



Cincinnati
**Waldorf
School**
cinciwaldorf.org

Family Handbook 2022-2023

The Cincinnati Waldorf School Family Handbook

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Welcome to
The Cincinnati Waldorf School

Our Mission

The Cincinnati Waldorf School inspires students through experiential education that awakens resilience, compassion, independent thinking and initiative.

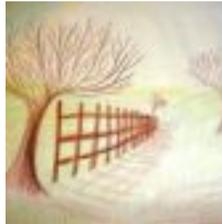
Welcome 1.0

The Faculty and 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 they journey 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 twelve. Our faculty consists of a very talented group of specially trained Waldorf teachers and administrators who are 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.



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.

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

These classes are held at our beautiful Mariemont campus and most of the activities will take place outside. Outdoor activities include woodland walks, 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.

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 with 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.

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, Mandarin and Danish.

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 Team. These groups strive to maintain open and clear communication with families.

Faculty

Meeting regularly, the full faculty includes all CWS employees. 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.

The College

The Cincinnati Waldorf School's College is composed of teachers and administrators who consciously hold the larger spiritual-cultural picture of the school. They are charged with deepening the school's relationship to anthroposophy (the spiritual-scientific philosophy behind Waldorf education) and its tenets of child development based on a living knowledge of human nature. The College has the responsibility to make major school decisions regarding the pedagogy of the curriculum, the culture of the school, and the quality of the teaching faculty, including their hiring, placement, and dismissal. The College comprises faculty members who are invested in the longevity of the school and the integrity and livelihood of its teachers. The members meet at least weekly, and make decisions out of deliberative discussion and consensus.

Administration

The Administrative Team is composed of the Administrative Director, Enrollment Director, Business Manager, Finance Director, Development Director, High School Coordinator, Lower School and High School Administrative Assistants and Facilities Manager.

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

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 Director, 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 for those interested. The Board meets once per month. All community members are welcome to attend Board meetings. Board meeting minutes are also available via our website.

The Leadership Council

The Leadership Council is composed of the Faculty Chair, College Chair, Early Childhood Department Chair, Grades Department Chair, High School Chair, Board

President and Administrative Director. 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 [LC] serves as a unifying and agile group to represent the perspectives from the Teaching Faculty, the Administrative Team, and the Board of Trustees. The group comprises the chairs of all CWS departments who join together to field issues that have broad impact on the school and community, to address matters that require urgency, tact, and confidentiality, and to gain a shared vision for actions that best serve the interests of the community and its individuals. The Leadership Council works in concert with all departments of the school to prioritize and delegate matters of importance.

Committees

At CWS, much of the work we do together is collaborative and inspired, coordinated and executed by committees. Each committee is a branch of a larger leadership body (College, Board and Departmental). The larger leadership bodies delegate work to committees made up of small groups, typically ranging from 3-5 members and composed of CWS faculty with some Board committees membering with parents as well. Each committee has a driver who serves as a chairperson and a charter that describes the committee work and purpose.

Admissions 5.0

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.

Cincinnati Waldorf School Non-discrimination Policy

The governing board of the Cincinnati Waldorf School located at 6743 Chestnut St, Cincinnati, Ohio 45227 has adopted the following racial nondiscriminatory policies.

The Cincinnati Waldorf School recruits and admits 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.

In addition, the 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 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 or ethnic origin, religion, gender, gender identity, gender expression, sexual orientation, or weight in the hiring of its certified or non-certified personnel.

Any persons having knowledge of racial discriminatory practices 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.

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.

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.

Admissions Process 6.0

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
- **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. Nature Tots 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. CWS 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 Nature Tots student
5. Outside applicant with Waldorf Experience
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. At CWS “potty-trained” means that a child can self-sufficiently use a toilet for all of their daytime toileting needs, including wiping. While occasional accidents are acceptable, a child who has accidents repeatedly will be re-evaluated for readiness for enrollment.

Full Program Policy

In order to maintain the integrity of the Waldorf education, all children enrolled at CWS must 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 their ability.

Adjusting to School-*A note to new families*

In preschool, kindergarten and the early grades, it is sometimes difficult for children and families to make the transition from 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. There may be a period of adjustment to ease the process and separation.

The next step is for the young child to become more aware of the role school plays in their 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 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 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 student enrolled at the Cincinnati Waldorf School may be placed on a probationary period based on behavioral, social, or academic concern. The purpose of probation is to alert a student and his or her parent(s)/guardian(s) to serious concerns about either academic performance or behavior.

New students, that is, students enrolled in CWS for the first time, including all incoming first graders, are automatically on a 8-week probationary period pending full admission to our school. At times, the probationary period may be adjusted to a different length of time as determined by CWS. This provisional period may be extended beyond the first 8 weeks at CWS discretion.

During a probationary period, teachers and staff may call upon the family for conferences, by telephone or in person, to discuss the child's progress. At any time during the probationary period, the admission of the student is subject to review up to, and including, unenrollment from CWS.

Un-enrollment Policy

CWS expects families to agree to accept the regulations and common ideals of our education and school. In addition, we ask that 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
- Past due tuition or other fees owed to the school.

- Actions from parents/guardians that are inconsistent or are not in support of the educational environment, leadership structure and/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.

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 a 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 consider 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 the classroom, 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 families 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. Class teachers communicate assembly and play dates and all like events are listed in the weekly school newsletter, Waldorf Weekly.

Please note that we ask those who attend any special presentations to watch with attention and respect. When families bring younger children/siblings to these events, parents are asked to accompany and sit with their children at all times. When younger children have reached their capacity for quiet attendance parents should accompany their child 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.

Attendance 8.0

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 them.

Assemblies and special performance events require the participation of each student in the designated class. Families are asked to schedule appointments and travel around important class and special performance events including events hosted by subject teachers such as Eurythmy and music concerts.

Tardy & Absence Policy

If a student is absent or tardy more than four days in a six-week period, the family will be contacted and may be required to meet with the Educational Support Coordinator and/or Faculty Chair. Special consideration will be given to circumstances such as student illness, medical appointments, family bereavement, religious holidays, and high school visits. The College of Teachers will consider if the student is progressing appropriately.

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.

Grade School Absence

When a grade school student is absent:

- Please call the main office with a message for the teacher by 8:00 am.
- If a child is picked up from school anytime before school dismissal (2:45pm-3:15 pm), the family member must stop in the main office and sign the child out for the day.

- 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. Illnesses or conditions that the school mandates that students to stay home from 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.

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

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

Early Childhood Absence

- In Early Childhood, vacations and home days must be communicated to the teacher in advance to be counted as an excused absence.
- Please communicate by email, text or phone with the EC teacher and the Mail Office by 9:00 am if your EC student is absent or will be tardy.

Grade School Tardy

Class teachers start class/begin teaching students at 8:15 am every day. It is imperative that parents ensure that their student arrives on campus with ample time to reach their class and get settled for the start of class at 8:15 am. **A student who arrives after 8:20 am is Tardy** and must stop by the front office to get a Tardy Slip prior to proceeding to their classroom.

- If you know your child is going to be late, please call the main office by 8:00 am so that a message can be forwarded to the class teacher.

- Families of Grade School students who are tardy (arriving after 8:20) are required to sign into the office where they will receive a Tardy Pass for the child.

The school day begins promptly at 8:15 am.

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

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 between 11:45 am-12:00 pm. Families are to park & walk to pick up their children from the outdoor play space and acknowledge their departure to the teacher.
- Grade-school children are dismissed at designated times:
 - Grades 1-6 dismissal starts at 2:45 pm
 - Grades 7-8 dismissal starts at 3:00 pm
- If you have a student in grades 7-8 who dismisses at 3:00 pm, please delay arriving for the carline pick up to give the 2:45 pm dismissing students a chance to be picked up reducing the amount of waiting traffic in the parking lot carline. **You will be asked to leave the carline and come back at 3:00 pm** when arriving too early for a grade 7-8 student. Grades families are welcome to park & walk for dismissal which will cut down on the amount of cars in the car line.
- Children riding the bus will board the bus under faculty supervision that will make sure students board the bus. All other students will be dismissed from the dismissal area.
- Families may utilize the parking lot car line to pick up their student or park & walk for dismissal. 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 Main Office as soon as possible. Students who are not picked up by 3:15 pm 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.

General Arrival/Dismissal Safety

- Parents/guardians who park & walk for arrival/dismissal must accompany their child to and from the designated area on campus.
- Please do not allow your child to run ahead of you.
- Those who are parking & walking should be alert and aware of traffic and safety during these times.
- Families utilizing the parking lot car line should remain careful and alert due to those who are parking & walking during these times.
- Please do not stop your vehicle in the traffic route to talk to CWS faculty or friends. This is dangerous for our pedestrians and discourteous to other drivers. If you need to meet with CWS faculty or talk with a friend please park in an appropriate parking space in order to do so.

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 24 hours in advance. Drop-in arrangements can only be made for Late Care (3-6pm) and does not apply to Early Care (12-3pm). 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 the Business Manager 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

- Student forms and information related to the student's educational record are kept in the FACTS Family Portal and in the student's physical file
- Student records are kept confidential.
- CWS will release student records upon receiving written or verbal permission from 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

Three Care Streams of Student Support

Most of the time, children are doing well at school and "in the flow." Sometimes, though, they experience challenges. For one reason or another, they feel out of kilter with their teacher and classmates. Their challenges may have to do with the social realm ("They're being mean to me."); learning challenges ("Everyone knows how to read except me."); or, occasionally, acting out, misbehavior, or non-compliant behavior ("I don't have to if I don't want to; you can't make me.")

Social and emotional well-being is a prerequisite for academic success. The Cincinnati Waldorf School is committed to providing a foundation for healthy learning by supporting those students who are experiencing challenges. This commitment is the foundation of the curriculum and the heart of this education. CWS has adopted Three Care Streams of Student Support process in order to provide as much support as possible for students who are experiencing social, disciplinary, or learning challenges. It is based on the work of Kim John Payne, who is respected worldwide for helping children, parents, and teachers navigate challenge as well as conflict.

Under the guidance of the Educational Support Coordinator, CWS has three streams of students support. Each stream is guided by a faculty member.

Social Care Team - Behavioral Care Team - Academic/Therapeutic Support Team

Underlying Premises of the Three Streams Work

- **Accountability rather than blame.** When things are going wrong things must be set right. Each person involved can take some responsibility.
- **Empathy is key to success in life.** The interventions used at CWS seek to build empathy in the children so that they can learn to stand in one another's shoes.
- **A child who misbehaves is a disoriented child.** Realizing that a child who is pushing the behavioral boundaries is disoriented means the approach with the child is different - less punitive - than when there are behaviors done with intentionality, naughtiness or disruptiveness.
- **Conflict is a necessary part of being human.** To expect that all conflict can be removed from a child's life is setting ourselves up for frustration. Conflict is a given, and most of us have learned our greatest lessons from the conflicts we've experienced. The task is to let children know that we are there, guiding them through their conflicts so that they may learn constructive lessons along the way..
- **Striving to remove hindrances to learning.** Children who experience learning challenges are presenting parents and faculty with a riddle: What is the key that unlocks their capacities? As educators and parents, the work is to seek these keys and support the child to find areas of success.
- **Starting with implicit approaches before moving to explicit approaches.** Implicit means "not directly expressed." In other words, it's a process that is there, but the children are not necessarily aware of it. The Waldorf curriculum is rich in implicit approaches to social and emotional challenges. In fact, much of the Three Care Streams work is not apparent to the parent body or the students because it is implicit - embedded in the stories, pictures, artwork, speech, music, theater, and rhythms of the lessons. When a teacher tells the class a story about a character who could never forgive, and describes the hardships this caused him in his working life, this is an example of using a story to address the difficulties that students may be experiencing.

On the other hand, an explicit approach directly addresses a situation in the class or with an individual child. Explicit approaches range from "light touch" ("Children, is this a raising our hands and taking turns time, or is it a speaking out time?") to "heavy touch" (a behavior change plan for an individual child, check-in and stay during recess). When supporting a child, the lightest touch possible is used first. If that doesn't work, a more explicit, heavier-touch approach is used.

***For more information on Three Care Streams of Student Support, please see Educational Support Committee Handout found on the CWS website.**

Multi-tiered System of Supports

TIER 1- In the Flow or Light Touch

A Waldorf curriculum begins with meeting children at their developmental stage. Classrooms are designed to keep social and sensory complexity low, with high form and predictability. These implicit strategies are intended to diminish the need for explicit disciplinary actions.

Students in Tier 1 are generally In the Flow of the regular classroom rhythm. They are being held in the core through rigorous instruction, relevant developmental content, and positive relationships to the teachers as authorities and to their peers. These students are mostly addressed through the implicit practices which are part of the CWS culture and norms.

TIER 2 - Medium Touch

Students may at times be disoriented for a variety of reasons and lengths of time. During these times when life or learning may be a little more rocky, some additional support may help. This can include an individualized plan, or a classroom-based intervention. At this stage, a Support Circle or No Blame Meeting might also be held.

TIER 3 - Firm Holding

If classroom strategies are not orienting a student to productive learning and relationships, the teacher will make a referral to the Educational Support Coordinator for implementation of individual support plans and the child's family will be notified. Students in this TIER may be on Behavioral Probation. At this stage, more explicit and individualized strategies may be put in place to help the faculty to hold the child more firmly and provide the needed support to reorient the child within the school environment.

The student support process aims to move the student's experience from challenge to resolution. It is a transparent process. Though we cannot resolve all difficulties to the satisfaction of all parties, we strive to address them promptly as they arise and to keep parents informed of our progress through the process.

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 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.

Student Program Adjustment Policy

Policy:

A program adjustment will be made when the Class Teacher and/or Specialty teacher/s determine a student's needs are not being met due to either intellectual, mental, emotional or physical ability.

Once the need for a program adjustment is determined, a meeting with the parent(s)/guardian will be scheduled to discuss what, if any, accommodations can be made outside the normal and regular curriculum of study for the grade and age of the student.

When a student is unsuccessful in any subject due to:

- Extended illness
- Learning challenges as documented by appropriate assessment and accommodation/recommendation by physician/therapist
- Medical necessity with physician/therapist accommodation recommendation

Procedure:

- Initiated by Classroom or Specialty Teacher or Educational Support Coordinator. The Classroom or Specialty Teacher confers with colleagues, who may include Grades Chair, Educational Support Coordinator, and/or Faculty Chair. Documents and information to be considered: grades, participation, make-up assignments, any outside assessments or medical diagnosis by a certified professional will be reviewed.

- Initiated by Parent/Guardian.

Upon receipt of a request (in writing or in person) for Program Adjustment (parent may use another terminology), the procedure above will commence, with a meeting with the parent and class teacher, educational support coordinator and/or faculty chair. Documents

and information to be considered: grades, participation, make-up assignments, any outside assessments or medical diagnosis by a certified professional will be reviewed.

Tuition & Fees Information 10.0

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 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 make it possible 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, pumpkin patch

outings, etc..

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 Fund Campaign fund drive and the Spring Benefit.

The Annual Fund Campaign

The Annual Fund 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 Fund 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 Annual Fund 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 Team. 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 child care 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
- Parents/guardians will receive a CWS Alert Text and Email when there is a delay or school closing
- School delays and closings will be posted on the school website
- When consulting local television channels for an announcement, we are listed as "Cincinnati Waldorf School"
- 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.

- 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.

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 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!

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 the CWS Enrollment forms . 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..

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 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 child's backpack. .
- 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 the 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 the 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 sound out of the thicker cello strings. Because of the different technique needed for 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 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.

It is encouraged that new students in 4-8th grade look into taking private lessons before beginning CWS. 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.

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 in 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 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 Educational Support Coordinator.
3. Speak to the Department chair
4. Speak to the, Faculty Chair or Administrative Director
5. 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.

Class Meetings

Class meetings are scheduled throughout the year. They enable families and teachers to discuss the curriculum and the student's work in relation 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 less frequently 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..
- 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 1 business day 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 there are concerns please communicate with the subject teacher and the class teacher.

Email

In a world where technology continues to evolve and allows for instant and far-reaching communication vehicles it is important that there are basic guidelines concerning the use of email as a form of communication at our school.

All families enrolled at CWS will have accurate email addresses available in FACTS. CWS will use these email addresses to share and communicate important school-related information and news.

For the protection of all any and all emails sent to individual faculty members, committee members and/or Board of Trustees members can be shared with other faculty, committee members or Board members as deemed necessary..

As a healthy practice, the CWS faculty encourage the use of face-to-face communication whenever possible. Generally a heated email exchange is unproductive and not helpful. CWS encourages all of us to find ways to have helpful conversations that can bring a sense of resolution and understanding among CWS community members. If you need assistance with a communication issue or would like help with a form of mediation to help resolve a conflict, please contact a member of CWS leadership for assistance.

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 obtain permission from the CWS Faculty. 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 materials for personal use.

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 normal school activities. Please be sure your child is well enough to participate in all activities before returning to school and is fever free with improved symptoms for at least 24 hours prior to returning to school.

Forms

Please complete all student forms in the FACTS Family Portal before the 1st day of school each year.

Mildly Ill Children During the School Day

Children who appear to be mildly ill will be cared for by our faculty using methods such as relocating them to a supervised, safe and quiet space to rest and by soothing the child to help make the child feel comfortable. If children continue to feel ill they will be sent home from school.

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, 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
- * COVID
- * 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.

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 faculty 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. Faculty will treat the minor injuries appropriately. The incident report will be documented and available to parents. Be sure to keep your Family Portal in FACTS up to date 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 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 faculty are trained in first aid and will use the following guidelines when a student appears to have suffered a head injury:

CWS faculty 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 faculty 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 faculty 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.

CWS faculty 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.

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 a lot of 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.

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.

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 of 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 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.

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 faculty member immediately. CWS faculty 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 faculty 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 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. Families on campus for classroom observation must report to the Office upon arrival to sign in and receive a visitors badge.

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 at times provide verifiable proof of identity.

Past CWS Student Visitors

CWS welcomes visits from our past students but asks that any visit be coordinated with a CWS Faculty member..

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 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 all 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
- 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 that are their own children.
- 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 smartphones 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.
- 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 Faculty 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 faculty 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.

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 school books 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

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 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.

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. Booing 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.

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 direction 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
- Removal of children from the group to help regulate behavior through watching, listening, and calming to self-regulate and rejoin the group.
 - If a child repeatedly needs to sit in watching/resting space, families will be informed of the difficulties their child is having.
- If a child's behavior becomes extremely disruptive to the learning environment, is harmful to themselves or others, unable to regain self-control with help from the teacher, the family will be called to pick up their child from school.

- Together, the family, teacher, and Educational Support Coordinator will work out a plan for the child to return to class successfully.
- If the family needs to be called a second time, a meeting with the family, teacher, and Educational Support Coordinator 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 Coordinator, and Administrative Staff to discuss whether the child may continue to be enrolled at the Cincinnati Waldorf School.

Discipline Guidelines for Grade School Behavior/Incident Reports

Teachers in a Waldorf school have full authority over discipline in their classrooms, and each has his or her own individual style. Teachers will keep parents informed about their approach to discipline, and parents are encouraged to ask their child's teacher if they would like to know more and to inform them if there are circumstances in the child's life that may result in misbehavior at school.

CWS has three simple rules that guide our behavior at school: respect yourself and others, respect school materials, and respect the learning environment of yourself and your peers.

Because children need to learn to conduct themselves appropriately, discipline is part of everyday school life. Children learn to behave properly under their teachers' guidance and through reinforcement, reminders, and redirection.

Serious Misconduct: Inappropriate and Aggressive Behavior

Serious misconduct is behavior that goes beyond expected improper behavior in degree, persistence, intent, and the effect it has on other students. Examples of serious misconduct that result in a behavior/incident report for grades K-8th include:

- Intentional Aggression Towards a Peer or Faculty Member: Pushing, hitting, biting, scratching, pinching, spitting, ect. with the intent to hurt another student or faculty member.
- Intentional Verbal Injury Towards a Peer or Faculty Member: demeaning, insulting, taunting, ect. to another student or faculty member with the intent to hurt.

- Intentional Destruction of Property: intentional physical behavior that destroys an object, damages an object, defaces an object.
- Written, spoken, drawn or gestural expressions which are distressing, provocative, threatening, vulgar, obscene or violent.
- Repeated Noncompliance: the child, when given a repeated command from teacher or staff, fails to meet criteria for compliance of request within time specified by teacher staff.
- Possession and/or use of materials that are obscene, vulgar, violent or pornographic; weaponry or otherwise dangerous items; tobacco, alcoholic beverages or other controlled substances.
- Bullying: hostile behavior that is targeted at an individual, is intentionally harmful, is persistent, and demonstrates a relational imbalance of power. Any form of inappropriate or aggressive behavior – physical, verbal, gestural; in writing or images – that meets these criteria will be determined to be bullying

Bullying

Bullying is defined as hostile behavior that is targeted at an individual, is intentionally harmful, is persistent, and demonstrates a relational imbalance of power. Any form of inappropriate or aggressive behavior – physical, verbal, gestural; in writing or images – that meets these criteria will be determined to be bullying. Additional forms of bullying include but are not limited to:

- Sexual bullying: Unwelcome physical contact; sexually abusive comments; stalking; homophobic victimization
- Emotional bullying: Exclusion; ignoring; intimidation; inciting others to bully; demeaning; taunting
- Racist bullying: Racial insults, jokes and gestures; graffiti and racist insignia/badges; circulating racist literature
- Cyberbullying: via electronic media; internet, including but not limited to, emails, text messages or image messages, social media posts or messages.
 - Includes but not limited to 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.

It is important to note that some negative behaviors can be within the scope of normal child development yet may not be construed as bullying. Some examples of behaviors that do not meet the criteria in the definition are:

- Teasing or joking that isn't intended to hurt
- Impulsivity • Behavior or statements meant to be complimentary
- Automatic reactions to various forms of injury

Instances of serious misconduct listed above will result in a Behavioral/Incident Report. Students in grades 6-8 will also receive an accompanying "pink slip" given to them by the teacher who reports behavior/incident report in order for them to feel the effect of their behavior. At this age, CWS believe children are ready to understand the relationship between cause and effect and firm boundaries can help them establish their own moral compass in the future.

Instances of Serious Misconduct Process

- 1st & 2nd instance: Email parents/guardians of behavior report within 24 hours.
- 3rd instance: Conference with parents at the request of the teacher and/or Educational Support Coordinator.
- 4th instance: Student is placed on Behavior Probation. The duration of the behavioral probation lasts 6 weeks. Students may not attend clubs and/or extracurricular activities during this probationary period. This includes but not limited to
 - School athletics, dances, off-campus field trips.

Any incident of serious misconduct while on behavioral probation will result in unenrollment from CWS.

- 5th+ instance *while not on* probation will result in an immediate return to 6-week behavioral probation and a conference with parent(s).

Students on Behavior Probation will be required to do the following:

- Frequent faculty check-in's, especially during recess & transition periods.
- Frequent 1-1 check-in's with Educational Support Coordinator, Class teacher.
- Frequent parent communication.

Probation Policy

Any student enrolled at the Cincinnati Waldorf School may be placed on a probationary period based on behavioral, social, or academic concern. The purpose of probation is to alert a student and his or her parent(s)/guardian(s) to serious concerns about either academic performance or behavior.

New students, that is, students enrolled in CWS for the first time, including all incoming first graders, are automatically on a 8-week probationary period pending full admission to our school. At times, the probationary period may be adjusted to a different length of time as determined by CWS. This provisional period may be extended beyond the first 8 weeks at CWS discretion.

During a probationary period, teachers and staff may call upon the family for conferences, by telephone or in person, to discuss the child's progress. At any time during the probationary period, the admission of the student is subject to review up to, and including, unenrollment from CWS.

Un-enrollment Policy

CWS expects families to agree to accept the regulations and common ideals of our education and school. In addition, we ask that 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
- Past due tuition or other fees owed to the school.
- Actions or the presence of a family are inconsistent or are not in support of the educational environment, leadership structure and/or are counterproductive to a positive working relationship between CWS and the family.

Self Endangering & Socially Destructive Behavior

As a school dedicated to the healthy development of adolescents, we regard it as the work of the adults in the students life to work directly with the student towards the correction of any self-endangering and socially destructive behavior. These include emotionally and physically self-destructive speech and behavior, such as talk of suicide, drug and alcohol use, self-mutilation, abusive relationships.

- All rumors of self-endangering and socially destructive behavior, regardless of how petty or where the alleged behavior took place, will be taken seriously by the faculty and followed-up on in a timely manner. Parents will be notified that such a suspicion has arisen and informed of what has been learned.
- Students can be instrumental in securing help for classmates in need: such situations are usually far more serious than they appear on the surface. We encourage them to approach a parent, teacher or administrator for help in finding a way of addressing a problematic situation.

Academic Probation

A student may be placed on "Academic Probation" when he or she is not meeting the academic standards of the school. The student, parent(s), and one or more of the teachers will meet to determine what steps can be taken to make academic success possible. While specific guidelines and expectations will be put into writing for each case, the faculty has adopted the following general guidelines concerning Academic Probation:

- More than 5 missing homework assignments in a given trimester
- Frequent, incomplete assignments including at-home work & in-class work.
 - This includes not having instrument/practice records for strings class
 - Not having materials for classes that require materials outside of everyday use materials.
- Frequent Absences (see absent/tardy policy)

Students that meet this criteria will be placed on Academic Probation until the end of the next trimester. A meeting with parents will be held with the student's teacher as well as a member of the Educational Support Committee. The student will meet with the teacher as well as the Educational Support Coordinator to communicate about academic standing. Placement on Academic Probation for two consecutive grading periods may result in unenrollment from the school. During a probationary period, teachers and staff may call upon the family for conferences, by telephone or in person, to discuss the child's progress. At any time during the probationary period, the admission of the student is subject to review up to, and including, unenrollment from CWS.

**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.

Cell Phone/Electronics Policy

Electronic devices are not permitted to be used on campus during school hours. CWS recognizes that some students may need to have a phone at school under certain circumstances. In those instances, an exception may be made at the staff's discretion after consultation with the student's family. CWS staff have the right to request these items be put away during any school event.

1st Offense: Reminder to not have the device out. Device turned over to the lead teacher & brought to the office to be picked up at the end of day.

2nd Offense:Reminder to not have the device out. Device turned over to the lead teacher & brought to the office to be picked up at the end of day. Email to parent(s),

3rd Offense: Device is turned over to the lead teacher & brought to the office. Phone call or email to parent(s). Device is to be picked up by parent(s) or guardian at the end of the day.

If a student has 3 or more violations, it will be required that the student drop off their device to the main office upon arrival and retrieve it at dismissal. Requirement for daily office drop-off to be revisited after 6-8 weeks. A meeting may be requested by a teacher or faculty member.

Suggested Reading and Media

Books/Articles:

Lembke, Anna. *Dopamine Nation: Finding Balance in the Age of Indulgence*. Headline, 2022.

Payne, Kim John. *Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids*. Ballantine Books, 2010.

Payne, Kim John. *Being at Your Best When Your Kids Are at Their Worst: Practical Compassion in Parenting*. Shambhala; Illustrated edition, 2019

Jensen, Frances. *Teenage Brain*. Harpercollins Canada, 2016.

Winn, Marie. *The Plug-in Drug: Television, Computers, and Family Life*. Penguin Books, 2002.

Fenner, Pamela Johnson, and Karen L. Rivers. *Waldorf Education: A Family Guide*. Michaelmas Press, 1995.

“5 Tips for Cultivating Empathy.” *Making Caring Common*, Making Caring Common, 13 Dec. 2021, <https://mcc.gse.harvard.edu/resources-for-families/5-tips-cultivating-empathy>.

Podcasts:

Kim John Payne/Center for Social Sustainability. The Simplicity Parenting Podcast with Kim John Payne | Apple & Spotify Podcasts. 2018-2022

Ashley Renwick. Waldorfy: Exploring Waldorf Education & Anthroposophy | Apple & Spotify Podcasts. 2019-2022.

Andrew Huberman Ph.D. Controlling Your Dopamine For Motivation, Focus & Satisfaction | *Huberman Lab Podcast #39* - Apple Podcasts. 2021

Films/Video:

The Social Dilemma. Directed by Jeff Orlowski, Exposure Labs, 2020. *Netflix*.

Anita Collins. “How playing an instrument benefits your brain.” 2014. *TEDtalk*

Waldorf 100. “Waldorf 100: The Film”. *Youtube*, March 11, 2017.

Websites:

“Catalyze a More Humane Future.” *Center for Humane Technology*, <https://www.humanetech.com>

“Cincinnati Waldorf School Antiracism Commitment.” *Resources for CWS Families*, <https://www.cincinnatiwaldorfschool.org/antiracism-commitment>

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.

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.

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:

<http://www.cincinnatiwaldorfschool.org/articles-blogs-links/>

- ***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.*](#)
- ***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.
- ***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 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***

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