



# *Policies*

## *2006 / 2007*

Office: 650 948 8433

Fax: 650 949 2494

Aftercare: 650 948 6900

Gift Store: 650 949 2399

E-Mail: [info@waldorfpenninsula.org](mailto:info@waldorfpenninsula.org)

E-Mail: [store@waldorfpenninsula.org](mailto:store@waldorfpenninsula.org)

[www.waldorfpenninsula.org](http://www.waldorfpenninsula.org)

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## Policies

### **The Inner Life of the Adults and Our Children**

Waldorf education is based on the work of Rudolf Steiner and is a path of inner development that embraces many spiritual streams. In forming behavior expectations for the children, we acknowledge the commitment on the part of the teacher and recognize the importance of conscious striving. By bringing the heart and mind into harmony through active alignment with one's values, we are able to foster the development of conscious action. This practice, as indicated by Rudolf Steiner in the Social Creed, recognizes the virtues of each person in the community.

*The Social Creed*

*The healthy social life is found*

*When in the mirror of each human soul*

*The whole community finds its reflection,*

*And when in the community*

*The virtue of each one is living.*

~ Rudolf Steiner

The challenge of our self-development and inner work is to make our spiritual striving practical, not only for adults but for the children as well. It was Rudolf Steiner's hope that within anthroposophy, members of different streams would be able to come together and work together for the future of humanity.

### **Expectations of Community Member Behavior**

Waldorf School of the Peninsula (WSP) is striving to be a community of compassion where human beings speak and act out of respect for each other and our environment. Our mission is to help create a truly human world through an education that is a source of social change. The goals for the students at Waldorf School of the Peninsula include: developing skills in perception of self and outside world; working individually and in groups; and developing trust, social skills, social consciousness, spiritual awareness and reverence.

Our ultimate goal is to create an environment of mutual understanding and respect so that growth and learning for the individual and community can take place.

### **Shared Values for all Adults and Students**

- Seek to be aware and share interest in being part of the school community.
- Contribute to a safe environment and are aware and respectful of similarities and differences in values.
- Strive to sustain and support community.
- Set an example of sustaining the community by striving to engage in socially healthy and conscious ways, attending to all children in their presence at all times, and caring for and using resources in an environmentally conscious manner.

The core of our behavior expectations is simply to respect yourself and others by following the principles listed below:

**Respectful Speech**

- All language usage is appropriate, supportive and respectful (no swearing).
- Gratitude is expressed, especially for the efforts of others.

**Respectful Action**

- Others' personal boundaries (maintain respectful bodily contact).
- Others' and own belongings.
- School property.

**A Culture of Social Inclusion**

- In all activities, students do not intentionally exclude others.
- Students become full participants in group work. Students will learn skills in social building, social awareness, community building skills and community work. When age appropriate, students will learn peer mentoring skills and create and uphold social conduct expectations.
- Students and adults create a climate where bullying and teasing are not tolerated. Bullying includes:
  - Physical hitting, kicking, taking belongings, pushing, biting, pinching, throwing objects at a person and spitting;
  - Verbal-put downs, name-calling, teasing, insulting, derogatory language and threats;
  - Indirect negative behavior such as gossiping, spreading nasty stories, excluding individuals from groups and ignoring individuals;
  - Negative facial expressions, body language, and tone of voice.

**Behavior Expectation Guidelines****Conduct on Campus and at School Events**

- Children are to be under direct adult supervision at all times and in all campus areas (office area, store, parking lot, playground, classrooms).
- Children may remain in the classroom during recess with permission of a supervising teacher. The teacher is to give this privilege only to the children who display maturity in social conduct. The privilege is lost immediately in the case of any behavior infraction during this time.
- Students are to follow directives given by staff in all areas of the campus.

- Each teacher has his/her own rules of behavior expectations within the classroom appropriate to the age of the group.

**Attendance**

- All students are required to participate in the full school program, unless an excuse is agreed upon for a specific period of time. A note or phone call from a parent is required and a document from a professional (such as a family doctor) may also be required.
- Students may not leave the grounds, classrooms or any supervised area during the school day without permission.
- All students are to arrive during defined school supervisory hours and are to go to designated supervised areas to await the beginning of the school day.
- All students who are not picked up during designated pick-up times will go to after-care, and appropriate costs will be charged for supervision during this time.
- Children not enrolled but visiting must check in at the front office, and necessary documentation needs to be on file.

**Adult Spaces**

- Students are to remain in the office reception area when in the office. They are to follow the directions of administrative staff.
- Students are not to use the adult bathrooms without permission.
- Students, 5th grade and below, may not be in the school store during school hours. They may be in the school store after school without supervision provided that they have a note from a parent or teacher and in a party of no more than two at a time.

**Food**

- Food is to be eaten in the classroom and during designated times only or as designated and supervised by the teacher.
- Candy and soda are not allowed on campus with the exception of organized dances and school events.
- No gum is allowed at any time.

**Recess Rules (including before and after school and school events)**

- Children are to play only in supervised areas.
- Only balls may be thrown. Eye contact must be maintained when throwing balls toward another person. No throwing of balls over the roof.
- Balls are allowed ONLY on the lawn and blacktop.

- Bats and other "sticks" may be used during games classes and / or under the supervision of the movement teacher or another teacher who is fully informed of all rules of the game as played at Waldorf School of the Peninsula.
- The children shall endeavor to keep balls from going beyond play area boundaries and may be retrieved only by permission and under the observation of a teacher. *Retrieving a ball from the garden is done with the intention of doing no harm to the plants.*
- Designated trees and play structures may be climbed by permission and with direct teacher supervision.
- Personal baseball mitts and tennis balls may be used at recess. Other personal equipment is permitted at the discretion of the movement teacher. (WSP does not assume risk of loss). Any school equipment must be "checked out" and brought back at the end of recess.
- Students may not enter the movement teacher's office at recess or open or remove items from the equipment sheds without that teacher's permission and sign-out.
- All borrowed school movement equipment is the responsibility of the first person who was given permission to use it at recess.

**The following behaviors and games are not allowed:**

- Any actions that can harm another, such as pushing or hitting.
- Unguided wrestling.
- "Dog piling".
- Tackle football, rugby or heading a soccer ball
- Climbing on the roof.
- Climbing on/over the fences or walls.
- Sitting on the tables.
- Playing on the lawn when it is very wet.

**Safety and Security**

- Issues of safety and school liability require that all children, including siblings of enrolled students, be supervised and in view of the parent or designated adult at all times whether on the school campus or an offsite school function. Parents must know who is designated to watch their children when they are otherwise occupied.
- All visiting adults must check in at the office prior to visiting with a child or teacher on campus.
- Students are to maintain orderly conduct in classrooms and on all school grounds.
- Students are to walk, not run, in the covered walkways.

- Students are only allowed to go barefoot with the supervision of the teacher who has granted this privilege (i.e., teacher is watching the children and the activity the children are engaged in warrants being barefoot).
- Skateboarding, biking and skating are not allowed on campus when school is in session (8 am – 6 pm) or during school events.

### **Toys**

Toys may not be brought to school, with the following exceptions:

- One snugly-sleep toy for a younger child who naps in aftercare
- Toys approved by a teacher for use as "props" or for social development, such as small animals for classroom sandbox play.

The school is not responsible for keeping track of these toys; they are brought to school at risk of loss.

### **Electronic Devices**

No use of electronic media (CD, MP3's, i-Pods, etc.) except in cases of class projects or other teacher-approved usage (must be used in direct relationship to a project or educational endeavor).

Violation of the electronic media policy will result in the item being taken away and held by the school for one week and a call to a parent.

A student may use electronic learning devices with written agreement as to protocols and limitations of use. This agreement is made through the recommendation of the Educational Support Department.

### **Cell Phones**

Cell phones may be used by adults with tact and discretion. They may NOT be used while driving on campus or while children are present. When using your cell phone for personal call, please make your calls from the parking lot. When on campus, please use the vibrate setting or turn the phone off if possible.

Students may have cell phones on campus provided that they are turned off and remain stored away during school. They may be used for verbal communications at the 8<sup>th</sup> grade dismissal area under the redwood trees) after school has been dismissed.

**Violation of student cell phone policy will result in a phone call to a parent and the phone will be taken away until the end of the day.**

### **Animals on Campus**

- No dogs other than therapeutic dogs or companion dogs for pedagogical purposes are to be on campus during the school day (8 am - 6 pm), or during school events. These dogs must be on leash and under direct supervision of an adult.

- Classroom pets are kept on campus and are maintained in good health with humane treatment.
- Occasionally there can be a designated pet day, during which a friendly family pet can visit. The teacher will bring the proposal and date for such an occurrence to the faculty and/or calendar committee.

**Consequences of Non-Adherence to the Behavior Expectations**

Consequences are based on our goals to awaken children to their own individuality and unfolding of higher capacities of thinking, feeling and willing.

Class teachers will be informed as soon as possible when incidents occur. Consequences may include one or more of the following:

- The child may be required to: receive appropriate reminders and warnings; endeavor to right the wrong; do a chore; do a community service task; miss all or a portion of recess; be sent to another classroom; and / or write in a reflection book during a recess time.
- The school may also deem it necessary to:
- Send the child home for the remainder of the day
- Suspend the child for one or more days
- Call a discipline council, consisting of the supervising teacher and two other teachers, or more as needed, to review with the family appropriate action and intervention.

**Accountability**

The ability to be held accountable for what we have committed to do engenders trust in our capacity to change ourselves and become contributors to community building.

I certify that I have received the discipline policy (as stated above) and discussed it with my child(ren). I understand that failure to comply with the expectations will result in a consequence.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Student(s) Signature(s) \_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Grade \_\_\_\_\_

**Grade(s) of Student(s)** \_\_\_\_\_

**Last Name** \_\_\_\_\_

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I certify that I have received the discipline policy (as stated above) and discussed it with my child(ren). I understand that failure to comply with the expectations will result in a consequence.

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student(s) Signature(s)** \_\_\_\_\_ **Grade** \_\_\_\_\_

\_\_\_\_\_ **Grade** \_\_\_\_\_

\_\_\_\_\_ **Grade** \_\_\_\_\_

\_\_\_\_\_ **Grade** \_\_\_\_\_

## Dress Code

The Waldorf School of the Peninsula strives to be a community in which all members experience an optimal environment for learning. To this end, we ask that all staff dress professionally as suits the requirements of their position and tasks. We ask also that children come to school dressed appropriately for what is required of them to participate fully in the program of activities for any given day. The following principles guide our dress-code policy for students.

- Clothing provides for warmth and dryness throughout activities.
- Clothing is functional, allowing for participation in activities.
- Clothing does not cause distractions (undue notice, teasing, disrespectful remarks, or time spent clarifying why a garment is not appropriate attire for school).
- Clothing reflects an attitude of respect for the learning/academic intention of the school.
- Clothing fits properly and is the appropriate size for the wearer.

To meet the above philosophy, the school provides the following **guidelines for grades 1 through 8**. Early Childhood families should see the Early Childhood Handbook for their guidelines.

### **Basic Condition of Clothing**

- Clothing is in good repair with no rips and tears—allowing for normal wear and tear, such as small frays at the cuffs or bottom of pant legs.
- Clothing is clean and orderly.

### **Logos**

The school's consideration of printed advertising on clothing on campus rests on two important points:

- Once we have learned to read, the information of advertising is all around us—on billboards, bumper stickers, signs, etc. Our campus in many ways encourages a rest from such sensory bombardment. We would like the community's support in giving ourselves a break from these stimuli.
- We all recognize logos as effective marketing tools, and we also recognize that brand names can create pseudo markers for clubs or groups. Although the "gang" extreme is not a worry on our campus, we would not like to encourage such activity even in the form of "in" groups or "out" groups defined by who wears what designer clothing. We ask families to be aware of the effect of clothing on the social life of children and to support a healthy socially inclusive environment here on our campus.

### **YES LIST**

- "Waldorf School" or "Waldorf School of the Peninsula" school spirit logos on caps, sweatshirts, tee shirts

- Tee shirts that depict an affiliated activity or organization directly related to the school, such as Live Power Community Farm, after consultation with individual class teacher
- Small logos (index finger-sized in length of message and height of lettering) of other teams, colleges or universities
- Sweatshirts with printed school or team names.

#### NO LIST

- Large advertising logos, images or words
- Camouflage wear

#### **Footwear/Bare Feet**

Shoes must be appropriate for the student's daily activities. Flip-flops, scuffs, platform heels or other high heels are inappropriate school wear.

Sandals with heel straps are allowed except in gardening and games classes.

Students are allowed to be barefoot under direct supervision of their teacher, with the assumption that being barefoot is pedagogically correct for the activity they are engaged in.

#### **Hot Weather Wear**

#### YES LIST

- Mid-thigh length shorts that do not hike up to reveal underwear or body above top of thigh
- Short sleeved blouses, tee shirts and other tops that cover the midriff area and don't reveal cleavage
- Hats with small logos for outside wear

#### NO LIST

- Tube tops, halter tops and tank tops (if revealing). "4 fingers" width at top of the shoulder must be covered by the top(s).
- Spaghetti straps or off-the-shoulder style shirts or blouses.
- Any garment revealing midriff or cleavage
- Short-shorts, skin tight shorts
- Hats worn in classroom without permission of teacher in charge

#### **General School Guidelines**

- **HEMLINES** are to be at or below two inches above the knee. Skirts above the knee must have shorts underneath to ensure that they do not hike up to reveal underwear.
- **LEGGINGS** need to be worn with appropriate skirts, shorts, or tunics.
- **PANTS** are not to drag when walking and need to be properly hemmed; they must cover the stomach area (shirts meet the pants so that the entire mid-body and underwear is covered). No pajama pants or boxers.

- **MAKEUP**, nail and toe polish are not allowed until middle school.
- **HAIR** may not be dyed, bleached or artificially altered.
- **PERMANENT TATOOS** are not allowed; temporary tattoos require the teacher's permission in advance. Temporary tattoos are allowed with the permission of the class teacher.
- **JEWELRY** in general is not encouraged, as it can be distracting and interfere with learning. The following are guidelines:
  - With pierced ears, no more than one earring per ear
  - No dangling earrings or noisy jewelry
  - No earrings that could cause damage to the ear during normal play
- **WATCHES** (dial-faced/analog - NOT digital) may be worn by students in grade three through eight. No alarms on watches may be set, except with written permission from Educational Support or the family physician.

### **Middle School Allowances**

Students in grades six to eight may:

- Wear inoffensive (not frightening, scary, or shocking) logos or images—the Paul Frank monkey logo for example
- Wear sandals without a back strap
- Color their hair in a natural fashion, avoiding bleach blond or manic panic-type colors
- Wear light colors of make-up and finger nail and toe polish (girls)
- Have dress-code-exception days planned by the teacher and the class.

**NOTE: Middle School students may be seen in athletic wear appropriate for their games classes.**

### **Assembly Dress Grades 1-8**

Appropriate dress for assemblies, public performances, the first day of school or other cultural events is as follows:

Dress for girls:

- **Dark skirts or long pants**
  - White plain shirt (short or long-sleeved)
  - Dark low-heeled shoes

Dress for boys:

- **Dark long pants, no jeans**
  - White plain shirt (short or long-sleeved)
  - Dark shoes and dark socks

**NOTE: For Spanish performances, boys are required to wear white dress slacks/trousers. Girls should consult the Spanish teacher for specific dress requirements.**

### **Consequences**

If a child is not appropriately dressed, on the first occurrence, alternative clothing is provided and the class teacher calls the parents seeking their cooperation. On a second occurrence, the teacher may give a consequence and the parents will be called. On the third occurrence, a conference may be arranged.

### **Drop-off and Pick-up**

In an effort to create safety and efficiency at our drop-off and pick-up times, and to alleviate chaos in the parking lot, we are continuing our traffic, parking plan. Please read it carefully. All members of our community will be asked to follow these procedures.

It is clear that arriving at 8:10 am while the traffic flow is light is the best choice. If you do get caught up in the heavy traffic flow here are a few things that can make the process less frustrating:

- Turn off your cell phone. It is safer and easier for everyone when you are fully engaged in driving through the parking lot without this distraction.
- Roll your window down so that you can hear any verbal instructions from the traffic duty staff.
- Use your turn signal while approaching the driveway and when leaving to inform the traffic duty staff and other drivers of your intention.
- Whenever possible, make a right hand turn out of the driveway and use Magdalena to reach Foothill Expressway.
- Wait for the traffic duty staff to instruct you as to which space to pull into for unloading. Expect a 5 - 7 minute wait.

Due to our site use limitations, we must insist that no one park on Mora Drive, Eastbrook Drive or Partridge Lane except for specially designated events. If the parking lot is full and you must park, please park on side streets off Eastbrook and Mora in a manner such that we do not impact the neighborhood.

### ***Morning Drop-Off for Kindergarten - Grade 8:***

Because the morning drop-off ran so smoothly last year, we have decided to cut back on the number of parking lot helpers. We feel you can be more self-sufficient by having your children open and close their own doors. You may drop off children along the yellow curb and the yellow line that goes up to the pole at the driveway entrance. If all drop-off spots are full, wait in lanes 1 or 2 until a space opens up. Please follow the directions of the parking lot director. After your child/children have safely left your car, exit the parking lot.

### ***Morning Drop-Off for Nursery***

Arrive at 8:45 to park and walk your child to class. If you arrive earlier, please wait in the nursery yard and remain with your child until the teacher arrives.

**Important Reminders:**

- Drop off time is 8:10-8:25 am. Please do not drop off your children before 8:10 am as there is no adult supervision available for your child.
- When arriving at school, have your children ready with lunches and backpacks in hand.
- Please be positive and reassuring and say your good-byes prior to pulling into the drop-off spots.
- Parents should not get out of the car.
- Children need to exit on the passenger side only and proceed to school.
- Kindergarten children will be met by kindergarten assistants or teachers and walked to class.
- If car seats need to be taken out for afternoon carpooling, please let a parking lot helper assist with that process. All car seats need to be clearly labeled with your child's name and pick-up time.

**Afternoon Pick-Up for Kindergarten and Grade 1:**

Please arrive at school at 12:30 for pick-up Monday, Tuesday, Wednesday Thursday and Friday and pull into lanes 1, 2 or 3.

Thursdays with additional pick-up of carpool children in the grades: If you pick-up children in grades 2-8 along with your kindergarten or first grade child, please arrive at 12:45.

Kindergarten or first grade children in aftercare until 3:00: These children will be brought to the curb for carpooling with grades 2-8 children. Please be sure to communicate this plan with Michael Sturgis, aftercare director, and your child.

**Afternoon Pick-Up for Grades 2-8**

If you have students in grades 2-8 in your family and/or carpool, please arrive at 3:00 pm for pick-up on Monday, Tuesday, Wednesday and Friday, and at 12:50 pm on Thursday. Children not picked up by 3:15 pm on Monday, Tuesday, Wednesday and Friday, and at 1:05 pm on Thursday will be taken to aftercare. There is a one hour minimum charge for children attending aftercare.

**Additional Notes:**

- Curbs that are painted red indicate no parking.
- Curbs that are painted yellow indicate 5 minute loading/unloading between the hours of 8:45-12:15 and 1:05-2:30.
- Please carpool to alleviate traffic congestion.
- No parking at any time in the asphalt play area adjacent to the garden. It is a play space for recess and games.

- The six parking spots closest to the “upper play yard” are available for visitor parking from 8:45-12:15, 1:05-2:30, and after 3:15.
- Those parents dropping off items for the classrooms during morning drop-off can give the items to helpers at the curb who will deliver them to the appropriate places. Please label the items with the class or teacher’s name.
- Please assist in assuring that your child has been signed out by a teacher prior to leaving campus.

We recognize that drop-off and pick-up times have been an important social time for all. As a school, we are very concerned about keeping and promoting a healthy community life and will make every effort to create community by having class and school social events.

Some children in the younger grades will have special needs and parents will have to park. We hope that by making it easier for those who don’t need to park then the few available spaces can be used by those parents who need them. The kindergarten teachers or their assistants will be available at the curb for both drop-off and pick-up to make this transition as smooth as possible.

### **Car Pools**

Parents often arrange car pools on an informal basis. The family and teacher directory is helpful in locating parents who live nearby. Parents within the carpools may share openly with one another their concerns for the safety and well being of their children. The driver is responsible for maintaining a sense of order and harmony, so that the children’s experience in transit will be a positive one. Singing, quiet conversation, and sharing stories or experiences actively engage the child’s imagination. Radio and tapes are discouraged along with loud talking and fighting.

Whatever arrangements are made, the school reminds parents that children must be at school on time and that arrangements must be made for pick up no later than 15 minutes after the end of the school day to avoid aftercare charges. Please do not ask the office to convey carpool information or changes.

Please note that according to state law, each passenger in a car being used in the carpool must wear a seatbelt. If the seat belt does not fit a child correctly, he or she should be in a booster seat until the adult seat belt fits. When a child is big enough, make sure the seat belts in your vehicle fit correctly. The shoulder belt should lie across the chest, not the neck or throat. The lap belt must be low and snug across the thighs, not the stomach. In addition, the child should be tall enough to sit against the vehicle seat back with his or her legs bent at the knees and feet hanging down. This is usually when the child reaches about 4' 9" in height and is between 8 to 12 years of age. All children age 12 and under should ride in the back seat.

### **Communication**

The school is fully engaged, this year, with the challenge of developing and improving communication skills and practices. Our work with conflict resolution, non-violent communication, consensus decision making and bullying and teasing – with adults and children

alike – reflect this commitment. We will foster a continuing discussion with the community, through the Messenger, class meetings, parent education teas and other events as the year progresses. These efforts will bring about revisions to the following communication channels, which nonetheless provide a starting point as we begin the school year.

### **Appropriate Channels**

We realize that effective communication is the key to our healthy social working. It is important to note that one unique aspect of a Waldorf school's underlying philosophy is the realization that difficulties and differences of opinion are inherent and necessary in human encounters; that the willingness to struggle consciously to overcome conflict offers valuable opportunities for personal/spiritual growth. If you have a concern, please utilize the following constructive avenues toward resolution:

- **Inner Reflection.** First work on the question within yourself, if possible, to come to a centered understanding of your feelings and needs.
- **Speak Directly to the Person Involved.** For a healthy community, speaking directly to the person involved is absolutely necessary. If you have a concern about your child or a situation in the classroom, please discuss your concerns directly with the child's teacher. Our teachers are dedicated to working in partnership with parents to do what is best for each child; they appreciate your involvement.
- **Issues Involving Your Child or Class.** To remedy an issue regarding your child or class related issue, begin by speaking with your child's teacher. The teacher then may arrange a joint teacher/parent meeting that may include the teacher's mentor. Core Group members are also available to help resolve issues or concerns.
- **General School Concerns.** If you have questions regarding school policies, finances, use of facility, publications, schedules and events, legal matters and safety, please speak with the administrator who will connect you with the appropriate faculty, staff or board member.

### **All School Meetings**

All-school meetings, such as back-to-school night and the spring budget meeting bring the community together at least twice a year, or more often as necessary. Such meetings are part of the administration of the school and their time, place, frequency and agendas are planned and determined by the board and faculty. All parents are encouraged to attend these meetings and to keep them informed by reading the written reports of the meetings in the school newsletter.

An all-school meeting provides the opportunity for all members to gain a sense of the spirit of the larger school community outside their children's classes and to meet more members of the parent body, the faculty and board members. It offers an opportunity for information, questions and answers to be shared regarding common concerns such as the annual budget, undertakings such as a capital campaign or site renovation plan, significant changes in the tuition schedule, school program, or organization structure and reports of the faculty, board and school committees. The all-school meeting is a forum to develop and generate en-

thusiasm for a shared vision and mobilize support for implementing our plans for growth and development.

### **Class Meetings**

Class teachers hold a minimum of two meetings per year for the parents of children in their class. These meetings are an integral part of school life. They are an important bridge between home and school and offer parents an opportunity to become familiar with the activities of the class. The meetings may include discussions on various aspects of Waldorf education and serve as social gatherings for parents. Attendance is expected. If you are unable to attend, please notify your child's teacher.

### **Class Parents**

Each class teacher asks one or more parents to take the task of being class parent(s) for the school year. These parents work closely with the teacher and help coordinate class activities such as field trips. The class parents may also help with communications by answering questions, directing parents to the appropriate person or committee for the answer and helping the teacher and the school disseminate information about school events.

### **Home Visits**

Inviting your child's teacher to your home is an excellent way to create a bridge between home and school. Beyond the social experience, home visits provide the teacher with additional perspectives, thus serving to deepen his/her understanding of your child.

### **Parent Teacher-Conferences and Student Reports**

Assessment is implicit in the whole Waldorf approach. The teachers strive to be observant of the children throughout their day. A richer understanding of each child comes with accurate and comprehensive observations. By greeting each child individually with a handshake in the morning, the class teacher makes personal contact and quickly forms an impression of the child's state of being. The teacher endeavors to form a detailed profile, or child study, of each student. This profile conveys a picture of the child's learning and behavior in the practical, emotional and cognitive realms, while seeking to understand and develop each child's skills, capacities and faculties.

Class teachers regularly monitor and record the children's progress in literacy, numeracy, coordination and social skills, using checklists, records and screening. Teachers plan their lessons and record the performance of the children. They share these plans and integrate them into the whole school curriculum through regular teachers' meetings. They evaluate the children's ongoing work, communicate their observations with the children and use them as a diagnostic tool to guide lesson planning.

At the end of the school year the class teacher writes a comprehensive report on each child. The report is an assessment of the overall social and academic development of the child throughout the school year. A part of the report may be addressed personally to the younger children, offering praise, guidance and challenges for the coming year. The special subject teachers also contribute to the year-end report.

**School Telephone Directory**

Every year the school issues a directory of parents and school personnel to each parent. This directory comes out as soon as it is possible to provide an accurate listing, after the commencement of the school year, and is updated periodically. Use of the school directory or mailing list for personal or business use is not allowed without prior written permission from the school. Please respect the privacy of those families who are listed in the directory by not soliciting or contacting them about matters not related to the school. Although the school cannot be responsible for such misuse of the directory listings as may occur, we strongly discourage such use.

**Newsletters and Other Communication Media**

*The Messenger* is circulated only to currently enrolled families and is sent home with the children. It is published weekly and advises parents of calendar changes, upcoming events and other school information. It is also a way for committees to communicate with the school community. Please make a point of reading this publication. Notices for *The Messenger* may be submitted to the school office at least three days before publication.

*The Voice* is a more general publication. It is circulated to parents, friends of the school, other Waldorf schools, professionals in education and related fields, potential enrollment applicants and others on our mailing list. Reports on classes and events are usually included, and this publication may give more of the flavor of life within the Waldorf School of the Peninsula. Paid advertising is accepted at the rate of \$10.00 per issue. The *Voice* mailing list provides important support for our fundraising and enrollment efforts. If you would like to include someone on our mailing list, please advise the office. Supplements to *The Voice* in the form of special flyers promoting events and the annual giving brochure also go to the mailing list.

**Other Media:** In addition to the two newsletters, teachers regularly send home notes and flyers and use the phone to get information distributed as efficiently as possible. The office maintains an up-to-date calendar of all events related to the school. Some classes share information via e-mail. The class teacher determines what type of information is communicated using the class e-mail list. A Parent Resources web page is available on the [www.waldorfpenninsula.org](http://www.waldorfpenninsula.org) home page. The items on the drop-down menu that are locked may be accessed by selecting the item then when the dialogue box appears, type "parents" as the username and "parents" as the password. The weekly *Messenger* newsletter, school calendars, forms and other school-related information can be accessed on this web site. Please check it regularly for the latest information.

**Approval of Brochures, Flyers, Advertisements or any Printed Material:** Since the faculty and board is responsible for any and all printed material about the Waldorf School of the Peninsula, the school needs to have the opportunity to edit and give final approval of *Messenger* or *Voice* articles or enclosures, flyers, ads, brochures or any other materials distributed to the community. No written materials may be sent on behalf of the school without explicit approval by the school. Parents should be able to distinguish between interpersonal communications among parents and official communication from the school for which it accepts full responsibility.

We appreciate your compliance with the following guidelines. These steps are the minimum necessary for publication and distribution of material:

- At least one week before publication, submit a rough draft to the office. Recommendations and concerns can be addressed or incorporated before the final publication deadline.
- If you require a review of the edited version please indicate it in writing on your rough draft. Otherwise, the version edited by the publications coordinator will be considered the final version for publication.
- Incorporate changes and submit the final proof copy three days before the publication deadline.
- Please note that once the final copy has been initialed, any changes will be subject to another approval. Additional steps may be necessary and may delay publication of your copy until the next issue.
- For flyers, call the office manager to determine how many printed copies are required. Deliver copies of your final single page or double-sided flyer to the office by 9:00 am Friday so it may be included in the weekly mailing. Send an electronic version of the flyer to [messenger@waldorfpenninsula.org](mailto:messenger@waldorfpenninsula.org) so that it can be posted on the school's website.