traffic Patterns

- If you park your car in order to escort your child to or from school, please be alert to moving vehicles
- Never let your children run ahead of you
- Always accompany them to their destination on campus
- Please help us set a good example for our students by being aware of traffic and each other
- Families escorting children to the arrival/dismissal areas should exercise caution as this is a very congested area

During arrival and dismissal times please do not stop your vehicle in the traffic route to talk to CWS staff or friends. This is dangerous for our pedestrians and discourteous to other drivers. If you need to meet with CWS staff or talk with a friend please park in an appropriate space and turn your ignition off.

Idling Policy

For safety, health, and environmental reasons, please turn off your vehicle's engine and avoid idling when parked or stopped on campus.

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After Care Program 9.0

The school offers an after-school childcare program for those families who need childcare after the regular school day ends. The program is open to Kindergarten and Grade School students, as well as students enrolled in the 2, 3 and 5-day Preschool program. The afternoon time is intended to be relaxed and to support the child's school day rhythm. Students attending this program must have attended a full school day on the day they are enrolled for After Care. If a special circumstance arises (such as a

doctor's appointment), families are asked to inform the After Care teachers or the Business Manager if they must leave early or will not attend After Care.

Annual contracts are available at a discounted rate. Families who wish to use After Care on a drop-in basis should register at least 2 days in advance. All After Care must be paid in advance of care.

Our teachers utilize this scheduling information to track available openings for additional contracts or drop-ins. In addition, teachers plan their activities and purchase supplies and snacks based on this information; therefore, after care fees are due regardless of attendance.

After Care availability is limited, so families should contact the Business Manager as soon as they know when care will be needed for their child. Fees for After Care are published each year in the fall.

Families in need of After Care on days for which they are not contracted must contact the Business Manager to schedule and pay. Payment for additional days is required to be paid upon request of services. "Trading" or "switching" days is not allowed. Please contact our administration with any questions regarding the financial policies of the After Care Program.

After Care is a Nut-sensitive Zone!! Please do not pack any food in your child's lunch made with nuts. Thank you for your cooperation!

After Care ends daily at 6:00 p.m.

Families must sign out and acknowledge their departure to the After Care Teachers when picking their children up. A late fee of \$5.00 for each fifteen-minute interval will be charged for those families picking up child(ren) after the After care session has ended.

Administrative 10.0

Student Records

- Important forms, such as the Emergency Transportation Authorization form, special Health Plans, school application forms, End of the Year Reports, and Certificate of Medical Examination forms are kept in a student's records files • Student records are kept confidential
- At no time will the Cincinnati Waldorf School release student records without the written permission of the legal guardian
- Legal guardians have the right to review the contents of their child's permanent

file upon request

- Records must be read on the school premises
- No document may be removed from the cumulative record, but the legal guardian may request a copy of any document contained in it
- It is recommended that you retain a photocopy of the Certificate of Medical Examination for your records

Educational Support & Remedial Services

CWS is committed to finding the resources to meet the needs of all students in our care. If a student requires special attention and support, the Educational Support Committee Chair and the lead teacher should be contacted as soon as possible. Once contacted, the Educational Support Committee Chair will work in conjunction with the Educational Support Committee, the lead teacher and the intervention specialist to determine the needs of the student. Needs are determined with input from the family, classroom and subjects teachers. Sometimes, families will be asked to pursue further assessment from services available through area professionals, hospitals and/or their local school district. Once the needs of the student are determined, the team works to devise a plan to provide support to the student and teacher. The plan may include accessing therapists from the local school district and/or other area tutors and therapists. Payment for these services not covered by district funding is the responsibility of the family. Sometimes, the needs of a student may exceed the support we can offer at our school. In that case, families will be informed that another learning environment is needed.

Student Progress

Early Childhood Student Progress

Verbal reports of a student's growth and development are given to families during Parent and Teacher conferences in the Early Childhood Program. A written summary is placed in the student's permanent file in the office at the end of the year.

Grade School Student Progress

Grade school teachers provide a combination of verbal and written information on the student's growth and development. Families receive a written evaluation, called the "Year-End Report", from the class teacher describing the work done during the year. It gives a picture of the student's academic, artistic, and personal growth. This report

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includes evaluations written by each of the subject teachers. In addition a "Curriculum Report", specific to the student's grade level, will accompany the "Year-End Report". Both of these reports are mailed to families in early summer.

Off-Campus Activities

- A student must have a signed permission slip to be permitted to take part in a field trip or any other activity off-campus during the school day
- For safety reasons a student's name and family member's telephone number, or the emergency authorized person's telephone number, is taken on all trips
- All adults that will drive children other than their own child must have on file in the

- office a copy of their driver's license and insurance card
- First Aid kits are taken on off-campus events at all times
- At least one person trained in First Aid and Communicable Disease shall be with the children at all times
- Most Preschool and Kindergarten trips are within walking distance • Adults providing transportation for field trips use car seats and/or seat belts for all children
- No pre-adolescent children will ride in the front seat of a car with an air bag • Larger, upper grades students will not ride in the front seat of a car with air bags without express permission from their family
- All children need to be in a seat belt with a shoulder/lap belt
 - In case of emergency a faculty member may provide emergency transportation

Tuition & Fees Information

Tuition & Fees

Each year, the Finance Committee makes recommendations for the coming year's tuition based on projected needs of the school and prospective enrollment. The Board of Trustees sets the final tuition figure and notifies families as soon as possible.

Tuition Contract:

Before a student begins attending class, a Tuition Contract must be completed, signed, and returned to the Business Manager. Once the Contract is signed by the family and returned to the school, the school promises to provide a place for the child in the class. By signing the Tuition Contract the family promises to pay for the entire year. The school depends upon this financial commitment and determines its budget accordingly. Tuition payments for any given year must be completed by May 30th.

Tuition Payments

Payments may be made on an annual, semi-annual, or monthly basis.

Release from the Tuition Contract

If a family anticipates a move during the contract period, they must inform the Enrollment Director and Business Manager within the first six weeks of the school year. The family will be required to provide proof of residency. Families who wish to withdraw a student in good standing will be obligated to pay 50% of the remaining

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tuition balance per child. If a child is asked by the school to withdraw, the family is automatically released from their Tuition Contract. Tuition will be prorated up to the day of withdrawal.

Please note: All tuition debt for the previous year must be paid before a student is allowed to re-enroll for a new school year. If families experience financial difficulty in making their payments, it is imperative that they communicate their situation to the Business Manager. The situation will be kept confidential, and a payment plan may be worked out that is practical during the financial crisis. If parents do not make contact

and the tuition is 60 days in arrears during the year, the school may ask that your child not return to school until the balance is paid in full or other financial arrangements have been made.

Student Fees

Grade school student fees provide our faculty the ability to plan class experiences both inside and outside the classroom based on a fixed, secure fund per student. Class trips include such field experiences as theater productions, Pentathlon, Medieval Games, Renaissance trip, canoe trip, ropes courses, climbing trip, camping, farm block experience and the pumpkin patch outing.

Student fees are collected as part of the enrollment contract and accounted for through the CWS budget. Student fees may be paid in full in June directly to CWS or may be included as part of a family's FACTS tuition payment agreement. Any unused annual student fees are rolled over into the Grade Eight Class Trip fund for that particular class. Students who leave CWS prior to grade eight will not receive fee reimbursements. Forfeited fees will roll into the Grade Eight Class Trip fund for each particular class.

Combined annual class trips cannot exceed the total annual per student fee excluding the Grade Eight Class Trip. Remaining fees necessary for the Grade Eight Class Trip will be the responsibility of each family and may be earned in part by each individual student via home & community service as determined by a student's family (i.e.: child care services, home chores, summer work, etc.).

Tuition Assistance

The Cincinnati Waldorf School envisions a school community of all races and cultures. We strive to achieve a student body rich in socioeconomic diversity. One means of achieving our goal is through granting tuition assistance. We may also receive gifts from benefactors who are particularly interested in making Waldorf Education available to a wide spectrum of people.

Tuition assistance is awarded based on a family's demonstrated financial need. The financial need is determined using an independent analysis firm. Families of Grade School age children who demonstrate a sincere interest in a Waldorf education for their child(ren) are given priority. Those who receive Tuition Assistance are expected to offer their time and talent, in the form of volunteer work, to the school.

Please note: Tuition assistance applications must be submitted annually. Applications are available by December 1st. To receive copies of our Tuition Assistance Policy and process, please contact the Business Office.

Fundraising

Traditionally, tuition covers the majority of an independent school's budget. Charitable donations, fundraising events, and annual giving make up the balance of the budget. The Cincinnati Waldorf School is very conscientious of our fundraising projects and

limits our fundraising projects to annual events such as the annual fall Children's Campaign fund drive and the spring auction Gala.

Other events such as Holiday Faire in December and MayFaire in the spring are "FUN raisers" with the community coming together to enjoy the gifts of the season with our community. Funds raised through these "fun-raisers" are the responsibility of the Parent Association and are used to support our faculty development fund and PA Grant requests.

The Children's Campaign

The annual Children's Campaign giving program is an event common to most independent schools. It has been created to foster greater community participation in the financial life of the school. The annual Children's Campaign is a way for current families, alumni families, and friends of CWS to express their shared commitment to the mission of the Cincinnati Waldorf School. Gifts of all amounts are gratefully accepted during the Children's Campaign to support the operating budget and to help us provide the best Waldorf education to our students. CWS seeks full participation of our parents and are grateful for every gift. Tangible and visible results can remind us of the importance of giving and enable the community to take pride in what is accomplished through common effort.

Confidentiality Policy

CWS respects the privacy of each family at our school by keeping confidential any personal information, particularly of a financial nature. It is out of this respect that we limit private family financial information to the CWS Business Office Staff. Other CWS Faculty, Board of Trustees and Finance Committee members, including those CWS parents who serve on these bodies, may have limited access to confidential personal or financial information on an as needed basis. CWS Board and Finance Committee members must sign a Confidentiality Agreement as part of their Trustee/Committee acceptance. Violation of such confidentiality by a CWS Faculty, Board or Committee member is taken extremely seriously and is reviewed by the CWS leadership for appropriate action.

General Information 11.0

Licensing

Information about laws and regulations governing the Ohio Department of Education Charter for Independent schools is available through the Hamilton County

Educational Service Center.

The State of Ohio Department of Education licenses the CWS Early Childhood and After Care. The laws and rules governing childcare are available upon request. Any family upon request may peruse the school's licensing records, including compliance reports from State Inspections and evaluation forms from Fire, Building, and Health Departments. Our license is posted in each Early Childhood classroom.

Snow Closings

- In the event of snow or treacherous road conditions, school may be closed or be put on a two hour delay
- Please consult the local television channels for an announcement between 6:00 a.m. - 9:00 a.m.
- We are listed as "Cincinnati Waldorf School"
- School delays and closings will be posted on the school website •
The school makes "delay" decisions by 5:30 am
- The school makes "delays turned to closed" decisions by 6:30 a.m. •
The school makes "closed" decisions by 6:30 am

**If CWS is on a two-hour delay the school start time would be 10:15.
Grades school and Early Childhood classes will be in session.**

- CWS does not automatically follow Cincinnati Public Schools' decisions. Once the students are here, school will remain open.
- Families are always free to make the decision to keep their children home from school, or to retrieve them early, if concerns about the weather or road conditions arise.
- If bad weather will affect the After Care program, parents will receive a phone call before 2:00 p.m.

If your child rides the yellow bus there will be NO bus service TO CWS on DELAY days.

If your child rides the yellow bus and Cincinnati Public Schools CLOSE, there will be NO yellow bus service for CWS students.

Lost & Found

Lost and Found items are kept in a public space on campus. At the end of each month the items are reviewed to identify any items that are clearly marked with a student's

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name. Those marked items may be returned to the student or their classroom. Unclaimed items may be donated to charity.

Clearly label a student's personal items to prevent losing them!

New Initiatives Policy

As our school grows, so do the opportunities for new initiatives on campus. All new initiatives must be submitted to the school leadership. The New Initiative Policy and necessary paperwork is available in the Main Office.

CWS Marketing Materials Policy

CWS seeks the written consent of our families to use images of their children and/or families in our school marketing materials including print materials such as open house advertisements or school event fliers and electronic and social media such as on our school website pages, on our school Facebook page and Instagram. Written consent is sought by families through a “CWS Consent Form” as part of their CWS Enrollment Paperwork. CWS families may deny consent and CWS will respect their request. If at any time a student or family image is used in error, CWS will remove the image immediately. CWS cannot be held accountable for the use of CWS student/family images by current, past or non-related CWS persons for non-CWS related materials.

CWS Website & Social Media Policy

CWS administration will routinely maintain and monitor our school website and social media sites such as Facebook for content. Content deemed as non-supportive or unrelated to CWS may be removed at the discretion of CWS administration with input from the board and faculty.

CWS Dress Code

Students should come to school dressed in practical clothes that allow for movement and protection from the elements. Articles of clothing and accessories should not have negative, offensive, illegal or violent words or imagery. Clothing and accessories should be sensible, practical, sturdy, and allow for complete freedom of movement and to allow for students to participate fully in school activities.

Footwear should be well-fitted, sturdy and practical. Flat sole shoes, boots or sandals must be sensible, safe, and weather appropriate. Sandals must be fitted with a strap around the heel. The following types of footwear are not allowed: Clogs, platform shoes, platform boots, flip-flops, slip-on sandals or crocs.

Students should have separate footwear for indoor and outdoor use to help keep our school clean. Please check periodically that indoor shoes have not been outgrown and that outdoor shoes are suitable for the weather.

Students will get dirty!

Teachers have the responsibility and right to ask a student to change and/or remove clothing and/or accessories that interfere with sensible and safe learning.

Additional Guidelines for Preschool and Kindergarten students

- Clothing should be plain and simple with no media images.
- Please provide a complete, labeled change of clothing, including socks and underwear, to be stored in the classroom.
- Preschool and Kindergarten children are required to wear sun hats in the fall and spring. Hats must be in compliance with the CWS Dress Code. Please see the guidelines of each individual teacher for specific information on the Sunhat Policy.
- Children wear non-skid slippers while in the Early Childhood classrooms (kindergarten and preschool). A pair of slippers will remain in the classroom and should be brought with the student on the first day of school. Slippers should be plain and simple-no media images allowed.

CWS Music Department Information

Choosing an Instrument

The Violin

The violin is held under chin and is the highest pitched. Playing a violin takes the least effort to produce a full sound. In an ensemble, violins usually play the melody most frequently, and have a “flashier” part with more notes than the other parts. Violins play in treble clef, the same as the right hand on the piano, and the same as the flutes and recorders that are used in school. Ideally, half of the string players in an ensemble will be violinists.

Of note: the violin is the smallest, lightest, and is easily transportable.

The Viola

The viola is held under chin as with the violin but has a lower register than the violin. The viola does not have the top E string that the violin has, and instead has a low C string below the G string. Viola sizes will eventually be larger than violins, but the average sized child at CWS will usually have a violin-sized viola until 7th or 8th grade. In ensembles, violas usually play more of a supporting harmonic role, with mellower, richer sound than violins. Violists generally read alto clef, though also read treble clef as they advance. Good violists are usually in high demand in ensembles. Posture and positions are the same as for violin. About ¼ of an ensemble should be violists. Of note: “junior violas” (violins strung as violas) are usually rented at the same price as violins, while larger, thicker violas may cost slightly more. Violas are also easily transportable.

The Cello

Cellos have the same strings as violas, an octave lower. Cellos are held while sitting, between the legs. In the beginning years, cellos often play more of the bass line, though in advanced pieces, they often have more melody than violas. Cellists play in the bass clef, like the left hand of the piano. The left hand shape is more rounded than used with violin/viola, and the bow hold is slightly different. It takes more strength to pull a good

cello, cellists are required to take private lessons for a minimum of a year. Cellists should make up about $\frac{1}{4}$ of an ensemble.

Of note: cellos are more costly to rent, heavier, and full size cellos are large which should be noted when considering choosing this instrument and how it will be transported to and from CWS.

The Bass

Basses are the largest and deepest of the family. They are played while standing up or resting slightly on a stool. The bass plays in bass clef, like cello and the left hand of piano. They often double the cello line, though often with a simpler, less melodic line. Players must be more independent since they may be the only one playing their line and there may be no one to follow. Because of the wide space between notes, bassists shift much sooner and more frequently than the other string instruments. It also takes more strength to hold down the thick strings and to pull a good sound with the bow. Because of the very different techniques, bassists are required to take private lessons. Though ensembles have a fuller sound with a good bass, ensembles will be fine without a bass, or with up to 2. We have 2 basses in sizes from $\frac{1}{8}$ to full at school that may be used regularly for classes.

Of note: the bass is difficult to transport and costs the most to rent.

Though musically talented students may switch instruments later with consultation with the music teacher, most students fare best by selecting an instrument in 4th grade and staying with it through 8th grade. However, if a student tries out an instrument over the summer, and decides that they prefer violin, they may return to violin in the fall. If a student does not have a strong leaning toward another instrument, playing violin is preferable.

Final decisions on instrument choices will take into account the preferences of the student and family; the size, temperament, commitment, and skills of the student; the recommendation of the Main Lesson teacher; and the needs of the ensemble.

Private lessons

Private lessons are in fact recommended for all CWS students and taken by many. A one-on-one setting allows for much more individualization and attention than is possible in a large group.

New 4-8th grade school students must take private lessons the summer before beginning CWS and continue during the school year until they are caught up to their classmates (the amount of private lessons will depend on effort made in practicing, grade entering, and prior musical background). Please contact the CWS Music Teacher if you or your chosen private teacher would like more information about skills needed in each grade. The sooner students are able to start lessons, the more comfortable the student will be in class.

Private lessons are in fact recommended for all CWS students and taken by many. A one-on-one setting allows for much more individualization and attention than is possible in a large group.

Selecting a Private Teacher

Consult the CWS Music Teacher, your string shop, or friends for recommendations. Contact several teachers and ask about their availability, teaching fee, and location. Arrange for a trial lesson and sit it on it. The teacher should give positive feedback as well as make corrections in positions, technique, and intonation. Though many teachers may not start with written music right away, they should have a plan to transition students to playing from standard written music notation shortly. Most students who take private lessons eventually find the school assignments easy; however, if your student does not, make sure that your private strings teacher is willing to help your student on the school assignments. Your student should like the teacher, but the teacher should also be an authority figure who may require your student to play a piece that may not be his/her favorite but is essential to progressing through the instrument's technique and repertoire.

Practice

Regular, attentive practice at home is also necessary. This helps develop the will and a good habit life. Much of good string playing depends on proper muscle memory. Practice every day with good focus on proper positioning trains the muscles to automatically do the "right" thing. Sporadic practice or "cramming" with infrequent, lengthy sessions is not as helpful. With regular practice, students will improve. Be encouraging, and comment on the positive improvements your student is making!

The standing strings homework assignment to practice at least 5 days a week, fill out a record of their practice and have it signed by parents after each practice session, and turn it in on the assigned due date weekly. Your student should bring home a practice record sheet weekly, kept with their music, which describes the assignment in detail on one side. In case of loss of sheet, students may come to the classroom to get another or I will occasionally accept any type of signed record of practice time for the week. I also take into account signed parent excuses for illness, travel, etc. Please contact the music teacher if you need further information about this assignment.

Materials Needed for Music Class

Violin, viola, and cello students should bring their own instruments and accessories (rosin, cleaning cloth, shoulder rest, etc.) to each strings class. All students should bring their own music binder (including all sheet music handed out and the Essential elements book) and accessories (2 working pencils, erasers, and extra lead or sharpener) to each class. All instrument cases and music books, binders, etc. should have the student's name clearly marked on the outside. All students being prepared for class will allow the class to progress more quickly and efficiently.

Other needs: *Besides an instrument, your student needs:*

- Name tag on instrument case
- Cleaning cloth (approximately hand-sized or slightly larger soft piece of cloth to wipe rosin off instrument; kept in case)
- Tuner (pitch-pipe, or electronic) – may be kept at home
- Essential Elements Book, rosin, spare set of strings, shoulder rest, folding stand for home use. These are all included with Antonio rental, but may need to be

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purchased separately if your instrument is rented from somewhere else or bought.

- Grade 5 and above – metronome (Korg makes an combination electronic tuner/metronome) – generally kept at home.

A sample of local instrument rental shops to consider

- Antonio's Violins, 513-793-1300; 7721 Montgomery Road, Cincinnati, OH 45236: also locations in Mason & Anderson. Antonio is highly recommended. They have a history of renting to our students and supporting our string program. They can also show you the different instruments and play them for you. You may certainly go to another string shop if you prefer.
- The Baroque Violin Shop, 513-541-2000; 1038 W. North Bend Road, Cincinnati, Ohio 45224 email: baroqueviolin@fuse.net
- Bellevue Violins, 859-652-3556; Email: higginsviola@gmail.com; 705 Fairfield Ave. Bellevue, Kentucky 41073

Communication 12.0

Communication with Faculty Members

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

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

1. Speak directly to your child's class teacher
2. Speak to the College Chair, Faculty Chair or Administrative Team Leader
3. Speak to a member of the Social Health Coordinating Group or Leadership Council

Schedule Changes

Please communicate schedule changes to your child's teacher and to the office in writing or by phone. These include picking your child up early, having someone else pick up your child, and absences due to vacations, etc. We must have notification of changes or we will keep with the child's regular schedule.

Teacher Conferences

Teacher conferences are held two times each school year. These are of utmost importance in maintaining open communication about each child's progress and development. Families are expected to attend. Families or teachers, if needed, may request additional conferences.

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Class Meetings

Class meetings are scheduled throughout the year. They enable families and teachers to discuss the curriculum and the student's work in relationship to the challenges of the developmental stages of childhood. These meetings are important. To miss them is to miss a significant link in understanding your child's education and a chance to connect with the families of the other children in the class.

The CWS Main Office communicates important school information primarily via email! We strongly encourage all families to REGULARLY check email for important information on school events, dates and deadlines!

Waldorf Weekly

- *Waldorf Weekly* is our informational e-newsletter e-mailed to our community each Friday
- *Waldorf Weekly* is published once during the summer months
- Please read *Waldorf Weekly* carefully; it contains important information about school events, schedule changes, Waldorf education, special projects, and communications from faculty, board or committees.
- If you have an item to contribute, you may submit it for consideration either to the office or via e-mail at news@cinciwaldorf.org.
- Due to the number of requests we receive, we may not include all requests.

Teacher Communication

Our school is committed to returning family communication within 2 business days of receipt.

CWS Lead Teacher & Family Communication

Each CWS lead teacher will have his or her own policy on how and when best to communicate. Please review this policy with your child's teacher. We encourage respect for our faculty's time out of the classroom and off campus by limiting the length and content of emails and phone conversations.

Subject Teacher & Family Communication

CWS faculty & administration supports the healthy dialogue and relationship between CWS families and CWS Subject Teachers (such as handwork, music, woodwork, language, etc.). We also appreciate that there are times when a family will have concerns or questions regarding the pedagogy or classroom management in a subject class. When these situations arise, we ask that all communication include at least an initial conversation between the family, subject teacher and the class teacher. Initiating this dialogue between the family and both the class teacher and subject teacher will support the subject teacher and provide important information to the class teacher.

After hearing the particulars of the issue from the family, the teachers involved will give direction for next action(s).

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Email

In a world where technology continues to evolve and allows for instant and far-reaching communication vehicles, the staff of The Cincinnati Waldorf School wants to remind its families and employees of the following guidelines concerning the use of email.

The CWS Enrolled families will have their email address published in our yearly school directory. It is the intent of this information to be shared by only currently enrolled CWS families for the purpose of sharing important school-related news.

In order to protect our staff and core of volunteers, any and all emails sent to individual staff members, committee members and/or Board of Trustees members can be shared with other staff, committee or Board members as deemed necessary by the individual person and/or group.

As a healthy practice, The CWS staff encourages the use of face-to-face communication whenever possible. If you find yourself in heated email exchanges, consider stopping the further use of emails to communicate on the issue and set up a time for a face-to-face discussion. If you need assistance with a communication issue or require mediation to help resolve a conflict, please contact a member of CWS leadership for assistance.

Bulletin Boards

Community members may post notices on the “Community Bulletin Board” in the Community Gathering Space across from the schools main office. These may include services available to parents, requests to form small interest groups, or want ads. This bulletin board also posts monthly Parent Association minutes, a monthly activity calendar, *Inreach* and other information about school activities.

All other bulletin boards are restricted to official school business only. Please check in the main office before posting anything on other bulletin boards.

PLEASE NO POSTING ON DOORS OR WINDOWS!!

Use of School Space

To avoid double booking our school calendar, all meetings held at school must be arranged through the main office.

Use of School Materials

Families seeking to use school materials and property outside of the normal student usage for daily curriculum needs, must gain permission from the CWS Administration. Due to our regulatory and legal obligations to Mariemont School District, CWS may not gift or loan Mariemont property to CWS families unless for the sole use of CWS students for the direct purpose of CWS curriculum. At no time may a CWS family use Mariemont

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Resolving Differences

The Cincinnati Waldorf School recognizes our unique leadership and decision-making structure and realizes that we must continually strive to keep the channels of communication open and fluid for the healthy development of our community. We further recognize that when a community member needs support resolving differences, that person must feel supported with a process that has good structure and intentional effort toward a positive experience no matter the final outcome.

At CWS, we believe that when resolving differences, it is the responsibility of all community members to meet the occasion with a spirit that reflects the philosophy of our school. Individuals are expected to bring differences directly to the parties involved as soon as possible. Meetings and interactions should reflect respect for the human striving of the other.

The Cincinnati Waldorf School has in place thorough processes for handling more formal concerns. By speaking to members of either the Leadership Council or the Social Health Coordinating Group, we are confident that most concerns can be positively resolved. For a list of members of the Leadership Council or the Social Health Coordinating Group, please visit or call the main office.

Social Health Coordinating Group

At the Cincinnati Waldorf School we believe that different viewpoints are essential for our health and growth as a community. Sometimes these differing viewpoints become polarized or “stuck” and interfere with healthy work and relationships within our community. In these cases, we believe that we all have a responsibility to help members of our community hear and respond to different perspectives in respectful ways and to resolve differences without judgment or blame. The Social Health Coordinating Group (SHCG) is responsible for creating clear, fair and transparent process for resolving social difficulty and for seeing that these procedures are followed in a consistent manner. The SHCG receives referrals about social tensions, identifies ways in which we can creatively resolve social difficulties between parents and teachers, puts in place the resources to resolve issues and monitors the success of these efforts. Detailed procedures on the SHCG process are included in the SHCG Procedures Manual that is available to all families in the main office. If you feel that you are having difficulty communicating with a member of the CWS staff or a community member, please reach out to a member of the Social Health Coordinating Group. A list of SHCG members is available in the main office.

Wellness 13.0

Illness

Please do not send sick children to school. The family will be called if the child develops a fever or is too ill to participate in classroom activities. Please be sure your child is well enough to participate in all activities before returning to school.

Forms

ETA Form

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An Emergency Transportation Form (ETA) must be in by the first day of school. These forms are regulated by the State of Ohio.

Medical Statement Form #2

Medical Statement (form # 2) must be returned to school no later than 30 days after the school year has begun. **If you waive immunization you still are required to have a doctor's signature on the medical statement (form #2).** If there is an outbreak in the school all non-immunized children may not attend school until the outbreak is gone completely.

Immunizations

Waivers for immunizations are accepted in the following instances: 1. Clinical reasons: a licensed physician's statement that administration of a required vaccine is medically contra-indicated
2. Religious beliefs
3. Parental preference

Mildly Ill Children

Children who appear to be mildly ill will be cared for by our staff using methods such as relocating them to a supervised, safe and quiet space in the classroom to rest and by soothing the child to help make the child feel comfortable.

Communicable Diseases

If any of the following symptoms: signs of diarrhea, severe coughing with a chopping sound, lice infestation, conjunctivitis (pink eye), temperature of 100 degrees Fahrenheit or above (taken under the tongue), untreated infected skin patches, difficult or rapid breathing, yellowish skin or eyes, skin rash, dark urine, gray or white stool, stiff neck, or vomiting develop during the school day, an authorized adult will be called to pick the child up from school. A place to rest quietly away from the group will be provided until transportation arrives.

Please notify the Office if your child contracts a communicable (contagious) disease so the exposed teacher and families of children can be notified. Teachers who become ill with a communicable disease follow the same procedure as children. The Board of Health lists the following communicable diseases as reasons for keeping a child home:

- * Chicken Pox * Impetigo * Infectious Hepatitis
- * Pertussis (whooping cough) * Venereal Disease
- * Pinworm * Rubella * Common Cold
- * Head Lice * Influenza * Meningococcal
- * Mumps * Croup * Streptococcal Sore Throat * Cough * Scabies *
- Diarrheal Diseases

- * Meningitis * Thrush * Herpes Simplex (HSV)
- * Measles * Conjunctivitis *-List subject to change*

A child may return to school after an illness:

24 hours after the child no longer shows signs of fever, vomiting, cough, or diarrhea. If appropriate, a doctor's note verifies the child may return to school.

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In accordance to Ohio State Law, a child isolated due to suspected communicable disease shall be:

1. Cared for in a room or portion of a room not being used in the preschool program
2. Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised
3. Made comfortable and provided with a cot. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cots shall be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomitus or other body fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent
4. Observed carefully for worsening condition; and
5. Discharged to parent, guardian, or person designated by the parent or guardian as soon as practical

Special Health Conditions

If special conditions exist for a child, a Health Plan form stating the nature of the condition, its treatment, and emergency procedures must be on file. Families must provide teachers with the appropriate training needed to give the child proper care. Examples of the need for a health Plan would include a child with diabetes, asthma or a severe food allergy.

If your child needs to receive medication while at school, an Administration of Medication Form must be filled out by the parent and kept on file in the office. These are available upon request in the office.

Children may never have medicine, including over the counter remedies, in their possession.

A Faculty member is assigned the task of administering the child's medication. Prescription medicine must be in a container identifying the child, doctor, dosage, and time for administration. All medications must be stored in a locked storage compartment. There is a locking storage unit in the main office, or the medications can be stored in locked filing storage in the teacher's room (for convenience) and dispensed by the teacher. In cases of children with severe asthma or allergies, permission may be granted for inhalers and epi-pens to be carried in the class backpack in order for them to be available to the child at all times.

Injury

Our CWS staff will treat students with minor injuries such as cuts, stings, or bruises. A CWS Incident Report will be completed whenever a student is injured, has an accident, requires emergency transportation, or is given syrup of ipecac. A copy of the report will be signed by the Administrative Team Leader and the family then filed in the Office. Be sure to inform the Office of any changes that may occur regarding contact persons or telephone numbers. Emergencies and accidents will be handled as requested by the family on the Emergency Transportation Authorization Form filled out prior to the school year. If medical treatment seems necessary, the family will be called. In an

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emergency, a student may be transported to a hospital or dentist by car, using a car seat if needed. The Emergency Transportation Authorization Form also informs the Faculty of any special conditions about your child's health, including allergies.

CWS Concussion Policy:

CWS staff are trained in first aid and will use the following guidelines when a student appears to have suffered a head injury:

CWS staff may remove a student exhibiting signs, symptoms, or behaviors consistent with having sustained a concussion, such as loss of consciousness, headache, dizziness, confusion, or balance problems.

CWS staff may also require a student to sit out of school activity for a period of time including the rest of the day upon demonstrating any symptoms.

CWS staff may also recommend to a family that the student be assessed and receive written clearance by a physician or licensed health care provider in order to return to any school activity. This clearance could be maintained in the student's file.

Our staff provides all families with the The Ohio Department of Health Concussion Information Sheet and requests parents to sign the acknowledgment form to be filed in each student's personal file.

Home Life

Popular Culture

CWS strives to increase students' awareness and personal involvement in the sciences, history, and the arts. Our experience is that popular culture can overwhelm the student's thinking and imagination. We make an effort to quiet the influence of pop culture within the school and seek to build within each class, and the school as a whole, a community that respects and appreciates a healthy and harmonious approach to life.

"Screen Time"

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

children's ability to learn, play, and socialize. Hearing loud or aggressive music or disturbing details from the news on the ride to school can make for a very unsettling start of a child's day. The media present children with strong, ready-made images, which require no active participation on the part of the viewer and, therefore, tend to numb the imagination and interfere in creativity and thought processes.

We are convinced that limiting your child's exposure to electronic media is the best way you can support the work of your child's teachers, ensure that your child receives the maximum benefits of a Waldorf education, and get the highest return on the investment of your tuition dollars.

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

We strongly request that any screen time including video games, television, electronic games, computer usage, movie viewing, smart phones, etc. does not occur during the school week, Monday through Friday.

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

Food

Children's bodies expend much energy in order to grow, learn, and play. The young child needs wholesome, nutritious foods to sustain them throughout the busy school day; this remains true through adolescence. We request that parents choose healthful, nutrient-rich foods for their children's snack and lunch. Foods such as vegetable sticks, fresh fruits, and wholesome yogurts make wonderful snack time meals. Healthful sandwiches, warm pasta or rice, legume dishes, or any wholesome, healthful carbohydrate-rich fare is a boon for your child's developing body at lunchtime. The young child, especially, benefits greatly from a lunch kept warm in a Thermos. It is good to note that a steady blood sugar level is desirable to support the children's activities of the day.

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

In general, we ask that parents choose foods that are beneficial for a child's body and enhance their educational experience.

Preschool and Kindergarten children are given a snack at mid-morning. Grade School children bring a home-packed lunch and snack to be eaten mid-morning.

Lunches are not refrigerated, so please include a freezer pack if necessary.

If your child stays for the After Care program, please send a healthy lunch that is nutritious and wholesome. Please do not send food made with nuts, gum, soft drinks, or

sweets. Afternoon snacks are served in the After Care program for children who stay from 3:00 pm until 6:00 pm. Snacks typically include fresh grains and a fruit or vegetable each day.

Children from the early childhood classes staying for After Care have lunch together in the early childhood classrooms. Lunchtime around the table is a social form that initially can be a bit overwhelming for some children. If during the first weeks of school you find your child to be "picking" at his or her lunch, please be patient. Soon, the afternoon routine will be established.

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To comply with State licensing regulations, a child's lunch must contain 1/2 cup servings of the following food groups: 1 protein; 1 dairy; 1 grain; 2 fruits or vegetables. The school is required to supplement any missing food group for children eating lunch in After Care. Should the teachers find themselves supplementing a child's lunch on a regular basis, the family will be informed. If a child is on a restricted diet (i.e. dairy allergy or vegan diet), please submit a letter stating so to the Office. The letter will be placed in the child's file. All uneaten food will be returned home so parents are aware of what and how much their child is eating.

When packing your child's lunch, please consider using reusable food and beverage containers and utensils along with a cloth napkin. All containers will be returned in your child's lunch sack for washing at home. Using reusable containers is good for the environment and we encourage this practice along with the minimal use of pre packaged snacks and plastic baggies.

Nut-Sensitive Zones

It is the goal of our school to maximize the safety of each student within CWS who may be subject to life-threatening allergic reactions, including anaphylaxis. Because we are a nut-sensitive school, and not a nut-free zone, we cannot guarantee that children who have nut allergies are totally protected. Due to the severe allergies of some students, there are areas on campus that are nut-free such as After Care. In these cases, families are asked to not pack any food that may contain nuts. Please be sure to speak directly with your child's teacher and the office staff about your child's specific allergy or the food policies for your child's specific class.

As members of a community including families with children who have severe allergies, we ask all of our families to be sensitive to the types of foods you pack in your child's lunch or foods brought onto campus for various school events regardless of your child's specific class food policy. Our students across the grades are in close contact with each other often throughout the day including at bathroom breaks and recess times so there is an increased likelihood of exposure for those children with severe allergies. Here are ways your family can help support us:

- **Pack snack and lunch items with foods that do not contain nuts**
- **Label the ingredients of food items shared at potlucks and other school events**

- **Wash your hands after eating**
- **Clean up eating spaces-especially in the community room**

Safety 14.0

Safety Drills

Fire drills are conducted each month, tornado drills are conducted in season and shelter-in-place drills occur twice yearly. Emergency routes are posted in each classroom. For more details, you are welcome to review our entire CWS Preparedness Plan available in the main office.

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In case of a tornado or severe weather WATCH, the administration will monitor a weather radio, post a lookout, and notify teachers of the weather conditions; in addition, the office will notify teachers that a warning has been issued for the area. If the public warning system siren is heard, teachers will lead children to their designated shelter(s) and remain there until the “all-clear” signal is sounded.

Ohio schools are required to establish a safe school environment with the assistance local law enforcement and emergency agencies. Our school has in place a Preparedness Plan that outlines our school safety guidelines.

Here is what the Ohio Revised Code says about school safety.

School Safety Planning - O.R.C. Section 3313.536 - The board of education of each city, exempted village, and local school district and the governing authority of each chartered nonpublic school shall adopt a comprehensive school safety plan for each school building under the board's control. The board shall examine the environmental conditions and operations of each building to determine potential hazards to student and staff safety and shall propose operating changes to promote the prevention of potentially dangerous problems and circumstances. In developing the plan for each building, the board shall involve community law enforcement and safety officials, parents of students who are assigned to the building and teachers and non-teaching employees who are assigned to the building. The board shall consider incorporating remediation strategies into the plan for any building where documented safety problems have occurred.

The plan shall incorporate both of the following:

1. A protocol for addressing serious threats to the safety of school property, students, employees, or administrators;
2. A protocol for responding to any emergency events that do occur and that compromise the safety of school property, students, employees, or administrators.

Each protocol shall include procedures deemed appropriate by the board for responding to threats and emergency events, respectively, including such things as notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance, and informing parents of affected students.

Campus Security & Safety

The exterior doors of all campus buildings are locked at all times. Visitors are permitted on school grounds only if they are on official school business. Visitors must sign-in at the Main Office and get a visitors badge. The only time doors will be unlocked is when they are monitored during the twenty minutes surrounding arrival and dismissal times.

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Staff and community members are to never prop open the doors! If you see a door propped, close it!

If a community member sees any suspicious activity or someone on campus that appears to be loitering, please notify the Office or any immediate staff member immediately. CWS staff will contact the Office who will immediately call the police for support. The police will promptly arrive and properly handle the individual. By calling the police, officials are able to track the frequency of violations and build evidence for any necessary future action by CWS and the authorities.

For the safety of your children at play and for the respect of the students and staff at work, we request that all children not in school be closely monitored by their family while on the CWS campus during the normal school day.

We encourage your family to feel at home on campus while being mindful of your children and the others using the space. Please be considerate of the volume level and with keeping the communal spaces clean & tidy. We truly appreciate your efforts to keep our school a welcoming space for all our CWS families. If you have any suggestions or see something that needs our attention, please contact the Office.

Child Neglect & Abuse

Faculty and staff are required by law to report suspicion of child abuse or neglect to the local Public Children Services Agency. The number is 241-KIDS.

Campus Visitors

CWS Family Visits

Family members are free to visit the school during operating hours. However, members seeking to observe in the classroom should confirm visits with the Teacher or Enrollment Director prior to the visit. Family on campus for classroom observation must report to the Office upon arrival.

Visitors (Non-CWS family)

- In order to better serve our visitors and to insure the safety of students, name tags shall be worn by visitors at all times during their visit to the school grounds • Visitor tags must be worn visibly
- Visitors are to report to the main office to sign in immediately upon arrival. Please facilitate this effort by directing visitors there.
- In the Office, visitors must identify the nature of their business and provide verifiable information of their place of employment

Past CWS Student Visitors

CWS welcomes visits from our past students but ask that any visit be coordinated with the Administration with approval from the faculty.

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In-school events are NOT open to visiting past students. At times, an in-school event may be opened to CWS graduates, parents or past students. If so, this will be clearly communicated by the CWS Administration and an RSVP must be coordinated with and through the main office. Typically visiting students at in-school events will be expected to act as a volunteer for the event and will be under the supervision of their parent/guardian. Visiting students may NOT be dropped off without prior approval by our CWS Administration. If visitors arrive without prior approval, their parent/guardian will be called immediately to pick them up.

All past student visitors are expected to conduct themselves in accordance to our school policies and practices and will be held to the same code of conduct of our current students.

Chaperone Guidelines

CWS is grateful for all the time and energy family members contribute to help our students attend field trips. When chaperoning, the following guidelines apply: • CWS follows a “Two-deep Leadership Model” for school field trips which means that CWS requires at least two adult chaperones must be assigned to each group of students on trips and outings. Appropriate adult leadership must be present for all overnight activities; coed overnight activities—even those including parent and child—require male and female adult leaders, both of whom must be 21 years of age or older.

- All parents who will be driving students other than their own or overnight chaperoning/hosting must have an approved background check on file in the Business Office. CWS covers the cost of this background check for all parents and domestic partners. Contact the CWS Business Manager for more information.
- All children must be properly buckled into seat belts
- Any recordings played in the car are age-appropriate
- Foster conversation, games and other positive social exchanges among the students in the car
- Drivers who drive lengthy distances are welcome to reimbursement for

- gasoline expenses (see class teacher)
- Chaperones who are participants in activities that incur costs (performances, canoeing, lodging, etc) will pay their own fees Chaperones who would like to chaperone on a trip but cannot afford the fees are encouraged to speak with the class teacher
- On overnight trips, chaperones will only share tents or hotel rooms with students of the same gender
- Chaperones will not consume alcohol or illegal drugs while chaperoning on a trip, and will not smoke in the presence of students
- Chaperones will limit the use of photography—cameras and smart phones generally make children self-conscious and take them away from their present experience. Reviewing photos on the camera’s screen exacerbates these effects. Therefore, chaperones are requested to minimize their use of cameras, to take mostly candid photos of children (no posing except for whole-class), and to avoid reviewing photos with children.

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- Chaperones will limit the use of smart or cell phones in the presence of students. Chaperones are expected to be fully present to tend to students and engaged in the activities.
- Chaperones and teachers will do their best to ensure that the chaperone’s own child will experience the trip as the other students in the class do, without special privileges or treats due to their family’s presence.
- It is generally inappropriate to have younger siblings attend field trips, because most trips are pedagogically grade-specific, and because of the disruption that absences cause to the younger siblings’ own class, and because parents’ attention is needed for supervising the students on the trip.

Discipline and Conduct 15.0

Code of Conduct

The Cincinnati Waldorf School is committed to education that grows out of a full human experience and engages the hand, heart and spirit. The Faculty strives to educate the child's unfolding self in a loving and respectful environment by tapping into the power of imagination, connecting with the rhythms of the natural world, and integrating the intellectual with creative life energy. Meeting these goals is the responsibility of everyone connected with the school. Therefore, we have general expectations for everyone. The intention behind these expectations is to create an environment in which the gifts of Waldorf Education can be experienced.

Code of Conduct for Families

- Provide a home atmosphere conducive to the child's social, emotional and educational wellbeing.
- Provide nutritious and filling snacks and lunches.
- Collaborate with CWS Staff in implementing plans for correcting discipline & behavior modification.
- Review appropriate school policies and school rules with your child(ren).
- Ensure

that your children are at school on time and that they are collected from school promptly.

- Send your children in clothing appropriate for the season and needs of their school day, e.g. sturdy shoes and clothes for playground and Games class participation.
- Send your children in with clothing, blankets, slippers, hats, or any other pieces of clothing free of media characters and graphics or advertisements (please refer to our dress code for more details).
- Treat all staff with courtesy and respect at all times, especially in times of disagreement.
- Make use of the opportunities given by the school to learn more about Waldorf education.
- See that children get adequate sleep and unstructured time for “free play” and personal time.
- See that children have a specific time and place to do their homework.

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- In addition, our school strongly encourages parents to strictly limit the exposure to various forms of media including television, smart phones, the internet, computer games, videos and films.

Code of Conduct for Students

Families may choose to read this section with their child.

- Remember that everyone's personal safety and wellbeing is foremost. • Be at school on time and in the classroom on time for every lesson. • Conduct yourself during the lessons in such a way that the teacher can teach the class with minimal interruptions.
- Treat all teachers, parents, and fellow students with the same courtesy and respect you would wish to receive.
- Help keep the classroom and the school grounds clean and tidy. • Treat all property, not just your own, with care. You will be required to repair or replace anything (apart from your own personal property) that has been damaged due to destructiveness or carelessness.
- Remain within the school boundaries while at school and never leave the school campus without permission.
- Always strive to do class work to the best of your ability.
- Keep your schoolbooks in good order, up to date, and in good condition. • Hand in all required assignments on time.
- Leave gum, radios, toys, electronic devices, etc. at home unless specific permission has been granted for school use.

General Guidelines for Student Behavior at School

At bell time

Please line up promptly and quietly with your classmates. When you are told that you

may go in, please go quietly, and without pushing. If you need to use the restroom please remember that you should be in your classroom on time for the lesson to begin without interruption.

In the classroom

Please follow your teacher's requests quickly and quietly. Everyone needs a quiet atmosphere to do well, so your cooperation is needed and will be recognized. Some questions that you may have need to be answered right away so that you are able to do your work well. Other questions may be better asked at the end of the lesson since they are of a more personal nature. Try to learn which questions to ask right away and which would be better asked at another time. Remember teachers are expected to give students opportunities to ask questions and express concerns so they will be happy to arrange to do so.

Find out and follow each teacher's rules for "classroom etiquette". Each teacher will have their own expectations that may be slightly different from other teachers. All teachers expect students to raise hands when they want to say something, instead of just shouting it out. In some lessons you will be expected to stay in your seat most, if not all, the time. In other lessons it may be possible to move around the room quietly and

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still other times when movement is expected! Learn to adapt your behavior to the situation, always remembering that everyone's personal safety and wellbeing comes first.

If someone disrupts a lesson by interrupting the work the class is supposed to be doing, then that person is denying the students their right to learn and the teacher's right (and duty) to teach. This cannot be permitted except in an emergency. Of course, if you think or feel that a situation is unfair, you have the right to express your concerns but politely and at the right time-sometimes the right time is "now" sometimes it is "later". If, after speaking calmly to the teacher, you are still not satisfied, then speak to another teacher, or your family. Your family may decide the best thing is to have a conference with the teacher or teachers concerned, so that the matter can be resolved.

Remember, if you ever feel that your safety and wellbeing have not been respected you have a right to have your concerns listened to and acted upon.

If you need something at school - always ask! Never take anything from anyone else without asking first. If you take something without asking first, it may be considered stealing - even if you were only "just borrowing it".

You will be expected to play your part in keeping your classroom and the school grounds clean and tidy. Please don't wait to be asked!

At no time is any student to be in a classroom without adult supervision, except in certain cases - when a teacher has given special permission.

Although you may think that this does not need to be said, chewing gum, sitting on tables or windowsills, marking classroom furniture, writing on walls, or any other

behaviors you would not do at home, are also not allowed at school. Other things not allowed at school include personal electronic devices, and most toys. You should always ask if you are not sure about something you would like to bring to school. If you do bring something not allowed, a teacher may take it from you. It will either be given back to you at the end of the day or at a time determined by your teacher(s), or your family may be asked to pick it up from our Office depending on what it is.

In the buildings

In between lessons, and when you are going from one place in school to another, you are asked to behave quietly and safely. Please walk quietly and do not run or shout. Please keep to the right when going up or down stairs and when passing other people. Horseplay or inappropriate conversation is not allowed at school, either indoors or outside, at any time.

When Outside

Rule number one: Everyone's safety and wellbeing come first. Think about what "safe play" means - and help other people when they forget! As you and your friends are playing, remember that the game stops when anyone in the game says that they don't want to play anymore. Even though teasing someone may seem like fun, it is never fun for the person being teased therefore teasing is never allowed at our school.

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Hitting people, or hurting them by name calling or using foul language never solves problems - it just makes the problem worse. In a conflict situation, call upon a teacher to help you. At our school we use methods called "conflict resolution" and sometimes "peer mediation" to help us resolve conflicts and your teachers can help you with this process.

For safety reasons, we cannot allow anyone to kick any balls in the play area unless under the direct and constant supervision of a teacher. Using hard surfaced balls (like baseballs) or heavy balls (like footballs) is not allowed for the same reason. If you are not sure, ask a teacher. Again for safety reasons, the throwing of snowballs is not allowed. The reason is this - most times the snowballs turn into ice balls and can cause injury. Please don't think that because your snowball is not made of ice it is OK to throw it-at school it is not OK.

Bicycles, skateboards, scooters, or other "wheeled" equipment are not allowed on campus during school hours.

Please stay in our defined outdoor areas during school recess or outdoor class time. Once you are outside, you may not go into the school buildings or outside the defined areas without specific permission from a teacher. This means that you always have to ask for permission before leaving the defined recess areas.

When on school excursions

Keep together and listen to the teachers and other adults who are with you. Follow their requests quietly and without loud argument. If you have something to say, always

remember that politeness works best! Your behavior away from home and school is a reflection of them both. Remember that you represent not only yourself, but also your family and our school. Therefore, please behave in such a way that people see you at your best and think well of all of us.

When at school assemblies and functions

The same simple rules apply as when you are on school excursions. Please do not use shouting or inappropriate cheering as a form of applause. Clapping is more appreciated. Booming or any other form of unsupportive behavior is hurtful, rude and is not allowed.

Please remain quiet between presentations during assemblies. Please pay attention to what is going on so that teachers do not have to call you to order. Remember that we always have guests at our functions and we do not want them to get a wrong impression of you.

Please arrange with the teacher to have photos taken afterwards or during a dress rehearsal so that the class does not have its concentration spoiled during the actual performance. The teachers will be happy to help coordinate a photo opportunity.

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CWS Discipline Guidelines

Discipline Guidelines for Early Childhood

The young child learns primarily through imitation. Therefore, by providing an example of behavior that is worthy of imitation many disciplinary situations are avoided. Beyond this, reminders of appropriate behavior and/or classroom expectations are usually all that is needed. Occasionally a more direct approach is required as outlined below:

- Redirection of behavior to appropriate play and activities.
- Removal of child from their self-selected activity to a teacher-directed activity.
- Child is told to sit out from group for a watching, listening, calming rest time.
This happens with or without the teacher sitting with the child, depending on the child's needs. The teacher will decide when the child is ready to return to the classroom activities. If the child repeatedly needs to sit in the "watching/rest" space, families will be informed of the difficulties their child is having.
- If a child's behavior becomes extremely disruptive or harmful to him/herself or others, and the child is unable, with help, to regain self-control, the family will be called to pick the child up from school. Together, the family and teacher will work out a plan for the child to return to class successfully.

- If the parent needs to be called a second time, a meeting with the family, teacher, Educational Support Committee Member and the appropriate administrative staff may be required before the child returns to the classroom. The needs of the child will be discussed along with a revised plan for the child's return to the classroom and recommendations for further support for the child. The child's progress as a member of the class community will continue to be evaluated.
- If a third such incident should occur a meeting will be required between the family, teacher, Educational Support Committee Member and the appropriate administrative staff to discuss whether the child may continue to be enrolled at the Cincinnati Waldorf School.

Probation Policy

Any preschool through grade eight students enrolled at the Cincinnati Waldorf School may be placed on a probation period.

New students, that is, students enrolled in CWS for the first time, including all in-coming first graders, are automatically on a six-week probation period pending full admission to our school. At times, the probation period may be adjusted for a different length of time as determined by our staff.

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During a probation period, teachers and staff may call upon the family for conferences, by telephone or in person, to discuss the child's progress. Families, too, may request conferences.

At any time during the probationary period, the admission of the student is subject to review.

This provisional period may be extended beyond the first six weeks at administration and faculty discretion.

Un-enrollment Policy

CWS asks that our families agree to accept the regulations and philosophy of our education and school. In addition, we ask that our families agree to work collaboratively with the board, faculty and administration on behalf of their child(ren). The Cincinnati Waldorf School shall have the right to deny any student from attendance, temporarily or permanently, under any circumstances determined in the sole discretion of CWS, including, but not limited to, student interference with the health, safety, or educational development of the student or any other student, unsatisfactory student progress or conduct, and past due tuition or other fees owed the school. CWS further reserves the right to deny continued enrollment or re-enrollment to any student if CWS reasonably concludes that the actions or the presence of a family are inconsistent or in non-support of the educational environment and leadership structure or are counterproductive to a positive working relationship between CWS and the family.

Discipline Guidelines for Grade School

**The grade school has three simple rules that guide our behavior at school:
respect yourself and others, respect school materials,
and be ready to learn.**

Discipline Guidelines for Lower Grades

Our Approach to Discipline in grades 1 through 5 is rooted in a recognition of and respect for that which is unique and highest in each individual human being. Parents and teachers endeavor to create a nurturing environment which will help each person, both child and adult, to evoke the good, true, and beautiful qualities in themselves and the world around them. In order to nurture new steps in growth, the Cincinnati Waldorf School will be a place where safety, security and protection, both physical and emotional, are asserted.

The Cincinnati Waldorf School is committed to working in a compassionate way, helping children develop problem-solving skills through cooperation, honesty and respect. Discipline styles vary from teacher to teacher, but the following are some of the common goals and methods.

We encourage the following behaviors:

- *Use kind words*
- *Offer helping hands*

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- *Be careful and safe with our bodies*
- *Include everyone*
- *Forgive mistakes and start over*

All children and adults are respected, and no form of physical or verbal abuse by children or adults is tolerated.

Lower Grades Discipline Methods may include:

- Reminders within the classroom as an opportunity to reflect or “remind” oneself of classroom expectations
- Discussions with the teacher and/or other students as a way to take responsibility and make amends
- Written reflection on the behavior and possible alternatives
- Assigned tasks as an opportunity to transform an experience and give back to the community
- Time spent outside the classroom, typically in another classroom, as an opportunity to create a healing space and engage in meaningful work. • If a child's behavior becomes extremely disruptive or harmful to him/herself or others, and the child is unable, with help, to regain self-control, the family will be called to pick the child up from school. Together, the family and teacher will work out a plan for the child to return to class successfully.

- If the parent needs to be called a second time, a meeting with the family, teacher, Educational Support Committee Member and the appropriate administrative staff may be required before the child returns to the classroom. The needs of the child will be discussed along with a revised plan for the child's return to the classroom and recommendations for further support for the child. The child's progress as a member of the class community will continue to be evaluated.
- If a third such incident should occur a meeting will be required between the family, teacher, Educational Support Committee Member and the appropriate administrative staff to discuss whether the child whether the child may continue to be enrolled at the Cincinnati Waldorf School.

Students in Grades six through eight are held to the same expectations for behavior as the lower grades as outlined above. CWS staff will utilize the same guidelines and methods of discipline as for the lower grades however students in the upper grades may also receive “Demerits” for certain behaviors as outlined below.

Probation Policy

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New students, that is, students enrolled in CWS for the first time, including all in-coming first graders, are automatically on a six-week probation period pending full admission to our school. At times, the probation period may be adjusted for a different length of time as determined by our staff.

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During a probation period, teachers and staff may call upon the family for conferences, by telephone or in person, to discuss the child's progress. Families, too, may request conferences.

At any time during the probationary period, the admission of the student is subject to review.

This provisional period may be extended beyond the first six weeks at administration and faculty discretion.

Un-enrollment Policy

CWS asks that our families agree to accept the regulations and philosophy of our education and school. In addition, we ask that our families agree to work collaboratively with the board, faculty and administration on behalf of their child(ren). The Cincinnati Waldorf School shall have the right to deny any student from attendance, temporarily or permanently, under any circumstances determined in the sole discretion of CWS, including, but not limited to, student interference with the health, safety, or educational development of the student or any other student, unsatisfactory student progress or conduct, and past due tuition or other fees owed the school. CWS further reserves the right to deny continued enrollment or re-enrollment to any student if CWS

reasonably concludes that the actions or the presence of a family are inconsistent or in non-support of the educational environment and leadership structure or are counterproductive to a positive working relationship between CWS and the family.

Demerit Guidelines

Students in the grades six through eight may be issued a “demerit” for behavior that does not support our Code of Conduct and General Guidelines for Student Behavior at school. Demerits are issued after reasonable attempts to redirect behavior. By respecting yourself and others, respecting school materials and being ready to learn, a student will successfully avoid receiving demerits.

Any CWS staff member may issue Demerits to upper grades students for the following reasons:

- Refusing to follow instructions
- Disrupting class
- The use of inappropriate, foul and/or disrespectful language or actions
- Use of, possession of, or suggestive conversation pertaining to controlled and illegal substances or related paraphernalia on campus, at school events, or on any form of school transportation. This includes, but is not limited to, tobacco, alcohol, prescription and over the counter drugs, and all illegal substances.
- Being late to or not attending a class without a valid excuse
- Being unprepared for a class (i.e., not having appropriate class materials such as music instrument, assigned books, etc.)
- Failure to complete assignments and/or turn them in on time
- School Policy & Guidelines violations including Dress Code, Electronic Devices, Controlled & Illegal Substance Policy, etc.

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Demerits may be issued for reasons other than those listed above and at the discretion of the CWS staff member.

Detention/Suspension Report Guidelines

A Detention/Suspension Report may be issued in response to behavior that is severe enough to warrant the student's immediate removal from school. Any staff member may issue a Detention/Suspension Report to upper grades students for severe instances of the following:

- An intentional action for the purpose of or resulting in damaging property*
- An intentional action for the purpose of or resulting in injuring a person or animal
- Abusive or threatening language
- Insubordination
- Inappropriate behavior or language of a sexual nature
- Being in the possession of or suggestive conversation pertaining to controlled and illegal substances or related paraphernalia on campus, at school events, or on any form of school transportation. This includes, but is not limited to, tobacco, alcohol, prescription and over the counter drugs, and all illegal

- substances
- Being in possession of illegal weapons or other items deemed harmful by CWS staff
- Skipping class
- Leaving school property without permission
- Theft

**It is expected that any property damage will be repaired or replaced as necessary by the student or responsible party.*

After School Detention Guidelines

- After School Detention attendance is required after a student has accumulated 5 Demerits or 1 Detention/Suspension Report
- After School Detention is to be attended from 3:00 pm to 5:00 pm on Fridays that school is in session proceeding the issuance of the 5th Demerit or any Detention/Suspension Report
- There will be a fee of \$5.00 for every 15 minutes the student remains past 5:00 pm
- Any student required to attend an After School Detention will be required to do silent, independent work or as instructed by the staff member on detention duty • The student's Class Teacher will send an email notification to the student's to family to inform them that the student is required to attend an After School Detention
- The Class Teacher may coordinate a meeting with the student, family and staff member(s) who issued the Demerit and/or the Detention/Suspension Report that led to the detention

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- Failure to attend the After School Detention will result in an additional After School Detention

The consequences for accumulating After School Detentions:

- The accumulation of 3 After School Detentions will result in a meeting with the student, family, Educational Support Committee Member and staff member(s) who issued the Demerit and/or Detention/Suspension Report to develop a Behavior Modification Plan
- The student will be on six weeks probation with a Behavior Modification Plan in place
- Each Behavior Modification Plan is tailored to an individual student, as are the expectations and acceptable levels of success. These plans will be monitored, evaluated and possibly adjusted to further support the student. A student's ability to achieve only limited success may lead to the suspension of the student and an extension of the probation period. The inability of a student to achieve acceptable behavior modification may lead to expulsion

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During a probation period, teachers and staff may call upon the family for conferences, by telephone or in person, to discuss the child's progress. Families, too, may request conferences.

At any time during the probationary period, the admission of the student is subject to review.

This provisional period may be extended beyond the first six weeks at administration and faculty discretion.

Un-enrollment Policy

CWS asks that our families agree to accept the regulations and philosophy of our education and school. In addition, we ask that our families agree to work collaboratively with the board, faculty and administration on behalf of their child(ren). The Cincinnati Waldorf School shall have the right to deny any student from attendance, temporarily or permanently, under any circumstances determined in the sole discretion of CWS, including, but not limited to, student interference with the health, safety, or educational development of the student or any other student, unsatisfactory student progress or conduct, and past due tuition or other fees owed the school. CWS further reserves the right to deny continued enrollment or re-enrollment to any student if CWS reasonably concludes that the actions or the presence of a family are inconsistent or in

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non-support of the educational environment and leadership structure or are counterproductive to a positive working relationship between CWS and the family.

Ohio Department of Education Requires families to be notified of the below regulation 3301-37-10 of the Administrative Code from the Ohio Department of Education

The Cincinnati Waldorf School's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking or biting. No discipline shall be delegated to any other child. No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control. No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box or a similar cubicle. No child shall be subjected to

profane language, threats, and derogatory remarks about himself or his family or other verbal abuse.

Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.

Techniques of discipline shall not humiliate shame or frighten a child. Discipline shall not include withholding food, rest or toilet use. Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability and the child shall be within sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space. The Cincinnati Waldorf School shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool and school program.

Electronic Devices

Electronic devices are not permitted to be used on campus either during school hours or during school-sponsored events such as festivals, faires class plays, assemblies, or field trips. However, if a student legitimately needs to have an electronic device during school hours or during a school event, an exception may be made at the staff's discretion after consultation with the student's family. Electronic devices should not be used during school events or while on campus after school hours and should be stored away. CWS staff has the right to request these items be put away during any school event or while on campus after school hours.

Cell/Smart Phone Usage Guidelines

CWS recognizes that some students may need to have a phone at school under certain circumstances. Rules for phones are as follows:

- Cell or Smart phones must be turned off at all times while on campus or during school-sponsored events.
- Phones must be kept in the student's locker or backpack while on campus • Phones will be confiscated if they are seen or heard by any CWS staff member during the school day or during school-sponsored events
- Phones will be brought to the main office and locked up

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First Offense: waiting period of 24 hours and family adult must pick the phone up from the main office

Second Offense: waiting period of one week and family adult must pick the phone up from the main office

Third Offense: waiting period of one month and family adult must pick the phone up from the main office

More than three offenses, the phone may be confiscated for the remainder of the school year and may require a meeting between the family, class teacher, Educational Support Committee Member and necessary administrative staff to determine if the student can remain enrolled at CWS.

Upon request of any CWS staff member, students are required to immediately turn over any electronic item in question. CWS has the right to search a student's electronic device as necessary. CWS teachers may institute their own variation of this policy when on off-campus events such as field trips.

Violation of the Electronic Devices policy will follow the proper Discipline Guidelines procedures in addition to the consequences outlined in this section.

Suggested Reading on Media

- ***Four Arguments for the Elimination of Television***, Jerry Mander. An examination of contemporary media and its impact on children and culture.
- ***TV: The Plug-In Drug: Television, Computers, and Family Life***; Marie Winn. An easy to read, current discussion of the effects of media on children. Dispels many myths and assumptions about electronic media.

Bullying Intervention Policy

The Cincinnati Waldorf School expects all members of our school community to treat each other with civility and respect. This include students and adults. It is the policy of the school to provide a learning and working environment for students, faculty, staff, parents and visitors that is free from bullying. This bullying intervention policy is an integral part of our efforts to maintain a safe environment for our students, to promote the learning of respectful and acceptable behavior and to prevent behavior that can impede the learning process.

Bullying

Bully is the repeated use by one or more students of a written, verbal, or electronic expression or physical act or gesture or any combination thereof, directed at a target that causes any of the following:

- Causes physical or emotional harm to the targeted student or damage to the targeted student's property.

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- Places the targeted student in reasonable fear of harm to himself or herself or of damage to his or her property.
- Creates a hostile environment at school for the targeted student.
- Infringes on the rights of the targeted student at school.
- Materially and substantially disrupts the educational process or the orderly operation of the school.

On School Grounds

The Cincinnati Waldorf School prohibits bullying on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on

a school bus or other vehicle, or through the use of technology or an electronic device.

Off Campus

The Cincinnati Waldorf School prohibits bullying that occurs off campus, if the bullying creates a hostile environment at school for the target, or infringes on the rights of the target at school, or materially and substantially disrupts the education process, the orderly operation of the school or the working environment. Significant violation of the bullying policy will be addressed in accordance with our discipline policy, potentially including suspension or expulsion.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying is prohibited.

False Accusations

Intentionally false accusations of acts of bullying or retaliation shall be subject to disciplinary action.

Cyber-bullying

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, social networking, instant messages (IM), text messages, and Internet postings, whether on a web site, social networking page, in a blog, or other electronic communication, whether on or off school campus. Cyber-bullying includes, but is not limited to the following: posting slurs or rumors or other disparaging remarks about a student on a web site, social networking page, or on a web blog; sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill; taking and sending embarrassing photographs of student(s); posting misleading or fake photographs of student(s) on a web site, social networking page or blog. Cyber-bullying is an equally serious issue and is not tolerated. Violation of the cyber-bullying policy may result in disciplinary probation, suspension or dismissal. The reposting and further distribution of such content is also bullying. Cyber-bullying is an equally serious issue and is not tolerated. Violation of the cyber-bullying policy will be addressed in accordance with our discipline policy, potentially including suspension or expulsion.

Getting Involved 16.0

Volunteers are an essential part of the life of the Cincinnati Waldorf School. Due to the independent, self-administered structure of our school, faculty and families may share the tasks and joys that comprise the ongoing functions of the school. We ask every family to consider how they might offer their gifts of time and service to the school. It is a personally rewarding experience, and allows us the opportunity to participate in our children's education and solidify our connections to this community. Whether you

prefer working with children, with adults in large or small groups, or on your own, there is a place for you!

The Parent Association

The CWS Parent Association (PA) was formed in 2000 to facilitate family involvement in developing a healthy, inclusive, vital community in coordination with Faculty, Board and Administration.

If your child is enrolled in CWS, you are a member of the Parent Association!

The PA welcomes and encourages families to attend the monthly meetings and offer a variety of ways to contribute to the healthy life of our school.

Class Representatives

Class Representatives support the class teacher by providing logistical support and communicating with the class families about class activities, field trips, meetings, and school events. Class Representatives are also asked to attend the monthly Parent Association meeting.

Community Meetings

Community Meetings are held during the school year as necessary. These meetings provide an opportunity for the entire Cincinnati Waldorf School community of families, staff, and friends to come together to learn about the education and our work together to move our school forward.

Adult Education

Our school provides various ways in which interested community members can learn about the Waldorf curriculum. Information evenings, workshops and special events are coordinated and offered throughout the school year.

Craft Guild

Craft Guild is a group of community members who handcraft Waldorf-inspired toys and gifts for sale as a means of raising funds for the school while offering an opportunity to gather together socially. The Craft Guild is coordinated by volunteers and meets regularly throughout the school year.

Office Support

Family members with secretarial skills or experience working in an office may contact our administration if they have time to regularly volunteer or be available for occasional timely projects.

Fundraising

The Parent Association also sponsors fundraisers to support the faculty through grants and annual donations to Faculty Development. Family members interested in helping

with yearly fundraising efforts may contact their class representative or one of the Parent Association leaders.

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Recommended Reading in Support of Waldorf Education 17.0 The following is a selection of books that provide an overview of Waldorf education as well as related works on child development and family life.

Waldorf related articles, blogs and other recommended reading is also available on our school website at:

- ***Understanding Waldorf Education; Jack Petrash***
An excellent introduction to, and overview of, Waldorf Education.
- ***Between Form and Freedom, Betty Staley***
A practical-guide to the teenage years.
- ***Children with Special Needs, Rudolf Steiner's Ideas in Practice, Michael Luxford*** A concise introduction to Rudolf Steiner's ideas on the education of children with special needs.
- ***Creativity in Education, Rene Querido***
An overview of the purposes, philosophy and methods of the Waldorf approach to education.
- ***The Education of the Child, Rudolf Steiner***
A short introduction to Waldorf education.
- ***Encountering the Self, Hermann Koepke***
A Waldorf teacher reveals the processes of the nine-year-old change.
- ***Eurythmy, Rudolf Steiner's Ideas in Practice, Thomas Poplawski***
An introduction to the principles and practice of Eurythmy, the new art of movement initiated by Rudolf Steiner.
- ***The Hurried Child, David Elkind***
Discusses stress among modern children and how they are being robbed of a cherished childhood.
- ***The Magical Child, Joseph Chilton Pearce***
Challenges many trends in modern child rearing which he believes are leading us to a disturbing rise in child abuse, functional illiteracy, and general malaise.
- ***On Learning to Read: The Child's Fascination With Meaning,*
Bruno Bettelheim and Karen Zelan
This book presents an exploration of the importance of reading in our lives, along with a new and enriching definition of its magic and meaning.**
- ***On the Threshold of Adolescence, Hermann Koepke***
This book tells the story of how Suzanne, a young teacher at a Waldorf school, copes with the changes her class is going through at the transition from childhood to adolescence.
- ***The Recovery of Man in Childhood, A. C. Harwood***
A fine beginning, this book focuses on child development and the ways that Steiner education meets the growing child.
- ***Rudolf Steiner / Waldorf Education, American version, edited by David Mitchell***
This booklet is an excellent first encounter, with photos, artwork, and a clear text.
- ***Teaching as a Lively Art, Marjorie Spock***
The most detailed and engaging grade-by-grade description of the curriculum available.
- ***Toward Wholeness: Rudolf Steiner Education in America, M.C. Richards***
"One of the most satisfying... books on Steiner." New Age magazine.

- ***The Uses of Enchantment: The Meaning and Importance of Fairy Tales,***
Bruno Bettelheim
This book exams the history of fairy tales, gives psychological meaning and their importance to children.
- ***Waldorf Education: A Family Guide,***
edited by Pamela Johnson Fenner and Karen L. Rivers
A wonderful resource for parents new to the Waldorf school movement. Won: Benjamin Franklin Award.

- ***Waldorf Parenting Handbook, Lois Cusick***
Waldorf Parenting Handbook presents useful information on child development and education from Anthroposophic sources.
- ***The Waldorf Schools: 32 Questions & Answers, Wade Holland***
A short pamphlet that discusses some of the most commonly asked questions.
- ***The Wonder of Childhood: Stepping into Life, Rene Querido***
A small treasure of a book that describes the first three years of the child.
- ***You are Your Child's First Teacher, Rahima Baldwin***
An excellent practical introduction to early childhood development for parents.
- ***Raising A Son, Don & Jeanne Elium***
A wonderful guide for parents in the parts they must play in the making of a healthy, assertive and loving man.
- ***Raising A Daughter, Jeanne & Don Elium***
This book is an inspiring guide for parents to understand the complexities of raising a confident, self assured woman.
- ***Raising A Family, Jeanne & Don Elium***
Once again the Eliums deliver groundbreaking concepts with new tools for building and maintaining every American family.

***Additional information on Waldorf Education is available at the AWSNA website:
[whywaldorfworks.com](http://www.whywaldorfworks.com)***



“...If the parents of our children perceive that we have the will to work in such a way that we place into the decades lying before us people capable of dealing with ever increasing difficulties of life-but still having questions to ask of life-then the parents will stand in the right relationship to the school. For it is upon the

parents' understanding that we must build. We can only work supported by a community of parents who have this understanding.

...we love our children; our teaching is inspired by knowledge of man and love of children. And, another love is being built around us, the love of the parents for the true essence of the school. Only within such a community can we work towards a future of mankind able to prosper and withstand.” –Rudolf Steiner



The information contained in this family handbook is intended to provide general guidelines for our community. Our staff and Board of Trustees have the obligation and authority to make adjustments to processes as deemed necessary for the safety of our school, students, staff and general community.