

The Waldorf School of Garden City Handbook 2022 - 2023



The
WALDORF
SCHOOL
of GARDEN CITY

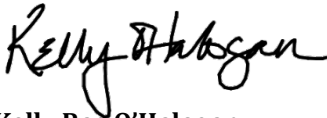
www.waldorfgarden.org

Dear Parents & Guardians,

Thank you for joining us for the 2022-23 school year – our 75th Anniversary. Your commitment to and support of an excellent Waldorf education for your child is a valued part of our intention to create free and independent thinkers who can positively impact the world. Working in accordance with the developing child, we lay the foundation of what it is to be a full human being – in mind, in heart, and in action.

The success of our mission is only as strong as the bridge between school and home. This Handbook is designed to support you in your journey with our School. We hope you will take the time to become familiar with it.

Sincerely,



Kelly Rae O'Halloran
Faculty Chair



Nicole S. Littrean
School Administrator

QUICK REFERENCE FOR SNOW DAYS AND EMERGENCY CLOSING INFORMATION

In the event of a school closing or delayed opening, information can be obtained from the following sources:

A telephone broadcast message to parents'/guardians' home and/or cellphone numbers.

A text message to parents/guardians' cellphone provided to us

Updates on News 12 website: www.news12.com

Pop-up Message on school website: www.waldorfgarden.org

Social Media posts

Parents should keep in mind the following considerations in the event of a 2-hour **Delayed Opening**:

- School begins at 10:00 AM
- *Bus companies respond to decisions made by the individual school district in which the family resides. As a result, a school district may be closed (and not providing transportation) on a day when The Waldorf School has a 2-hour Delayed Opening.*
- The School has limited employees available for general supervision of children who must arrive at 8:00 AM on Delayed Opening days due to local bus or parent schedules.

OFFICE HOURS & CONTACT INFORMATION

The School's Main Entrance is open daily from **7:45 a.m. until 6:00 p.m.** and telephone extensions for many administrative staff members can be found below. A full list of employees' email addresses are available on the School's website, www.waldorfgarden.org

DEPARTMENT	NAME	PHONE/EXT
School Administrator	Nicole S. Littrean	303
Admissions	Ann Mulvehill –Director Enrollment & Retention	302
	Emanuel Vega–Director of Admissions, Early Childhood – Grade 12	301
	Gerald Owens – Office & Advancement Manager	322
Athletics & Auxiliary Programs	Shane Flanagan – Athletic Director	304
Business Office	Open Position – Finance Director	306
	Gary Carle – Associate Director	307
	Evelyn Escobar – Accounts Receivable Manager	325
Bookstore & Transportation	Loretta Mignone – Purchasing Agent & Transportation Coordinator	305
Cafeteria	Aviva Gill – Culinary Director	308
College & High School Guidance	Marisa Gelb – HS Guidance and College Counselor	315
Strategic Communications & Advancement	Brett Spielberg – Director	311
	Kevin Padilla – Associate Director, Technology & Communications	328
Development & Alumni Relations	Samantha D'Aleo – Associate Director	313
	Bianca LeRoux - Development & Communications Manager	310
Early Childhood	Keelah Helwig – Chair	330
Faculty Chair	Kelly O'Halogan – Faculty Chair	314
	Suellen Gentile – Executive Assistant	323
Health & Human Services	Cathy Gorman – School Registered Nurse	324
High School	Roland Rothenbucher – Chair	316
	Nina Mullane – Chair Assistant	317
Library	Linnea Folk - Librarian	320
Lower School	Erin Fitzgerald & Karen Talluto – Co-Chairs	312



THE WALDORF SCHOOL OF GARDEN CITY
www.waldorfgarden.org

ACCREDITED BY



THE NEW YORK STATE ASSOCIATION OF INDEPENDENT SCHOOLS
(NYSAIS)
www.nysais.org

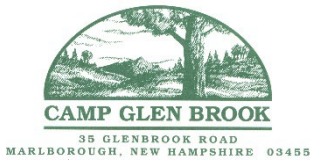


THE ASSOCIATION OF WALDORF SCHOOLS OF NORTH AMERICA
(AWSNA)
www.awnsa.org

RELATED LINKS



THE WALDORF SCHOOL OF GARDEN CITY SUMMER PROGRAM
<http://www.waldorfgarden.org/summer>



CAMP GLEN BROOK
www.glenbrook.org



THE ONLINE WALDORF LIBRARY
www.waldorflibrary.org

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STATEMENT REGARDING HANDBOOK POLICY REVISIONS

The Waldorf School of Garden City reserves the right to modify the policies included in this Handbook without notice in order to best serve the interests and safety of our students, employees, and families and to ensure continued compliance with applicable federal, state and local (including health department) policies and regulations as they evolve.

OUR MISSION

The Waldorf School of Garden City educates children to meet the world with purpose, gratitude, and respect.

Our curriculum, inspired by Rudolf Steiner, progresses in accordance with child development. Awakening students to the experience of knowledge, strengthening their sense of moral responsibility, and empowering them to act with courage and conviction.

The School's aim is to graduate a diverse group of young people distinguished by the scope and acuity of their minds as well as the depth and integrity of their character.

DIVERSITY AT OUR SCHOOL

The Waldorf School of Garden City strives to be an environment where diversity is celebrated, and all members of our community are included. We welcome the contributions of all cultures. We provide opportunities for open dialogue and discussion with faculty, staff, parents, students, and alumni. Our aim is to find common ground.

Through active learning, we seek to explore the many perceptions and experiences of various ethnicities, faiths, religions, socio-economic groups, genders, and the LGBTQIA+ community. We challenge ourselves to uncover our biases so that we may meet all members of our community with equanimity and compassion. We are a school that teaches our students to value the differences in individuals, and we recognize that there is strength and wisdom in our diversity. We believe a diverse community is essential to an excellent education, and, to that end, we recognize the varied perceptions held by our students help to define the very fabric of our community.

DISAVOWAL OF RUDOLF STEINER'S RACIST IDEAS

The Waldorf School of Garden City, founded on the anthroposophical teachings of Rudolf Steiner, is an evolving institution that continually strives to meet its diverse body of students and to prepare them to meet the future with purpose, gratitude, and respect. Our school recognizes that in *The Mission of Folk-Souls*, and other teachings, Steiner expresses racist ideas that the school does not share, support, or condone in any form. We strongly disavow any attempts to justify systemic injustices based on evolutionary or karmic theories. Acknowledging that racial biases are embedded in the very fabric of Western Civilization, we actively engage in the ongoing evaluation of curricular content, teaching practices, and institutional policies to find and eliminate all racial biases. The Waldorf School of Garden City prioritizes and values these efforts to foster diversity, equity, and inclusion in the daily academic lives of all students and faculty members in our community.

POLICY OF NON-DISCRIMINATION

The Waldorf School of Garden City promotes respect for all students, employees, and applicants for admissions or employment and prohibits discrimination to the full extent required by law, including discrimination based on race, color, ethnic or national origin, religion, creed, sex, gender, gender identity or expression, sexual orientation, age, disability, predisposing genetic characteristics, pregnancy, familial or marital status, military status, or any other category which is protected by applicable federal, state, or local law. These nondiscrimination policies apply in administration of our educational policies, hiring policies, admissions policies, financial aid programs, athletics, and other school-administered programs.

The following person has been designated to handle all inquiries regarding the School's non-discrimination policies:

School Administrator
225 Cambridge Avenue
Garden City, NY 11530
(516)742-3434 Ext. 303

WALDORF EDUCATION – AN OVERVIEW

Waldorf Education has its roots in the spiritual and scientific research of Austrian scientist and philosopher Rudolf Steiner. According to Steiner, human beings have a threefold nature -- comprised of body, soul, and spirit. Human capacities unfold in three developmental phases on the path to adulthood: early childhood, middle childhood, and adolescence. Waldorf Education is designed to meet the needs and capacities of children at each of these phases.

In the early 1900's, Germany, having been defeated in WWI, was on the brink of economic, social, and political chaos. In April of 1919, Rudolf Steiner visited the Waldorf Astoria cigarette factory in Stuttgart, Germany and spoke to the factory workers about the need for social renewal and a new way of organizing society and its cultural and political life.

Emil Molt, owner of the factory, asked Steiner if he would establish and lead a school for the factory worker's children. Steiner agreed, but stipulated certain conditions, which were radical for his time: that the school be co-educational, open to all children, and that the teachers (those individuals actually in contact with the children) have responsibility for developing and implementing the philosophy and curriculum of the school with a minimum of interference from either state or outside economic sources. Five months later, the Independent Waldorf School opened its doors in Stuttgart, Germany.

Because of its visionary philosophical basis and innovative teaching methods, the original Waldorf School grew quickly, gaining international recognition and inspiring the creation of new schools modeled after Steiner's educational philosophy. Waldorf Education now includes more than 1,000 independent Waldorf schools and numerous initiatives flourishing in 60 countries all over the world. There are currently over 150 Waldorf schools in North America.

The identity of every Waldorf school is unique, but each school is fundamentally rooted in the ideals of Waldorf pedagogy. In each school, the faculty draws on Rudolf Steiner's research for its insight into human development, which recognizes humanity's essential spiritual nature without an ideological or denominational character. Waldorf schools are independent in every sense, with ties to neither church nor state, but are linked with one another through common educational ideals. Steiner's legacy is a monumental body of timeless work that crosses many disciplines, including agriculture, medicine, education, spirituality, human development, and social/cultural renewal.

A BRIEF HISTORY OF THE WALDORF SCHOOL OF GARDEN CITY

In 1947, on 10 acres adjacent to Adelphi University, the Waldorf Demonstration School of Adelphi College opened its doors, with the financial support and generosity of H.A.W. Myrin and his wife, Mabel Pew Myrin. The School was built in seven stages from 1947 through 1958. Under the strong guidance and leadership of John Gardner, the school expanded to include a High School which graduated its first class in 1960. From 1964 through 1978, in conjunction with Adelphi University, Mr. Gardner instituted the first formal Waldorf Teacher Training Program which was housed at the school. Many teachers received their master's degree in Waldorf Education at the Institute and went on to teach in Waldorf schools throughout the United States. In 1971, the Waldorf School's campus was expanded further when it received a 200-year-old farm, which is now known as Camp Glen Brook, in Marlborough, New Hampshire. Through the efforts and generosity of former High School Chair, Peter Curran, Glen Brook has become a regular part of the School's programs. In 1999, through the generosity of Dr Robert White and his son David White, Camp Glen Brook received White Meadows, increasing the School's New Hampshire campus to 250 acres.

ABOUT OUR SCHOOL COMMUNITY

The Waldorf School of Garden City is a community of employees and parents who have come together with the common purpose of providing children with a Waldorf education. Our student population proudly reflects the entire spectrum of cultural, ethnic, religious, social, and economic diversity of our unique suburban New York community. As a mature school, we are fortunate that our alumni, alumni families, and friends are numerous and play a vital role in the ongoing life of our School.

As a community -- whether working in the classroom or coming together during festivals, assemblies, or other activities -- we strive to celebrate our common humanity, not our separateness in belief or practice. Students from all backgrounds are welcomed and educated at The Waldorf School of Garden City, finding their essential spiritual nature uniquely recognized and honored, with their private beliefs equally respected.

The Waldorf School of Garden City is committed to fostering a fully inclusive school community and welcomes employees and students of all races, ethnicities, nationalities, religions, socio-economic backgrounds, sexual orientations, gender identifications, and spiritual values.

All students, parents, guardians and employees of The Waldorf School of Garden City are in agreement with and committed to the School's Diversity Statement.

ORGANIZATIONAL STRUCTURE

As a **SELF-ADMINISTERED INSTITUTION**, our School is organized around the impulse which gave rise to the first Waldorf School. This means that the individuals working most closely with the children are responsible for the pedagogical decisions and policies of the School, without outside interference. To effectively achieve this goal, the Faculty, College of Teachers, Administration, Board of Trustees, and the Parent Teacher Association work together on behalf of the students; each group acknowledging and supporting the expertise of the other.

THE COLLEGE OF TEACHERS is comprised of employees committed to serving the pedagogical aspects of the School community by working with the anthroposophical view of human development. In addition, the College is responsible for working with the Faculty Chair on curriculum, professional development, discipline, parent engagement, and procedures for hiring and firing faculty personnel. The agenda for College meetings is set by the College Chair, working collaboratively with the Administrative Circle¹.

THE FACULTY CHAIR has primary responsibility for the leadership of the faculty and the School. Reporting to the College of Teachers (the "College") and the Board of Trustees, the Faculty Chair works collaboratively with the Section Chairs², the College, the School Administrator, the Board of Trustees, and the Administrative Circle to oversee all pedagogic aspects of the School, including all matters relating to faculty, curriculum, pedagogic organization, parent education, and community engagement. The Faculty Chair is charged with developing all School policies necessary to ensure the continuity, consistency, quality, integrity, and fidelity of purpose of the School, within the context of Waldorf education. In keeping with these responsibilities, and working with the appropriate Section Chair, the College, the Board, and the School Administrator, the Faculty Chair will devise strategies for teacher recruitment and development, as well as systems of teacher evaluation appropriate to each of the School sections. The Faculty Chair will guide the faculty in considerations of the challenges and opportunities for the School in light of both the evolution of Waldorf education and the specific needs of our community.

¹ Comprised of the College Chair, the Faculty Chair, the Section Chairs and the School Administrator.

² Early Childhood, Lower/Middle School, and High School.

THE BOARD OF TRUSTEES is responsible for the legal and financial well-being of the School. It establishes financial policies, oversees the development and implementation of the School's budget, determines tuition rates, and develops long-range plans to support the continued health and growth of the institution. The Board of Trustees is self-perpetuating with the existing Board responsible for identifying and electing new Board members. The Faculty Chair, School Administrator, College Chair, Finance Director, and Admin Directors are all ex-officio members of the Board of Trustees.

THE SCHOOL ADMINISTRATOR manages the School's administrative team, which includes oversight of daily operations and staff related to Budget & Finance; Enrollment; Marketing & Outreach; Development & Alumni Relations; Buildings & Grounds; Support Services and Auxiliary Programs, such as the WSGC Summer Program and Camp Glen Brook. Reporting to the Board of Trustees and working closely with the Faculty Chair and the College of Teachers, the School Administrator provides a framework for achieving the School's pedagogical mission, ensuring that administrative efforts support the larger institutional goals. In addition to the development and implementation of operational "best practices," the School Administrator facilitates communication between and amongst all School leadership groups. Through oversight of the long-term strategic work of the School, the Administrator links strategic plans with fiscal and operational realities to ensure sustainable institutional growth and development.

THE ADMINISTRATIVE CIRCLE is made up of the Faculty Chair, the School Administrator, College Chair, and Section Chairs. This group is responsible to review and decide on daily School matters relating to both pedagogy and operations, and to discuss matters which require cross-departmental input.

THE PARENT-TEACHER ASSOCIATION (PTA) acts as a conduit for, and facilitator of, parent participation in the School. The Parent-Teacher Association is led by several Co-Chairs (representing the various School sections when possible) along with two or more representatives from each grade, selected by the Lead Teacher, Class Teachers, or High School Advisors. Regularly scheduled PTA meetings are open, and the entire parent body is encouraged to attend. The Parent Teacher Association Co-Chairs meet regularly with the School Administrator and Faculty Chair. The PTA Parent Representative Handbook can be found in [Appendix C](#).

COMMUNICATION BETWEEN PARENTS AND THE SCHOOL

Frequent and healthy communication is critical to the effective functioning of our school, and parents receive communication in several different ways:

CLASS MEETINGS provide an opportunity for teachers to share news about the class, the curriculum, and classroom activities with parents. Held several times throughout the school year, class meetings are noted on the School calendar well in advance, and at least one parent or guardian from each family is required to attend each meeting.

BLACKBAUD is a secure, online communication tool for parents. Using a unique log-in, parents can access the School Directory, forms and information for their child, their child's class, and the School as a whole. Because this is such a timely and effective tool for parent communication, parents are encouraged to review their Blackbaud account on a regular basis.

PARENT TEACHER ASSOCIATION (PTA) MEETINGS take place throughout the School year. Meetings are open to the entire parent community, with all parents invited – and encouraged – to attend. The meeting agenda varies and often includes discussion of PTA fundraising events, sponsored activities, as well as topics of interest to the entire parent community. The Faculty Chair, School Administrator, and other administrative staff frequently attend these meetings to provide reports and answer parents' questions or hear their concerns.

EMAILS are regularly sent to families addressing a variety of school matters, such as: announcements or reminders about upcoming School events and activities; policy, personnel, or programmatic changes; and other important reminders. Most of this information is also included on each family's Blackbaud resource page.

THE WALDORF NEWS is an annual magazine which includes a variety of stories and features about our School community – including current events; activities; and programs, along with updates and features about our alumni community.

PARENT PARTICIPATION IN THE LIFE OF THE SCHOOL

Children's educational experience is significantly enhanced when their parents or guardians participate actively in the life of the School. Whether working together on School events, or gathering in celebration at festivals and all-School assemblies, the goal is to maintain a strong model of community participation -- an essential part of a healthy Waldorf School.

VOLUNTEERISM is vital to the success of each class and the School as a whole. Whether volunteering as a cashier in the Cafeteria, helping in the PTA's Magic Nook, assisting in the library, or supporting any of the important Development and Admissions activities -- creative and talented volunteers are always needed! Within the individual classroom, parents can assist with special projects, activities, or holiday celebrations, as well as chaperoning of field trips. Parents are encouraged to speak with teachers about opportunities for volunteerism both inside and outside of the classroom. Additionally, parents who are willing to serve as PTA Class Representatives play a vital role by supporting both their class and the larger efforts of the PTA. All eligible volunteers must be approved before taking on volunteer roles at the School (*See Approval of Volunteers and Chaperones*).

FUNDRAISING helps our School bridge the gap between the actual cost of operations and the tuition paid by our families. The Office of Development coordinates the Annual Fund, which relies on the strong support of our parent body and encourages participation -- above all else. Our School celebrates a strong tradition of working together to achieve 100% participation among all constituencies. Strong Annual Fund support enables the Board to keep tuition increases manageable, supports need-based Financial Aid, and helps the School to maintain the programs which are vital to Waldorf education. Donations to the Annual Fund are tax deductible.

SPECIAL PROJECTS & CAPITAL CAMPAIGNS support defined projects, such as major renovations or building improvements, as well as increasing the School's scholarship and endowment funds. While the Annual Fund occurs each year and supports the School's current financial needs, capital campaigns are infrequent – with significantly larger financial goals – and fund long term objectives.

THE PARENT-TEACHER RELATIONSHIP

The parent-teacher relationship is a partnership, with teachers and parents coming together over the profound responsibility of educating and nurturing the healthy development of a child. Through ongoing communication and dialogue, the people closest to the child build a strong relationship with the child's best interests at heart. Differences of opinion are inevitable and necessary for any living and creative process. However, the parent-teacher relationship must be built on mutual trust and respect, with a shared responsibility for resolving problems and issues.

Maintaining a trusting and healthy relationship requires that parents discuss any classroom concerns with the Teacher or Advisor first. It is the Teacher's responsibility to be available and listen to parent concerns in an objective way. It is the parent's responsibility to share concerns in a respectful and non-judgmental manner. Constructive dialogue is only possible when it comes from a place of trust and respect

for the efforts of both the parents and the Teacher. A commitment by all members of the School community to participate in respectful relationships ensures open, honest, and timely communication.

When parents believe their concerns are not being heard or acknowledged by a teacher, they may bring unresolved questions or concerns to the appropriate section chair or the Faculty Chair, who will work with the teacher(s) and parents towards a positive resolution.

Over the course of a school year, any number of questions may arise for parents. The following chart outlines a number of these areas and where parents can direct their inquiries:

TYPE OF INQUIRY	WHOM TO CONTACT	
Educational, discipline and all classroom-related issues	<i>Early Childhood, Lower School (Grades 1-8) or High School (Grades 9-12)</i>	The Class or Specialty Teacher should <i>always</i> be a parent's first point of contact
		If the parent has an ongoing concern, the appropriate Section Chair (EC, LS, or HS) is the next point of contact
		The Faculty Chair becomes involved when the matter cannot be resolved with the support of the Class or Specialty Teacher and the Section Chair.
General School Policy	<i>Educational</i>	Section Chair
		Faculty Chair
	<i>Administrative</i>	School Administrator
Payment of tuition, Financial Aid, and other financial questions	Finance Director	
	School Administrator	
Annual Giving/Fundraising, & Alumni Relations	Associate Director - Development & Alumni Relations	
Family contact information, Blackbaud and questions around general School communication	Associate Director Technology & Communications	

While the relationship between parents and the School is formally governed by the student enrollment agreement, as well as the WSGC Handbook, the elements of trust and mutual respect are essential for an effective working relationship. Although parents may not agree with every decision made by the School's faculty or administration, in most cases parents and the School find enough common ground to continue in a mutually respectful relationship. Where a disagreement is so severe that parents no longer remain constructive members of the community, the School may request that the parents find another educational environment more closely matching their needs. Attempts to engage or "lobby" other parents in a negative way are viewed by the School as countering our efforts to maintain candid and respectful communication, and **the School reserves the right to end its relationship with a family whose actions and words are undermining and in serious conflict with School Policy and/or mission.**

APPROVAL OF VOLUNTEERS & CHAPERONES

The School encourages the active engagement of parents and other volunteers in the daily life of the School and recognizes that volunteerism is an important aspect of a healthy School community. However, above all else, the School must ensure a safe and nurturing environment for all students. As a result, the School complies with independent school "best practices" and requires background checks for all individuals who request to be, or are considered, volunteers or chaperones.

All chaperones for Glen Brook and overnight trips, as well as chaperones who will have unsupervised access to children during any other school trip, are considered volunteers and therefore required to undergo the correct procedures to be an official Volunteer at the School.

Please see the Glen Brook Chaperone Guidelines in [Appendix D](#).

It is important to note that, in most cases, parents and other community members are simply “visitors” through the activity of attending classroom events and School activities. However, those individuals who regularly assist with an activity or who, on behalf of the School, have direct access to students are considered volunteers. Examples of volunteer activities include working in the library, helping in the cafeteria, chaperoning class trips to Glen Brook or other field trips, supporting an ongoing classroom activity such as knitting or reading groups, providing an after-school club, or assisting with coaching. Before a parent or community member can be approved to volunteer at the School, the individual must complete a Volunteer Application Form and undergo a background check – which includes sex offender registry and criminal background checks. Completed Volunteer Application Forms are submitted to the Finance Director, who conducts the background check. Final approval for any volunteers must be received from the Faculty Chair or School Administrator, who will review any issues on a case-by-case basis.

Parents and community members who are approved as volunteers are provided a copy of the School’s policy regarding **Employee & Volunteer Conduct with Students**, which they will be asked to read and sign.

All background checks will be treated with confidentiality. Any concerns which arise as a result of the background check will be reviewed by the School Administrator or the Faculty Chair with the individual parent in a respectful and confidential way.

If the parent or guardian is not approved as a volunteer, it is important that they recognize that they are still able to:

- Visit their student’s classroom on an occasional basis as long as an employee is present.
- Attend parent/teacher conferences and other School activities where parents are invited.
- Belong to the Parent Teacher Association.
- Attend a field trip with their student to a public venue so long as they are not responsible for chaperoning other students.

VOLUNTEER & EMPLOYEE CODE OF CONDUCT WITH STUDENTS

INTRODUCTION

This Code of Conduct is intended to provide guidance to all employees and volunteers of our School regarding appropriate interactions between adults and students. This policy is not intended to be an exhaustive list of expectations and prohibited behavior, but rather a clear reminder that the actions of employees and volunteers, at all times, must be above reproach, governed by common sense, and have the best interests of the students and the School in mind. This policy applies to the School’s Garden City and Glen Brook campuses; to all School-sponsored activities and events, whether in School or out of School, including field trips, overnight trips, sporting events and practices; to all forms of transportation used by School personnel and students to come and go from School-affiliated activities; and to all forms and use of technology.

GENERAL PRINCIPLES

All School employees and volunteers must recognize the special responsibility and duty of care each of us has towards the students. This includes understanding and accepting the trust placed in us by both the students and their families, while recognizing that learning best occurs when trust and a sense of respect are systemic within our School community.

The School encourages warm relationships between members of the School community. However, it is important that the conduct of employees and volunteers is at all times professional. Employees and volunteers must maintain appropriate boundaries between themselves and students to ensure that they avoid even the perception of inappropriate conduct. While some activities may seem innocent from the perspective of an employee or volunteer, it is important to recognize that those actions can be perceived as flirtatious, including sexual insinuation, from the perspective of a student or a parent. The objective of this policy is not to restrain positive relationships between School employees, volunteers and students, but to prevent relationships that could lead to, or may be perceived as, crossing the boundary into inappropriate behavior or sexual misconduct. Understanding, and maintaining, that boundary is the responsibility of every employee and volunteer.

Should any situation arise which raises concern about the wellbeing or safety of any member of our community, the School will utilize all available resources to address the situation with urgency.

STANDARDS OF BEHAVIOR

Employees and volunteers should behave professionally, at all times, in accordance with the General Principles stated above. While it is not possible to outline standards for behavior for every potential situation involving conduct with students, the following are examples of behavioral standards to help guide employees and volunteers when engaging with students.

When interacting with students, whether in person or otherwise, employees and volunteers must at all times:

1. Be alert to the imbalance of power that exists in relationships between adults and students and never abuse it.
2. Establish and maintain healthy boundaries with students and refrain from any conduct that places the interests of the adult ahead of the student's interests.
3. Conduct themselves as role models for the students.
4. Operate in a manner consistent with the mission of the School and which reflects well on the School.
5. Set appropriate limits with students and encourage their growth, learning, and autonomy.
6. Refer students in need of counseling or other health services to the appropriate professional.

The following conduct by employees and volunteers of The Waldorf School of Garden City is prohibited:

1. Engaging in any type of behavior that might have the appearance of impropriety if observed by others.
2. Engaging in inappropriate affectionate physical contact with a student.
 - Appropriate contact is limited to a supportive, congratulatory, or quick hug, arm squeeze, pat on the back, or quick peck on the cheek.
 - Patting of the buttocks with a hand, even in an athletic context, is prohibited.

- If a student engages in repeated and/or prolonged physical contact with an employee, volunteer, independent contractor, or service provider working at the WSGC, the adult in question should clearly and firmly discourage such behavior. If the student persists, the adult should involve a supervisor to assist them in handling the situation.
- 3. Disciplining students in a physical manner.
 - In a situation where a student presents an immediate physical danger to themselves or to another student, the student may be physically restrained only for the purpose of ensuring their own safety or the safety of others. Any such physical response requires completion of an Incident Report Form, to be submitted to, and reviewed with, the appropriate Section Chair.
- 4. Texting with students, except for the purpose of sharing school-related information (change of time or location for an event) that must be communicated in a timely way.
 - Employees and volunteers should review and receive approval from their appropriate Section Chair that this is sometimes their practice.
 - Parents of students in the School-sponsored activity should be informed, in advance, that employees or volunteers may be communicating via text and/or cell phone with their children.
- 5. Calling a student from an employee cell phone to discuss non-school related topics is never permissible.
- 6. Using personal email or social media to communicate with students rather than using the employee's School email.
 - Volunteers should request that School employees assist them with appropriate methods of student communication.
- 7. Using social media inappropriately with, or about, students.
- 8. Allowing a student to ride in the employee or volunteer's personal car without written permission (which can be in the form of an email) from the student's parent or guardian.
 - In addition to parent or guardian permission, the employee or volunteer must also meet all the criteria included in the policy regarding "Student Transportation by Employees or Volunteers" in the Employee Handbook.
- 9. Giving gifts, or inappropriate attention, to an individual student of a personal or intimate nature.
- 10. Engaging in physical horseplay, roughhousing, or other inappropriate games with a student.
- 11. Providing alcohol, drugs, or cigarettes to a student; vaping, using alcohol, drugs or cigarettes in the presence of a student; or permitting a student to drink, use drugs, or smoke in the employee's presence.
- 12. Tutoring a student in the student's home without the student's parent or guardian present.
 - Note: tutoring of students by current employees requires advance approval of the School's Faculty Chair.
- 13. Intentionally being alone with a student on campus or away from the School without parent or supervisor knowledge or permission.
- 14. Making, or participating in, sexually inappropriate comments, or stories and jokes with sexual innuendo.
- 15. Sharing or providing, in any way, sexually explicit or otherwise inappropriate photos or videos.
- 16. Directing a student to keep a secret from, or not share information with, their parents or other employees of the School.
- 17. Discussing an employee or volunteer's own personal troubles or intimate issues with a student.
- 18. Failing to keep the appropriate Section Chair, Faculty Chair, or counselor informed when a significant issue develops about a student.

DUTY TO REPORT

If an employee or volunteer finds themselves in a difficult situation related to boundaries, the employee or volunteer should ask for guidance from the relevant Section Chair, Faculty Chair or School Administrator. When an employee or volunteer becomes aware of another employee or volunteer crossing boundaries of appropriateness with a student, the individual must report the matter to the Faculty Chair, or the relevant School Section Chair.

In some circumstances, employees may also have the duty to report such conduct in accordance with New York State-mandated reporter requirements.

INVESTIGATION OF COMPLAINTS

Reports or complaints are investigated by a group consisting of the Faculty Chair, School Administrator, and relevant Section Chair. If one of these individuals is also the subject of the complaint, that individual will be excluded from the investigation and School Legal Counsel consulted regarding how best to move forward. Other faculty or staff members may be included in the investigation, as necessary and appropriate to the circumstances. The School Administrator is responsible for immediately notifying School Legal Counsel and the Board Chair of any significant issues.

It is the duty of all members of the community to cooperate with any investigation. Although confidentiality cannot be guaranteed, every effort will be made to protect the privacy of those involved and to limit the sharing of information to those who have a need to know.

Filing a false complaint or providing false information in connection with an investigation of a complaint is grounds for disciplinary action.

School employees, volunteers and students who make good faith reports of possible inappropriate behavior or who cooperate with investigations are protected from retaliation. Any perceived retaliation should immediately be brought to the attention of the Faculty Chair or School Administrator. Any individual found to have retaliated against someone for reporting a perceived violation of this policy, or participating in an investigation, shall be subject to discipline.

Compliance

Compliance with this Code of Conduct is a condition of employment at The Waldorf School of Garden City. Any employee who fails to comply with this Code of Conduct shall be subject to discipline, including termination of employment. Failure to comply with this Code of Conduct will result in volunteers losing their authorization to participate as a volunteer in School activities.

THROUGHOUT THE SCHOOL YEAR

ATTENDANCE & PUNCTUALITY

Early Childhood:

It is important for the children to arrive at school on time each day as it is often difficult for children to enter into an activity that is already underway. Sweet Peas begin at 8:30 am and Nursery begins at 9:00 am. Mixed Age Kindergarten begins at 8:00 am.

Grades 1-12:

Students are expected to arrive at School between 7:45 am – 7:55 am so that they can be prepared for the start of class at 8:00 am. Late arrival negatively impacts both the individual student and the class as a whole, and issues of excessive tardiness will be discussed with parents.

Students in Grades 1-12 are expected to be in class every day, all day, except in the case of an excused absence. Attendance is mandatory for all School day events including, but not limited to, trips to Glen Brook, class field trips, assemblies, Michaelmas, Earth Day, and Field Day. Excused absences can include:

- Illness
- Family emergencies
- Religious holidays
- College visits
- Medical appointments

Regular attendance is essential for student success. Unexcused absences numbering over 5 (five) is excessive and may require a parent conference with teachers or Section Chairs.

Please see [Attendance and Punctuality](#) in the High School Appendix for more information pertaining to High School students.

ABSENCES, LATE ARRIVALS AND PUNCTUALITY

Early Childhood and Grades 1-12:

If your student is going to be absent, late, or picked up early for any reason, email this information to attendance@waldorfgarden.org or **update the SchoolPass App**. Parents and/or Guardians are responsible for alerting the School if their child will be absent or late and why. This allows the School to track health/safety situations, security, transportation and evacuations accurately.

The School will inquire with families for any student absences that have not been verified this way. Informing your teacher is not the same as informing the School. Email to attendance@waldorfgarden.org or updating on SchoolPass is required.

Students in Grades 1-8 arriving late must check in at the Main Office before attending class.

High School Students arriving late must check in at the High School Office before attending class.

For early pick-up, parents must sign their child out at the Main Entrance. The School will no longer accept phone calls but instead require written communication via email or the SchoolPass App.

ARRIVAL & DISMISSAL

School begins at 8:00 am for children in the Mixed-Age Kindergarten through Grade 12. The Sweet Peas program begins at 8:30 am. The Nursery program begins at 9:00 am.

The Early Childhood half-day programs dismiss at 12:00 pm and the full-day program dismisses at 3:00 pm. For students in Grades 1-12 the school day ends at 3:20 pm. Students who do not take the bus must be picked up by a parent or guardian, unless another individual has been designated, in writing, by the parents. The Family Contact Form, which parents are asked to update annually, includes information about other authorized adults who may pick up a child from School. These individuals may be asked to provide identification before a student is released to their care.

Students must be supervised at all times when in the School building or on the grounds. After 3:30pm, remaining students automatically join the Afternoon Care Program until a parent or other designated individual arrives to sign them out. Families will be charged accordingly.

During the School day, all visitors to our building – including parents – must enter the School at the Main Entrance and sign in with the front desk. Individuals must provide identification.

Students in EC through Grade 8 will not be dismissed to the care of any third-party Car Service including UBER or LYFT. Students in grades 9-12 will need written consent via email from a Parent or Guardian sent to the Main Office and the High School Office.

PARKING & TRAFFIC SAFETY

As our School community has grown, so has the need for parking. At times, the lack of available spaces on School grounds requires that parents park nearby and walk a short distance. We recognize that this can be an inconvenience; however, the health and safety of our students is our first priority. Parents are asked to observe the following important vehicle and parking regulations:

- Parking in the fire lane, outlined in yellow in the Main Circle, is strictly prohibited. This lane must remain clear to ensure access for emergency vehicles at any time of day.
- There are two stop signs and “speed bumps” in the Main Circle. Drivers are asked to maintain a slow speed in the circle, particularly during arrival and dismissal. Students, and often their younger siblings, are on the sidewalk or may be crossing the parking circle at any time.
- There are two designated parking spaces for individuals with disabilities, one near the Cafeteria and the other adjacent to the Main Entrance. We request that all drivers respect the use of these spaces.
- Adelphi University owns the parking lots to the east and south of our campus. Individuals parking in these lots may receive tickets from the University.
- On Assembly and other “special event” days, the School often obtains approval from the Village of Garden City and/or Adelphi University for additional parking. Parents will be notified in advance, via email, when such additional parking is available.

STUDENT BUSING & TRANSPORTATION

Many families reside in school districts that provide busing to The Waldorf School of Garden City. It is the responsibility of parents to obtain and complete the required forms, returning them to their local school district by the date specified – often April 1st, but the date can vary by district. For children being admitted to the School during the academic year, parents should contact their school district regarding mid-year regulations for busing. In most cases, proof of residency and a written application are required.

SUPERVISION OF STUDENTS

At no time are children to be unsupervised in the School building or on the grounds. **We recognize the importance of community, and while parents are encouraged to enjoy the School grounds and the company of other parents, children must be supervised at all times.** The School's insurance requirements prohibit students from climbing trees on our property, and parents are reminded that the area inside the parking circle is not a playground. Pets/Animals are not allowed in the School building or on campus for any reason unless written permission is received from the Faculty Chair or School Administrator as this may be an issue of health and safety.

When a School activity involving parents is organized, arrangements for supervision should be made in advance to ensure the health and safety of all. During regular School hours parents are asked not to take younger children, or children who have already been dismissed from school, onto the playground.

MEDICATION & STUDENT ILLNESS

A child who feels ill during the School day is sent to the School Nurse, who determines whether the child is well enough to remain at School. Additionally, the Nurse determines when it is appropriate to contact a student's parents. In case of emergency, it is vital that the School have phone numbers where parents can be reached, and parents are requested to update their Contact Information Forms annually.

A doctor's note is required for the Nurse to administer any medication to a student. All medication should have clear directions for dispensing and be labeled with the child's name, strength of medication, dosage, and the name of the prescribing doctor. Parents are asked to notify the Nurse of any changes in medication during the school year. Additionally, the teacher should be made aware of consistent use of any prescription or non-prescription medication since such long-term usage may impact classroom behavior. Both the Nurse and the teacher should be notified of any food or environmental allergies.

To ensure the health of our entire student body and limit the spread of contagious illness, children diagnosed with any serious, contagious illness (such as strep throat) may not return to school until a doctor's note, verifying they are no longer contagious, has been received.

HEALTH FORMS AND IMMUNIZATIONS

Before the beginning of each school year, parents must provide appropriately completed medical forms, including documentation of vaccinations, as required by New York State law, depending upon the age of the student, and COVID-19 vaccination if applicable.

New York State law currently requires a complete medical examination for the following students: Nursery, Mixed-Age Kindergarten, and Grades 1, 3, 5, 7, 9 and 11, as well as all newly enrolled students. The School requires students participating in our Athletics Program to provide a completed medical form prior to their joining any practices or games.

Copies of all required medical forms, and related instructions, can be found on the School's website at www.waldorgarden.org and Blackbaud.

ASSEMBLIES

Student assemblies are scheduled several times during the year and take place in the School's Auditorium. Parents are invited to attend these events, which are listed on the School calendar.

With the exception of the Opening Day Assembly, student presentations form the content of these events. These presentations are often the culmination of a Main Lesson block or concentrated area of study and are prepared under the guidance of the teacher. Assemblies are important to the social and cultural life of the School, and we strongly discourage families from beginning vacations early. The Dress Code outlines the expectations for student attire on Assembly Days.

We request that those attending assemblies listen quietly and respectfully to all the student presentations. The Library is available for parents with young children who become restless during the Assembly. The School also requests that no flash photographs be taken during assemblies and that all communication devices be silenced prior to entering the Auditorium.

BOOKSTORE SUPPLIES AND TEXTBOOKS

Most classroom supplies for students in the Early Childhood through Grade 4 are issued directly by the teacher, with the cost included in the student activity fee. In Grades 5 through 12, many of the necessary supplies can be obtained from the School's Bookstore, while textbooks are generally obtained through the local school district. Some textbooks and reading materials are also available in the Bookstore. Gym uniforms for students in Grades 6 and above can also be obtained from the School's Bookstore. Teachers provide specific instructions in their back-to-school letters regarding additional supplies needed for the start of School each September.

As part of the annual re-enrollment process, parents of students in Grades 5 through 12 receive a list of required textbooks, along with the Textbook Request Form required by their local school district. Textbooks are ordered directly through the school district, and parents must be aware of any deadlines their school district imposes. Textbooks should be returned to the local school district by June of each year and seniors must return their textbooks prior to graduation.

In instances when textbooks are not returned within the deadline, and three written notices via email and one phone call has been made, parents will be invoiced by the school for the cost of the textbook.

STUDENT LUNCH, CAFETERIA AND FOOD DELIVERIES

The School's Cafeteria is committed to providing students with healthy food, using organic, hormone, and antibiotic free ingredients whenever possible. The majority of meals are "made from scratch," and the monthly menu is available on the School's website and Blackbaud. Meals will be consumed in the cafeteria or outdoors.

For students bringing their own lunches or snacks, the School requests that parents pack food which is nutritious and does not require additional preparation. This includes minimizing unhealthy desserts and eliminating soda.

Student lunch cards can be purchased, and replenished, using the online system (link and instructions available through Blackbaud), or by sending a check directly to the School's Business Office. The online system allows parents to set up their child's account, monitor their purchases and available balance, and replenish the account as needed.

For security reasons, food deliveries from a restaurant or third-party delivery service are not permitted for students during the School Day, during Afternoon Care, or Athletics programs. An employee may authorize a delivery for a student, an entire class, or group with permission from the Section Chair or supervising adult.

MUSIC PROGRAM

Music is an essential element of Waldorf Education and is woven into the curriculum from Nursery through High School. The Early Childhood programs lay the foundation with the human voice as “the instrument of choice”. Beginning in Grade 1, children play a simple flute, and singing and recorder playing continue throughout the grades. Students begin Orchestra class in Grade 4 and continue through Grade 8. In High School music electives are offered including Orchestra, Choir, Mixed Genre Band, Music Performance, and Music Theory.

Private Lessons – Grades 4-8

Students are required to take private instrument lessons from Grade 4 – 8; the lessons are the financial responsibility of the parents. Private lessons may be taken at School after 3:20pm, using one of the instructors recommended by the School, or parents may choose an outside private instructor for lessons after school hours.

Parents are billed directly by the private instructor on a monthly basis. We ask that parents keep the following important guidelines in mind:

- In the event you need to cancel a lesson due to student absence or illness—please contact your child’s instrumental teacher directly, as soon as possible. If unable to reach the teacher, please contact the school’s Main Office to leave a message for the instructor.
- Parents are responsible for the cost when students miss their scheduled lesson **without a minimum of 24 hours advance notice**.

The School recognizes that the cost of private lessons is an additional financial burden for some parents and modest grants are available to parents with demonstrated financial need through the Jeanette Resnick Music Lesson Endowment Fund. Information about the Fund is sent to parents at the beginning of each school year, and forms are also available in the Business Office.

Instrument Rentals:

The School provides a list of local businesses which rent instruments; however, parents are responsible for obtaining these instruments prior to the start of each School year.

A Word about Instrument Practice:

Daily instrument practice is considered homework. A regular rhythm of practice ensures continued progress for the individual child and their class as a whole. The discipline instilled by regular instrument practice also has positive effects on academic achievement when the students enter their adolescent years. Parents should be aware of their child’s orchestra class schedule and regular lesson days to ensure the students bring their instrument, music, and other accessories to School on those days. Please remember that students should not leave instruments in School.

AFTERNOON CARE PROGRAMS

The Afternoon Care Programs strive to offer a supportive and home-like environment for all students who require supervision outside of regular School hours. The following programs are available:

- **Early Childhood Afternoon Care: (Nursery & Mixed-Age Kindergarten) 12:00 pm – 6:00 pm. **This does not pertain to the full-day MAK Pilot which remain together until 3:00 pm.***
 - The children enjoy the afternoon in one of the Mixed-Age Kindergarten or nursery classrooms. Beginning with a packed lunch at noon, the daily rhythm includes a nap, as well as time for indoor and outdoor free play.
- **Afternoon Care For Lower School: (Grades 1-8) 3:30 pm – 6:00 pm**
 - **Students spend time outside; have a snack; and have time for homework completion, group tutoring, or games. This program is held in the Library.**
- **Afternoon Care for High School: (Grades 9-12) 3:30 pm – 6:00 pm**
 - **Homework Supervision** – Students may sign up to do their homework after School. They are guided and supported by the Afternoon Care Supervisor.

All students who remain at School after 3:30pm, and who are not participating in a School sports program or other supervised activity, are automatically enrolled in the Afternoon Care Program and parents are billed accordingly. While many students regularly participate in the Afternoon Care Programs, for students who use the services occasionally, parents are requested to notify the teacher and specify in writing which days they will be attending.

Once high school students are dismissed from School at the end of the day and leave the School grounds, The Waldorf School of Garden City is no longer responsible for their safety. Students who remain on campus after dismissal are expected to sign-in with the supervisor of the activity they are participating in, such as the Afternoon Care Program or sports. Students who leave and return to campus to participate in a School-sponsored after-school activity must check in with the activity supervisor so they can be properly supervised. The School will not be responsible for supervising and ensuring the safety of students who remain on or return to campus to “hang out” or watch sporting events without signing-in.

ATHLETICS

The School’s extracurricular Athletic Program is open to all students in Grades 7 through 12 who maintain satisfactory academic performance and appropriate conduct in the classroom. The Waldorf School has a tradition of excellence in athletics; our teams and our student-athletes regularly achieve honors and championships in a variety of sports.

Season	7 th /8 th Grade	High School
Fall	Soccer	Soccer/Cross Country
Winter	Basketball	Basketball
Spring	Softball/Baseball	Softball/Baseball/Golf

Students wishing to join the Athletic Program must submit the appropriate medical forms and parental permission prior to participating in either practices or games.

Team sports on the High School level requires a high degree of student dedication and commitment. Every High School student is invited to participate; team play and sportsmanship are emphasized over individual achievement. Coaches determine an athlete's participation in games based upon the student's demonstrated commitment and attendance during practices, along with their overall effort, attitude, skill level, and the unique considerations of any game or contest. The success of our Athletics Program comes from student-athletes who think and act with maturity, while performing with discipline and courage. Emphasis is on good physical conditioning, sound fundamental skills, focused effort in practice and games, and teamwork.

The School's athletic teams appreciate the support of parents and friends attending games, and we encourage everyone to enthusiastically cheer for The Waldorf School of Garden City. However, the School also requires that student-athletes and spectators alike maintain appropriate and respectful behavior at all times.

Organized Sports and the Developing Child

It is recommended that participation in organized competitive sports be postponed until a student reaches the middle school. Vigorous physical activity, based on cooperative and imaginative games, is the healthiest activity for children aged 11 and younger. The intensity of highly organized competition should be avoided until children are developmentally prepared for such activities.

GLEN BROOK

Glen Brook is an integral part of our School's extended campus. Situated in southwestern New Hampshire near Mt. Monadnock, this beautiful property includes several historic houses and more than 250 acres of farmland and forest. Students in the Grades 3-12 take an annual trip to Glen Brook as part of the regular curriculum. The dates of Glen Brook trips are scheduled well in advance and available on the School Calendar. These class trips to Glen Brook are not optional. A doctor's note will be required for a student to miss the trip. Classes are accompanied by the Class Teacher or Advisors. Sometimes another employee will be selected to attend as a chaperone. The purpose of these trips is to reinforce the curriculum through purposeful activity, develop a respect and ability for physical labor, and foster community awareness. Academic subjects such as botany, cartography, astronomy, physics, geology and American history are deepened through the class trips to Glen Brook. Students and adults work side by side to tend farm animals, prepare meals, split wood, maintain buildings and grounds, and complete whatever chores this rural setting requires. Glen Brook also has a Ropes Course which students experience on their trips during the Middle and High School grades. Life at Glen Brook is simple and full. At least two weeks prior to each class trip, a letter specifying details (such as necessary clothing or equipment) is sent to each family. More information about Glen Brook along with the [curriculum](#) is available on the School's website.

Glen Brook Housing

For The Waldorf School of Garden City's Glen Brook class trips, students are housed according to their gender identity, inclusive of gender-expansive identities. Rooms and bathrooms have private spaces for changing and toileting. Please note that the School may not reveal a student's transgender or non-binary status, birth name, sex assigned at birth, or medical history to classmates, parents, teachers, and others without their consent as it would be a violation of FERPA (Family Educational Rights and Privacy Act). If you have any questions regarding this policy please contact Nicole Littrean, the School Administrator.

SCHOOL POLICY

STUDENT CODE OF CONDUCT

Expectations of Student Behavior:

Students at The Waldorf School of Garden City are expected to be polite, courteous, and respectful to all members of the School community – employees, other students, volunteers and guests. This includes showing respect for both the School's property and the property of others.

Students are also expected to be appropriately prepared for class and cooperate with employees in maintaining safety, order, and discipline. Students throughout the grades are expected to be honest and truthful while maintaining diligence in their studies. High School students must also adhere to the High School Academic Honor Policy at all times.

Ensuring a safe and healthy School environment requires that students abide by all School rules and regulations. **It is the responsibility of each and every employee of the School to enforce the Student Code of Conduct.** However, serious or repeated infractions may necessitate the involvement of the appropriate Section Chair, Faculty Chair, or School Administrator, and may also include the student's parents or guardians.

Prohibited conduct:

Prohibited conduct includes, but is not limited to, the following:

1. General Violations of School Rules

- Violating communicated campus or classroom standards of behavior
- Failing to comply with directives given by School personnel
- Behaving in any way that disrupts the School environment or educational process
- Conduct, speech, images, or expressions of bias which targets individuals or groups, as further described below under Bias Incident Response Protocol
- Disobeying rules for conduct on School buses
- Leaving School grounds or School-sponsored events or activities without permission
- Violating the High School Student Honor Code
- Violating the School dress code
- Damaging, vandalizing, or stealing School property or property owned by others
- Violating safety rules
- Cutting or skipping class

2. Inappropriate Physical or Verbal Conduct

- Physically aggressive, threatening, or abusive behavior (threatened or actual)
- Verbally abusive behavior and/or written threats, including those made on the internet
 - i) This includes the use of profanity, vulgar language, or obscene gestures
- Conduct, speech, images, or expressions of bias which targets individuals or groups, as further described below under Bias Incident Response Protocol
- Harassment, as further described below
- Discrimination, as further described below
- Sexual harassment, assault, or contact, as further described below
- Engaging in inappropriate physical contact, whether consensual or not
- Bullying and Cyberbullying, as further described below
- Making false accusations or hoaxes regarding School safety
- Aggressive or disruptive action that disrupts or interferes with School activities

3. Prohibited Items

- Possessing and using electronic devices, cellular telephones, and smartwatches other than in accordance with the policies outlined in the “Electronic Devices” section of the WSGC Handbook
- Possessing or using matches or a lighter without direct supervision of a faculty member
- Possessing, smoking, vaping, or using a tobacco product
- Possessing, showing, or distributing pornographic material
- Possessing items considered to be drug paraphernalia, including vaping devices.
- Selling, giving, delivering, possessing, using or being under the influence of an alcoholic beverage
- Selling, giving, delivering, possessing, using or being under the influence of marijuana, a controlled substance, or other illegal drug
- Abusing the student’s own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person’s prescription drug
- Possessing or using any articles generally considered to be weapons or dangerous items which can be used in a way that threatens or inflicts bodily harm to another

4. Inappropriate Use of Electronic Devices and Technology

- Violating policies or rules regarding the use of the School’s technology resources
- Attempting to access or circumvent passwords or other security-related information of School computers and related equipment
- Attempting to alter, destroy, or disable School technology resources
- Using email or websites to engage in, or encourage, illegal behavior or to threaten School safety, including of School property if the conduct causes a material disruption to the educational process
- Sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting”, either on School property, or off School property, if the conduct causes a material disruption to the educational environment

Violations of the Student Code of Conduct are prohibited on School grounds and at School-sponsored events, activities, functions, and programs. Inappropriate behavior is also prohibited on School buses and other vehicles owned, leased, or used by the School, and through the use of technology or any electronic device owned, leased, or used by the School. In addition, harassment or discrimination, including sexual harassment, assault, contact, or discrimination, bullying and cyberbullying are prohibited at a location, activity, function, or program that is not School-related or through the use of technology or an electronic device that is not owned, leased, or used by the School, if the prohibited behavior creates a hostile environment at School for a targeted student, infringes on the rights of a targeted student at the School, or materially disrupts the educational process or the orderly operation of the School. Violations of the Student Code of Conduct involving sexual harassment, assault, contact, or discrimination should be reported to the School Administrator on the Grievance Form available online or in the School Administrator’s office.

DISCIPLINE AND HONOR

Overview:

As described above, infrequent, or minor infractions of the Student Code of Conduct are generally dealt with by the teacher. However, serious, or repeated infractions require completion of a Behavioral Report Form and may necessitate the involvement of the appropriate School Section Chair, Faculty Chair, or School Administrator, and may also include contact with the student’s parents or guardians.

Instances or complaints of bullying, cyberbullying, harassment, and discrimination, whether reported by student, parent, employee, are generally referred to the Faculty Chair for

investigation and determination of appropriate discipline and other follow-up steps required. Instances or complaints of sexual harassment, assault, contact, or discrimination, whether reported by student, parent, or employee will be referred to the School Administrator for investigation and determination of appropriate discipline and other follow-up steps required in accordance with the School's applicable grievance procedures as further described below.

In determining how to address violations of the Student Code of Conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct, including the following:

- The student's age and grade level
- The student's disciplinary record
- The nature, scope, and severity of the behavior
- The circumstances/context in which the conduct occurred
- The frequency and/or duration of the behavior
- The student's attitude when the inappropriate behavior was identified
- The number of persons involved in the behavior
- The overall effect of the misconduct on the School learning environment

The goal of the disciplinary response in any situation is to emphasize prevention and effective intervention, to prevent disruption of student education, and to promote the development of a positive School culture. Ultimately, any disciplinary response aims to provide a "teachable moment", with the goal of reinforcing positive social behavior for students who have violated the Student Code of Conduct. The goals of a chosen course of disciplinary response include helping the students to:

- Understand why the behavior is unacceptable and the harm it causes and/or has caused
- Identify what they could have been done differently in the same situation
- Take responsibility for their actions
- Learn appropriate social strategies and skills to use in the future
- Understand that further (and in most cases more stringent) disciplinary consequences will be enforced if the behavior reoccurs

Disciplinary Responses:

The disciplinary response to any violation of the Student Code of Conduct draws on the professional judgment of the teachers and administrators responsible for making such a decision, using a range of discipline management techniques. Disciplinary action may include one or more of the following responses, based upon a review of the criteria outlined above:

- Verbal correction
- Cooling-off time or "time out"
- Seating changes in the classroom
- Counseling by teachers, School counselors or mental health professionals, or appropriate administrative personnel
- Parent-teacher conferences
- Confiscation of items that disrupt the educational process
- Behavioral contracts
- Sending the student to the main office, or other designated area
- Detention before or after School
- School duties or community service activities in another class or designated area of the School
- Withdrawal of privileges, such as participation in extracurricular activities or the Athletics Program, as well as eligibility for seeking and holding honorary offices
- Referral to outside services, such as counseling or other mental health services

- Suspension (as described below)
- Probation (as described below)
- Expulsion (as described below)
- Other strategies and consequences as deemed appropriate to the circumstances by the School Section Chair, Faculty Chair, or School Administrator.

For more serious violations, the teacher will contact the student's parents to discuss the behavior and the disciplinary action being taken. The teacher will also contact the parents of any other students who were impacted by the behavior, informing them of the situation and how their child may have been affected. It is the faculty member's responsibility to follow-up with all parties, no more than two weeks after any serious violation, to ensure that the matter has been brought to appropriate closure.

Corporal punishment is not permitted under any circumstances at The Waldorf School of Garden City. If a student presents an immediate danger to themselves or to others, they may be physically restrained only for the purpose of ensuring either their own safety or the safety of others.

In addition to the disciplinary consequences outlined above, behavior which may be either a misdemeanor and/or a felony offense, and which is committed on the School's property, will generally be reported to the appropriate law enforcement agency.

Suspension:

While student suspension is generally reserved for a serious infraction of the Code of Conduct, repeated smaller infractions may also result in suspension. In the case of in-School suspension, the student does not attend regular classes, but rather works in a supervised environment on either a specific assignment (such as a reflective essay) or performs supervised work on behalf of the School community (such as assisting with the garden, cafeteria, or grounds work). The decision to suspend a student is made by a School Section Chair, after consultation with the Faculty Chair, and the student's parents or guardians are notified by phone. A follow-up letter is sent to the parents or guardians specifying the terms of the suspension, along with consequences for repeated behavior.

Probation:

Serious or repeated violations of the Student Code of Conduct, as well as consistent academic difficulties, may result in a student being placed on probation. During the probation period, the student's behavior or academic performance is closely monitored, with an expectation of improvement by a stated date in order for the student to continue attending the School. The decision to place a student on probation is made by the Faculty Chair after consultation with the Section Chair, who will meet with the student's parents or guardians (and any employee considered appropriate) to discuss the concerns and expectations of improved student behavior or performance. A letter is sent to the parents or guardians outlining the terms of the student's probation.

Expulsion:

A single serious violation, or repeated lesser violations of the Student Code of Conduct, continued academic difficulties, or failure to improve behavior and/or academic performance during a probationary period, may all result in student expulsion. The decision to expel a student is made by the Faculty Chair after consultation with the appropriate Section Chair and the School Administrator. The student's parents or guardians are informed of the expulsion in a meeting attended by the Section Chair and the Faculty Chair or School Administrator.

Student Behavior Report Form:

Any student behavior – whether an individual incident or a pattern of behavior – which requires that the teacher contact the student's parents or guardians also necessitates the completion of a Student Behavior Report Form. This form is available in any of the School's administrative offices, as well as from the Faculty Chair or High School Chair. Because a single behavioral incident, or a series of repeated smaller incidents, can escalate into a more serious matter, it is vital that teachers document both the student behavior and the follow-up steps taken by the faculty member.

Any serious behavioral incidents or complaints, such as those requiring suspension or probation, or instances or complaints involving allegations of bullying, harassment, or discrimination, whether reported by student, parent, employee, also require referral to the Faculty Chair via the Behavioral Report Form, for further investigation and follow up. Incidents or complaints involving sexual harassment, assault, contact, or discrimination should be reported on the Grievance Form available online or in the School Administrator's office for further investigation and follow up by the School Administrator in accordance with the School's applicable grievance procedures as further described below.

Definition of Prohibited Behaviors:

Harassment or Discrimination, including Sexual Harassment or Discrimination, is any behavior that is pervasive or severe and which has the purpose or effect of (1) creating an intimidating, hostile, or offensive environment; (2) interfering unreasonably with an individual's academic performance; or (3) creating a situation where academic decisions of a student depend on one submitting to and/or not objecting to the offensive behavior. Discrimination and harassment can take many forms.

Examples of harassment and discrimination include, but are not limited to:

- Slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons that discriminate based upon a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex
- Demands for sexual favors in exchange for favorable treatment, academic rewards, or continued participation in a program or project
- Offensive or unwelcome sexual flirtation, advances, or touching
- Obscene, demeaning, or abusive commentary about an individual's body or other personal characteristics

Sexual Assault is any unwanted, non-consensual sexual contact against any individual by force (against a person's will) or when a person cannot give consent (under the age of consent, intoxicated, developmentally disabled, mentally/physically unable to consent, etc.). Several different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion.

Bullying is any unwanted, aggressive behavior that involves a real or perceived imbalance of power between two or more individuals. The behavior is repeated, or has the potential to be repeated, over time and creates a hostile or intimidating environment for the targeted student. Examples of bullying include, but are not limited to:

- **Verbal:** Name calling, teasing, inappropriate sexual comments, taunting, and threatening to cause physical harm
- **Social:** Spreading rumors about someone, excluding others on purpose, telling other students not to be friends with someone, and embarrassing someone in public
- **Physical:** Hitting, punching, shoving, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possession, or any other behavior that causes physical or emotional hurt to the targeted student or damage to the targeted student's property

Cyberbullying is any bullying using technology or electronic devices such as telephones, cell phones, computers, fax machines, and the Internet. Examples of cyberbullying may include, but are not limited to:

- Threatening or insulting others through aggressive emails, instant messages, or text messages
- Taking a private email, instant message, or text message and forwarding it, or threatening to forward it, to others, or posting it where others can see it to embarrass or intimidate a person.
- Spreading hurtful rumors or lies about others by email or on social networks.
- Posting, or threatening to post, embarrassing pictures of someone online without one's permission.
- Creating websites, videos or social media profiles that embarrass, humiliate, or make fun of others.

Hostile environment is one in which discrimination, harassment, sexual harassment, bullying, or cyberbullying cause the School environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who: (1) reports discrimination, harassment, hazing, or bullying, or provides information during an investigation of such behavior, or (3) witnesses or has reliable information about such behaviors. Retaliation against any individual reporting such incidents is not tolerated, and the individual engaging in retaliation will be subject to disciplinary measures.

Reporting of Incidents:

Reporting of Bullying, Cyberbullying, Harassment, and Discrimination, including Sexual Harassment, Assault, Contact, or Discrimination. Students who believe they have:

- been harassed or discriminated against, including sexually assaulted, harassed, or discriminated against, or been bullied or cyberbullied
- witnessed such an incident, or
- relevant information about such an incident

should report the matter as promptly as possible to any employee of the School with whom they are comfortable speaking. Similarly, the parent or guardian of a student who is the target of such behavior is also encouraged to speak with an employee. In instances of sexual harassment, assault, contact or discrimination, a Complaint Form ([available online](#) or at the School Administrator's office) should be submitted to the School Administrator as promptly as possible. Any employee who witnesses or receives a report of discrimination or harassment, including sexual harassment, assault, contact or discrimination, or bullying or cyberbullying, must report this information to the School Administrator as promptly as possible, preferably within 24 hours of receiving this information.

Any employee receiving such information may not make promises of confidentiality to a student, parent, or guardian who informs them of such information. Additionally, employees may not make a report to the Faculty Chair, a Section Chair, or School Administrator anonymously. Although students and parents may make reports anonymously, this limits the effectiveness of any investigation because of the difficulty in determining the facts. While the School cannot promise strict confidentiality (because information must be shared appropriately in order to conduct an effective investigation), the School releases information concerning these complaints only on a "need-to-know" basis, such as required to conduct a comprehensive and effective investigation or to ensure that the requirements of this policy and applicable law are met.

Investigating Incidents:

The Faculty Chair is responsible for investigating all reported instances of bullying, cyberbullying, harassment, and discrimination provided that, in the case of reported instances of sexual harassment, assault, contact or discrimination, the School Administrator shall oversee such investigation. This process will generally begin within 24 hours of receipt of the report, whether from a student, parent or guardian, or employee. Such an investigation may include, but is not limited to, interviewing those individuals directly involved in the incident and potential witnesses (including students and employees), as well as collecting documents and any other evidence bearing on the incident. Throughout this process, the Faculty Chair and the School Administrator will maintain confidentiality to the extent, in its judgment, the situation permits. In the case of serious offenses, the Faculty Chair or the School Administrator, as applicable, may refer the matter to, or seek guidance regarding the matter from, the School's legal counsel, as well as from outside counsel or experts who can assist with ensuring a thorough and impartial investigation. Such offenses will also be reported to the Board Chair.

All members of the School community are expected to cooperate fully with any investigation initiated by the Faculty Chair or the School Administrator under this policy. Upon completion of its investigation, the Faculty Chair, or School Administrator, as the case may be, will determine what, if any, remedial action or disciplinary measure will be initiated. All investigations are expected to be completed within 30 days, but in no more than sixty 60 days. Upon determination of the appropriate remediation measure, the Faculty Chair or the School Administrator, or their designee, as the case may be, will inform the individuals directly involved – including students, parents and guardians, and employees – regarding the outcome of the investigation and what action will be taken.

If the individual initiating the complaint or against whom the complaint was made does not agree with the outcome of the investigation and action proposed to be taken by the School, they may file an appeal with the School Administrator within fifteen (15) days of receipt of the proposed resolution. This appeal will be reviewed by the Executive Committee of the Board of Trustees within fifteen (15) days of receipt. The determination of the Executive Committee shall be final and binding on all parties. Generally, within a month of the resolution of the investigation, either the Faculty Chair or the School Administrator, or their designee, as the case may be, will follow up with the parties involved to determine whether the situation has been successfully resolved or whether additional measures should be considered.

Although it is the School's goal to support and educate members of the community as the principal means of preventing harassment and discrimination, including sexual harassment, assault, contact, and discrimination, and bullying and cyberbullying, it is also the responsibility of the School to ensure a learning environment free of such behavior. Individuals who have been found to have engaged in such behavior will, in accordance with the procedures outlined above, be subject to remedial or disciplinary action as considered appropriate, up to and including expulsion from the School.

BIAS INCIDENT PROTOCOL

The below protocol is not meant to replace any of the reporting or protocol listed above but has been added to specifically acknowledge incidents of bias which are counter to our School's goal of creating an inclusive environment where all students, employees, and families feel a sense of belonging.

Bias Incident: Conduct, speech, images, or expression that demonstrate conscious or unconscious bias which targets individuals or groups based on, but not limited to:

- Age
- Race/ethnicity
- Religion
- Socioeconomic status
- Sexual orientation
- Gender identity or expression
- Other social identities

Bias Incident Response Team:

A small group of WSGC employees who will:

- Review and investigate bias incidents that have been reported
- Follow the reporting guidelines/protocols outlined
- Make recommendations for repairing any harm caused
- Assess the impact of incidents on the community
- Track incidents of bias in order to plan intentionally learning opportunities for the community

Target of a Bias Incident: Any person who has experienced, at firsthand, an incident of bias

Witness to a Bias Incident: Any person who has observed, at firsthand, an incident of bias

Reporting a Bias Incident: Process and Procedure

- If an employee or student believes to be the target of or a witness to an incident of bias, the [online form](#) must be used to file a report.
- After having received a report of a bias incident, a member of the Bias Response Team will review the form and will contact the reporter to acknowledge receipt of the Report. If an employee or student has indicated an interest in meeting with a member of the bias response team, the member of the team will schedule a meeting with the employee or student.
- The member of the bias response team will investigate the report.
- Once the investigation has been completed, the bias response team member, in consultation with the target/targets, will take the necessary steps to repair the matter. Repair may include the following steps:
 - Participating in a restorative circle or conversation.
 - Writing a letter of impact.
 - Collaborating with the target to determine other options for repair.
- The bias response team will share actions steps with target.
- If necessary, the bias response team will determine opportunities for community-wide follow up.

Protection Against Retaliation and Bullying

The Waldorf School of Garden City will make every effort to protect all employees and students involved in the bias incident reporting process from retaliation and bullying, which are strictly prohibited. If a participant in the bias incident reporting process reports retaliation or bullying, the complaint will be promptly referred to the Faculty Chair or School Administrator, who will implement, after consulting with each other, appropriate measures to protect the student and prevent the behavior, including disciplinary action for any employee or student found to engage in retaliation or bullying against those who participate in the bias incident reporting process.

False Complaints/Abuses of the Process:

Because allegations of discrimination, harassment, sexual harassment, bullying, and cyberbullying are serious and can damage an individual's reputation, any person who knowingly, maliciously, or recklessly makes a false complaint will be subject to serious discipline, up to and including expulsion. In addition, because candor and honesty are essential to the investigation and remediation process, they are required of all participants, including third-party witnesses. The withholding of material information in an investigation by student complainants, witnesses, and/or the accused party is also a violation of the School's Student Code of Conduct.

USE OF ILLEGAL DRUGS

Any student who uses or possesses marijuana or other illegal drugs, including vaping materials, while enrolled at The Waldorf School of Garden City, whether on School grounds or not, may be expelled. The school will take any infraction of the drug policy seriously and will address the infraction through parental meetings, referral to a clinician and/or counselor, and any other means deemed appropriate.

In healthy human development, the young person's well-being, social awareness, and active thinking enhance and sustain one another. As Waldorf teachers, our work can be effective only when all these qualities are nurtured. The use of alcohol and other drugs inhibit this healthy development and our ability to work with the young person. For adolescents especially, these substances are physically debilitating, socially destructive, and damaging to the subtle process of perception and thought.

The School reserves the right to search School property if there is a suspicion of presence of illegal drugs. Any search will take place by a School employee with a witness present.

Early Intervention:

Early intervention is designed to offer a non-disciplinary approach to helping students make healthy choices regarding drugs, alcohol, and tobacco. The Faculty takes private concerns from any member of the community and intervenes with students regarding their behavior. The Guidance Counselor offers information and resources for any students who request help. The Early Intervention approach was developed in our on-going efforts to help our students make healthy choices and maintain a school environment that recognizes and supports a drug-and-alcohol-free student body.

STUDENTS ADDRESSING EMPLOYEES

Students at The Waldorf School of Garden City are expected to address all School employees using the person's last name, preceded by the employee's title of choice (Mr., Mrs., Ms., Miss, Mx., Teacher; or Dr., if appropriate). While the School seeks to create a caring and engaged environment between School employees and students – there is also a recognition that employees are authority figures who must maintain a professional relationship at all times with our students. With that goal in mind, employees may choose which method of address is preferred, amongst those outlined above.

STUDENT DRESS CODE – EC – GR. 12

There is no school uniform. Families are free to dress their students as they see fit, provided they send their students to school bathed and dressed in clothing that is clean and well-cared for, without holes. This helps instill a student's respect for self and others. It is asked that students arrive at School in clothes free of large commercial logos and any characters so that the student's own being can shine, without the distractions and commercial consciousness such logos and characters are so apt to bring into the classroom. Small logo identification marks are acceptable. In addition, we ask that clothing be

free of offensive slogans or graphics. Please note that torsos and undergarments are to remain completely covered. Hats may be worn outside. Shoes should be practical and safe for all school activities, indoor and outdoor (no flipflops of any kind). Woodworking, Science Labs, and Physical Education classes require closed-toe shoes.

For All-School assemblies, business professional or semi-formal attire is required, and all the above-stated guidelines apply.

Students in Grades 6-12 will not use locker rooms to change for Physical Education. For this reason, on days when these students have Physical Education, they may wear Waldorf or Glen Brook athletic gear to School. Other athletic gear without writing or large logos is also acceptable. The above dress code also applies to Glen Brook outside of swimming activities.

GUIDANCE ON SCREEN MEDIA

The Waldorf School of Garden City is dedicated to nurturing the children's capacities for imagination, healthy emotional development, independent thinking, and positive action. In recognizing the harmful effects that screen media has on the development of these capacities, we ask that parents modify their children's exposure to screens so it is consistent with the School's recommendation.

The Early Childhood and Grade 1-3 Teachers request that parents eliminate screen media from the lives of their children, and in Grades 4 & 5 keep screen media to a minimum and on non-school nights only. Teachers are available to support parents by offering suggestions regarding a screen-free environment.

From Grades 6 and beyond, it becomes increasingly difficult to shield children from screen exposure as their experiences become more varied and the influence of peer culture is stronger. Teachers suggest strong parental involvement when their children use social media. The Grade 6 – 8 Class Teachers can help parents monitor and guide social media exposure, while continuing to work towards the protection of older children.

The High School supports reflection and informed guidance of the use of computer/electronic technology in the lives of our students. We encourage the perspective that technology is a tool that with proper use may enhance the work of our students. The use of screens and other tech may be used in the classroom for educational purposes. We ask students to refrain from the use of electronic media (for example computer or video games and online chat rooms) for recreation during the School week. The faculty has found that such experiences hamper the challenging and creative work in which the adolescents are meant to engage.

At any level, parents are encouraged to speak with teachers about the challenges and questions related to screen media so that together a viable approach can be established. It is important for parents to understand that any student disturbing the healthy classroom atmosphere through a lax home policy with the use of screens and social media may be asked to leave the School.

ELECTRONIC DEVICES – EC THROUGH HS

Students of any age are not permitted to keep electronic devices on their person at School. Cellphones, iPads, video games, digital cameras, smartphones, smartwatches, laptops and other personal devices may not be used or seen on School grounds, no matter the event. **Students may not carry these devices on their person at any time during the School day.**

These devices are also not permitted on field trips, trips to Glen Brook, other class trips or School-sponsored events, including while participating in the Athletic Program.

At times, a Middle School or High School student may receive permission from a supervising Teacher to use a School-issued laptop for the purpose of School-related work only.

Upon arrival at School, all electronic devices must be turned into the Class Teacher or Advisor. Devices may not be kept in backpacks or student lockers. Devices will be kept securely until the end of the School day when they are returned to the student.

Students who violate this policy will have their devices taken away. The device will be returned at the end of the day after the parent has been notified and after disciplinary consequences.

Lower and Middle School students who need to phone home will obtain a permission slip from the teacher to use the phone in the Main Office. High School students may make necessary calls from their cell phones in the Cafeteria after School is dismissed with permission from the Afternoon Care Program Supervisor.

WHAT NOT TO BRING TO SCHOOL

We ask that you not allow your student to bring toys, books, and other playthings from home unless the teacher has specifically requested it.

ACADEMIC AFFAIRS

FIRST GRADE READINESS

Each January and February, all Mixed-Age Kindergarten students who show signs of readiness for first grade will be formally assessed by their teacher. Because every child's rate of growth and development is unique, careful consideration of readiness is necessary. From past experience, the Early Childhood and Lower School Faculty have found that some children with spring or summer birthdays have not reached the level of maturity necessary to support their success in the Lower School.

When there are questions regarding a student's readiness, the Kindergarten Teacher discusses their concerns with parents as early in the school year as possible. This process is most effective when parents and teachers work together and communicate with openness and honesty. When a Kindergarten Teacher determines that a student is not ready for Grade 1, an additional year of Kindergarten may be recommended.

If the child's parents wish for this recommendation to be reviewed further, and the Kindergarten Teacher agrees that the child is "borderline", the situation is reviewed by the Faculty Chair, who may request input from other faculty members, before a final recommendation is made.

PARENT-TEACHER CONFERENCES

Formal parent-teacher conferences are scheduled in the fall and spring, with dates noted on the School calendar. Parents are encouraged to request additional conferences at any time of year to discuss specific or general concerns. For students experiencing ongoing academic difficulties, the School may also request such a meeting.

PROGRESS REPORTS

Parents should be aware that written reports are prepared for the parents and not the students. Therefore, the School recommends that parents exercise discretion in relating contents of the written report with their children.

Nursery & Kindergarten

Parents receive a written narrative report at the end of the school year.

Grades 1 - 6:

Parents receive a written narrative report in February and at the end of the school year. Students do not receive letter grades. Parents of students in grades 5 & 6 will also receive a brief report at the end of each Main Lesson Block.

Grades 7 - 8:

Parents receive a written narrative report in February and at the end of the school year. These reports also include letter grades. Parents will also receive a brief report at the end of each Main Lesson Block.

High School:

Graded reports are prepared on a quarterly basis. The final June report contains a record of courses and credits earned for the year. Also, please refer to *Parent Notification Slips* in the *High School Appendix*.

ONLINE LEARNING POLICIES

During periods of distance or hybrid learning (only when deemed necessary and appropriate by the School), students and parents/guardians are expected to cooperate respectfully with all employees of the School in maintaining order and discipline in online classrooms, meetings, and events.

GRADES 7-12:

Students in Grades 7-12 will be provided with an official email address through the School. Students are to use this email address for all School-related communications and platforms, such as messaging teachers or logging into online portals, and are expected to be the sole users of their individual accounts. Students are reminded that the policies included in the *Student Code of Conduct* and the *Student Honor Code* extend to all online learning platforms.

Zoom:

While participating in a Zoom lesson, meeting, or event students must:

- Sign in using the Zoom account tied to their @waldorfgarden.org email address ("Sign in with Google account" option).
- Be on time for the start of the Zoom session
- Communicate with the teacher as soon as possible via email if there is any technical difficulty joining the class or utilizing video/audio.
- Use video and be audible to the other members of the class
 - However, use the "mute" option when not speaking
- Give undivided attention to the class, which includes (but is not limited to) the following prohibited actions:
 - Use of secondary electronic devices such as mobile phones (must be turned off)
 - Other non-class related activities such as knitting or doing homework
- Work from an appropriate workspace (i.e., a desk)
- Work in a quiet environment
 - No video, audio, or other distractions may be playing in the background
- Have the required materials for the class on hand (pen, paper, books, etc.)
- Refrain from eating during class
- Be properly dressed (no pajamas)
- Attend only those classes for which they are enrolled
- Use the "raise hand" button under the "participants" list to streamline participation
- Participate appropriately by answering questions in a direct manner

High School - Google Classroom:

Students are responsible for accessing and submitting all class materials and assignments directly. While parents/guardians will not be provided direct access to their student's account, they will be invited to receive automated "Google Classroom Guardian Summaries". More information on Guardian Summaries can be found, below.

While participating in a Google Classroom, students must:

- Sign in using their official @waldorfgarden.org email address to complete their work.
- Check each individual classroom for posted materials, in addition to checking their global "To Do" list for assignments.
- Include their name and date on all submitted documents, as they would for assignments handed-in while on campus.

STANDARDIZED TESTS

The School utilizes a number of methods to assess student progress. The information received from outside testing companies, (such as Stanford, ERB, PSAT, etc.) is one such objective assessment and is useful when reviewed and worked with consciously by teachers. Standardized test reports supply information on the reading and math skills of individual students and the class as a whole, enabling the teacher to identify a student or class weakness and to begin work towards building those skills.

Testing results in the older grades, (Grade 5/6 and above) are made available to parents. In some cases, an area of testing weakness may require skills which have not yet been covered by the Waldorf curriculum at the current student grade level. Parents can then be assured that these skills are addressed and developed by the Waldorf curriculum in the years to come.

Standardized tests are utilized as follows:

- | | |
|--------------------|---------------------------|
| • Grade 5 (Spring) | Stanford Achievement Test |
| • Grade 7 (Spring) | ERB |
| • Grade 9 (Spring) | ERB |
| • Grade 10 (Fall) | Practice PSAT |
| • Grade 11 (Fall) | PSAT |

Teachers communicate with parents as to the timing of these tests, in order to lessen both parent and student anxiety and to encourage students to eat properly and get enough rest around the testing period.

In addition to the standardized testing, outlined above, the School performs internal assessments during the early grades to identify both readiness and the possibility of learning differences.

OUTSIDE TESTING & ASSESSMENT

When a teacher has ongoing concerns regarding a student's academic or behavioral difficulties, the School may recommend, or even require, that the student have further educational and/or psychological testing. Resource room and other services are provided by the Garden City Public School District (GCPSD), which also has responsibility for evaluating students, developing individualized education programs (IEPs), and conducting meetings of the Committee on Special Education (CSE), which evaluates and recommends all students who are eligible for special education services.

Parents concerned that their child may have a learning difference are encouraged to discuss this concern with the teacher, as well as the School Psychologist and/or School Counselor. Parents can directly contact GCPSD Pupil Personnel Services at (516) 478-1050 to request such testing.

Any program of regular student support services – whether through an independent tutor or the GCPSD – should be designed in consultation with the teacher. It may also be appropriate to notify the Faculty Chair. When a child is identified as having a learning difference, the GCPSD provides the necessary personnel resources, with services taking place at the School. The resource room schedule is coordinated by the Faculty Chair.

While students with minor learning differences can be successful at our School, it is vital that the School be informed of the nature of a student's ongoing difficulty in order to determine whether the Waldorf School is the appropriate educational environment. We recognize our School's capabilities and limitations, and we work to meet each student's needs with integrity.

ACADEMIC PROBATION

Any student deemed by the teacher to be having serious, ongoing academic difficulties will be placed on academic probation, after consultation with the Faculty Chair or High School Chair. The academic expectations and length of the probationary period will be specified, in writing, to the student's parents. Failure to improve academic performance or to attain the required expectations may result in asking the student to leave the School.

COLLEGE GUIDANCE

The School's approach to the college planning process is highly personalized and student-centered. We believe it is appropriate for each student to make mindful decisions that are informed by accurate self-insight and thorough exploration. Our ultimate goal is for each student to attend a college or university that is the best choice for them, based upon their goals and personal needs. Education at The Waldorf School of Garden City is about nurturing the individual.

The current College Profile reflects a comprehensive list of colleges and universities that have accepted our most recent graduates. We are extremely proud of the recognition our students have achieved through their experience of the Waldorf curriculum. Detailed information regarding the School's college guidance program can be found on our website at www.waldorfgarden.org.

HIGH SCHOOL ACCEPTANCE FOR CURRENT STUDENTS

Completion of Grade 8 at The Waldorf School of Garden City does not automatically guarantee acceptance into our High School. In the fall or early winter, current 8th grade students have an individually scheduled interview with a High School Admissions Committee consisting of the future 9th Grade Advisors, the High School Chair, and the Admissions Director.

Students must be in good standing with respect to both academics and conduct in order to be accepted into The Waldorf High School. Beginning in Grade 7, the Class Teacher and the High School Chair review each student's academic progress and behavioral standing to determine whether there are concerns regarding the student's participation in the High School. Parents are notified immediately, both in person and in writing, if there are issues jeopardizing a student's acceptance into our High School.

BUSINESS AFFAIRS

STUDENT ACTIVITY FEES

These fees cover most class activities and school issued supplies, subscriptions to the School calendar, two issues of Renewal, The Waldorf School News, and one yearbook for each student in Grade 1 and above. While Early Childhood (Nursery and Mixed-Age Kindergarten) students with a sibling in grades 1-12 do not receive an additional yearbook, additional yearbooks may be purchased. Please contact the High School Yearbook Advisor for further information.

Schedule of fees:

Early Childhood and Grades 1&2	\$550
Lower School (Grades 3-8)	\$650
High School (Grades 9-12)	\$750
Application Fee	\$75
Graduation Fee	\$300

Students enrolled in the English as a New Language (ELL) are charged an annual fee of \$6,800 which includes additional programming designed to support the development of strong English language skills.

Tuition Refund Plan:

- An optional service, the cost is variable and reflected on the student contract. The plan ensures a partial refund of tuition should the student withdraw prior to the end of the school year end. Some restrictions apply. More information is available in the Business Office. Parents may elect to enroll in this plan each year as part of student re-enrollment.

Monthly Tuition Payment Plan, (Blackbaud Tuition Management):

As part of the annual re-enrollment process, parents are required to elect from among the various payment options offered by Blackbaud Tuition Management. This plan is offered at no additional charge.

Returned Check Fee:

A fee of \$25.00 is charged for all returned checks.

TUITION PAYMENTS

Copies of the School's tuition schedule are available in the Admissions Office, Business Office, or online at www.waldorfgarden.org. Re-enrollment for the following school year takes place each January, and the following options for tuition payment are available to all parents:

- **Full payment** of all charges before the start of the School year;
- **Semi-Annual payment** – 1st half by the end of July, 2nd half by the end of November;
- **Quarterly payments** in June, November, January, and March; or
- **Ten monthly payments**, July through April.

The timely receipt of tuition payments is critical for the ongoing financial health of our School. The goal is to work with families in a way which respects the economic pressures a family may be experiencing with the practical considerations of operating the School. If a family is unable to honor their payment schedule, it is vital that they contact the Business Office to discuss the situation and to establish an alternative payment schedule. The School is committed to working with families to ensure that a child's educational

experience is uninterrupted; however, this can only occur when parents honor their financial obligations and maintain open communication.

The School's financial policies prohibits a student from returning in September when there is an open tuition balance from the previous school year. Additionally, significant open tuition balances, with no agreement for payment, may necessitate a student being asked to leave the School during the course of the year.

FINANCIAL AID POLICIES

Our Philosophy:

The Waldorf School of Garden City values and actively seeks a student body reflecting the full range of diversity of our Long Island community. Our program of Financial Aid supports this diversity by making the School more accessible to families of varying economic backgrounds. The Board of Trustees demonstrates this commitment by dedicating a sizable portion of the School's operating expenses towards need-based support. However, the School also recognizes that the primary responsibility for financing a student's independent school education rests with their family. As a result, the School is not able to provide Financial Aid in those cases where a family's lifestyle choices are having a negative impact on their ability to pay tuition. The School expects all parents to honor their contractual tuition commitments.

Financial Aid Policies:

Financial Aid at The Waldorf School of Garden City is need based and decisions regarding a student's acceptance to the School are independent of decisions regarding financial aid.

Awards are determined by the Financial Aid Committee (FAC), a small group appointed by the Board of Trustees. In determining awards, the Committee relies upon the expected family contribution as calculated by TADS (an independent evaluation service), the family's federal tax returns, and any special financial considerations communicated by the family. Financial Aid decisions are based on the FAC's assessment of the family's needs and the budgeted funds available. There is always a greater demand for assistance than there are financial resources.

The range of need-based awards is generally between 5% - 50% of tuition for grades 4 and above, and 5% - 25% for the Early Childhood programs through Grade 3. Financial Aid must be applied for annually. While the School cannot guarantee the same level of financial support beyond any single year, the goal is to continue offering an award consistent with a family's demonstrated need whenever possible.

The FAC recognizes the financial challenges faced by families with multiple children enrolled at the School. As a result, Financial Aid awards for families with more than one child in the Early Childhood through Grade 3 may exceed the 25% guideline.

Information related to Financial Aid is kept in strict confidence, and students receiving assistance are not held to different academic or behavioral standards. The School allocates financial aid systematically, with priority given first to returning students, followed by new students. Please note that in order to be considered for Financial Aid, the payment of open tuition balances must be current. Families requesting need-based support are not required to make a binding commitment to the School until a decision has been reached regarding their financial aid application.

Appeals of financial aid awards should be made in writing, addressed to the FAC, and must include additional information and/or describe special circumstances occurring since the submission of the

original application. An interview may be arranged by the FAC to fully understand the family's financial situation, including personal and lifestyle choices.

WITHDRAWAL PROCEDURE

Student enrollment is for a full year. However, there may be extenuating circumstances which make it necessary for a student to be withdrawn during the school year, either by the parents or at the request of the School. In such instances, parents should:

- Notify the Section Chair.
- Send a letter to the Business Office indicating the date the child is to be withdrawn.
- Return all library books and other materials (such as team uniforms) to the School.
- Settle any outstanding balance with the Business Office, per the student contract or other agreement.

APPENDIX A: EARLY CHILDHOOD

This Appendix is meant to be a supplement to the WSGC Handbook. As an Early Childhood parent, please read both the Handbook and the Appendix.

WELCOME

We welcome your family to the Early Childhood classes at The Waldorf School of Garden City and look forward to a strong partnership with you. This appendix pertains specifically to the Early Childhood. Please be sure to read through the Handbook and the Early Childhood Appendix to gather all the information you will need for a successful year. We hope this marks the beginning of a rich and rewarding relationship with Waldorf Education and your family.

Our Early Childhood Programs include three class groupings: Parent and Child classes meet once or twice per week for two hours; Nursery classes for children who are 3 - 4 years old meet five days per week from 9:00 am – 12:00 pm, and Mixed-Age Kindergarten classes for children who are 4 - 6 years old meet five days per week from 8:00 am – 12:00 pm. While the Parent and Child classes offer insight into the challenges and wonders of parenting young children, the Nursery and Kindergarten classes are an intermediary step for the child between the home and formal schooling.

THE CURRICULUM

The 3 R's of The Waldorf School's Early Childhood program are Reverence, Repetition, and Rhythm. Through the practice of these three concepts, we aim to provide an environment in which the children become at home within themselves and in the world. Since the primary means of learning for the young child is by imitation, the teachers, through engagement in meaningful activity and directing healthy social interaction, strive daily to serve as role models worthy of the children's imitation. The classrooms provide a beautiful, home-like setting with natural materials which are carefully chosen for the children's work and play. Quality natural materials nourish the children's senses and support healthy sensory integration.

The Waldorf Kindergarten is truly a children's garden – a protected childhood space where the imagination and creativity of the child will flourish. Here, surrounded by a warm and caring atmosphere, children can develop through the creative play and experiences in the social group of the class. The rich rhythms and strong sensory impressions of the seasons make our outdoor spaces a vital part of our learning environment. Here the children experience the wonderful differences in weather – rain, snow, ice, wind and sun. They plant bulbs; rake and jump into leaves in fall; sled and play in the snow in winter and welcome the return of flowers, leaves and the curious activity of insects and worms in spring. The time to engage daily with the natural environment provides the framework for observation and gaining tacit knowledge that will underlie future scientific pursuits.

A love of learning is instilled through the many activities of the Early Childhood curriculum. The children's imagination is enlivened by artistic activity, songs and gesture, storytelling, and verses in circle time. The rich language content and repetitive element in these experiences help develop the listening and attention skills that are so important in the development of literacy. Numeracy skills also unfold naturally through activities such as finger plays, sorting of play objects, setting the table, and counting the chairs for story time.

Play is children's work and each day the children enjoy ample time for imaginative play both in and outdoors. Children naturally want to share in the practical work of the world around them. Whether becoming independent in dressing themselves, helping to prepare snack, or crafting something useful, each

situation helps the children develop capacities and skills as growing human beings. This in-turn allows them to develop confidence in themselves.

Our Early Childhood Programs both follow a daily rhythm that includes preparation time and snack, circle and story time, as well as both indoor and outdoor play. Handwork, gardening, cleaning, and caring for the classroom are ongoing activities during the creative play periods. The weekly rhythm of the classes in the Mixed-Age Kindergarten may include circle time with the Eurythmy teacher, bread baking, beeswax modeling, watercolor painting, and a walk on the nature trail. For the children in the Nursery, Eurythmy and nature walks generally begin in the spring. The seasonal rhythms provide the underlying themes of our circle work, craft activities and festival celebrations.

Like the unfolding seasons, the daily and weekly rhythms of the classroom soon create a reliable, familiar, and safe atmosphere. Here, a natural flow between lively, social, and quiet individual activities is established. This rhythmic aspect is the best way possible for the young child to establish individual, healthy bodily rhythms of breathing and circulation which are still developing.

ARRIVALS AND DEPARTURES

A healthy reliable rhythm that unfolds in a predictable way is the ideal. **It is important for the children to arrive at school on time each day as it is often difficult for children to enter into activity that is already underway.** Many important activities take place early in the Early Childhood morning. Tardiness undermines your child's experience and affects their balance, as well as that of the class community at large. In the event of an unusual circumstance, Sweet Peas students must arrive by 8:30 am, Nursery children by 10:00 am, and Mixed-Age Kindergarten children by 9:30 am.

Please refer to section [Arrivals & Dismissal](#) of this Handbook for details on arrivals, late arrivals, and dismissals.

Children in the Early Childhood Program are dismissed at the Lower School Main Entrance. The teachers bring the children to the doors and the parents are asked to wait outside. (You are welcome to wait indoors if the weather is inclement). When you see your child at the door with the teacher, please come up to greet and receive your child. Please be prompt as your child will be eager to see you. If, for any reason (such as a sleeping baby) you cannot leave your car, you may pull in after the buses depart and drive up to the crosswalk to have your child brought to you. Those children who go home by bus are led to the waiting area by one of the Early Childhood teachers who will place each child on their bus.

For dismissal from Afternoon Care, please wait outside the designated Afternoon Care classroom at 3:00 pm. For dismissal from the Afternoon Care Program 3:00 pm – 6:00 pm, please go to the designated classroom and sign your child out each day. Once again, we remind you to be prompt.

ABSENCES AND ILLNESS

Please refer to section [Medication & Student Illness](#) and section [Attendance & Punctuality](#) for more detailed information.

When children are recovering from an illness, they should be kept at home until they have completely recovered their health. When they return to School too quickly they have not regained all of their strength

sufficiently and often relapse, becoming more ill than they were originally. **Children should remain at home fever free (without fever-reducing medication) for at least 24 hours.**

Children should not be brought to School with the following symptoms, and parents will be called if symptoms manifest while at School:

- **Fever:** the child should be kept at home 24 hours after the temperature has normalized.
- **Diarrhea:** the child should be kept at home 24 hours after the diarrhea stops.
- **Vomiting:** the child should be kept home 24 hours after the vomiting stops.
- A deep chesty or croupy **cough.**
- Any undiagnosed **rash.**
- **Draining** ears or sores.
- **Irritability** or inability to cope with a group situation because of not feeling well.
- Severe **cold symptoms** such as a runny nose with yellow colored mucus or watery eyes.
- Any **infectious disease or contagious** condition. It is important for us to let other families know of signs and symptoms to look out for if their child appears to be sick. Let us know immediately if your child has been exposed to: **Chicken Pox, Conjunctivitis, Roseola, Coxsackie, Impetigo, Measles, Scarlet fever, Strep Throat, Fifth's Disease, and Lice.**

It is necessary for you to present a doctor's note to indicate that an illness has been treated and is no longer infectious before your child can return to School.

In the event your child has a broken bone or stitches, the child will be required to stay at home until the School receives a written doctor's note indicating they may resume full activity without restrictions.

COMMUNICATION BETWEEN HOME AND SCHOOL

Communication between home and School is an essential ingredient in the success of your child's experience at School. Your child's teacher will keep you informed of both general class activities and anything of a special nature that may concern your child. If you have any concerns or questions of any kind, or if anything changes in your home life or routine, please share this with your child's teacher.

It is our hope and expectation that you will participate in the life of the School in as many ways as you can. You will receive email communications throughout the School year about events and activities for the whole School community and about meetings and activities specifically for your child's class. There is an active Parent Teacher Association (PTA) in our School, which supports several community activities.

When your child's teacher sends a letter or an article home, please take the time to read it carefully. ***Several times throughout the year, class meetings will be scheduled. It is expected that at least one member of each child's family attends these meetings.*** They are planned thoughtfully to support you and your child's experience in our School. The first of these meetings is the Parent Orientation Meeting, which is held in September.

Please refer to [COMMUNICATIONS BETWEEN PARENTS AND THE SCHOOL](#) on and [PARENT TEACHER CONFERENCES](#) and [PROGRESS REPORTS](#).

HOME VISITS

For families with children new to the Mixed-Age Kindergarten, your child's teacher will want to schedule a home visit before the School year begins. These visits enable the children to experience their new teacher where they are most comfortable – in their own home – and help to make the first days of School much easier. Home visits last about an hour. Often the children like to show their teacher their bedroom, favorite toys or play places. Please do not feel that you must spend time cleaning or otherwise preparing your home for this visit! It is really meant as a simple, but very helpful, bridge between home and School. Your child's teacher will contact you about making arrangements for a time that is convenient for your child and the family's schedule.

THE IMPORTANCE OF WARMTH

We all know that if children are to grow into happy, healthy individuals, it is essential to wrap them in the warmth of our love. For the young child, physical warmth is just as important. Children's bodies are still developing during the first seven years of their lives. They may not yet have developed a sense of warmth and may not realize when they are cold. When this happens, energy that should be going to build healthy organs and support healthy metabolism is expended in heating the body. Being cold can also decrease their immunity and makes them more susceptible to bacteria and viruses. By dressing our children in layers of natural fabrics such as cotton, wool, and silk, we help them develop their sense of warmth, so strengthening their immunity and laying the foundation for healthy bodies in their adult life.

CLOTHING

Dress your child in clothing that is comfortable, uncomplicated, and easy for them to manage at bathroom time – a great confidence booster. Clothing and shoes should be able to stand up to rugged outdoor play. Expect mud, so it is advisable to keep special occasion clothing at home. Avoid all commercial inspired clothing or items with distracting images. ***The children are easily caught up by popular commercial imagery which distracts them from their natural tendency to healthy imaginative play. Play tattoos, watches, jewelry, light up shoes, or nail polish must stay at home. Appropriate School clothing includes plain tops and bottoms that are free of graphic commercial images, letters, numbers, sequins or beads.***

Please refer to the [STUDENT DRESS CODE](#)

It is important that the children have the opportunity to experience nature and discover the play possibilities of all weather conditions. We go outside in all but the most inclement weather. The children need to be dressed accordingly. For rainy days, they will need raincoats with hoods or hats, rubber boots, and rain pants. On cold days, please dress your child for a stretch of outdoor play. Layering is essential, warm hats, scarves, mittens, boots, snow pants, and undershirts must be provided. For hot sunny days, a hat is strongly recommended for sun protection. Your child's teacher may have specific requirements.

WHAT TO KEEP IN SCHOOL

Your child's cubby should always contain a complete change of clothing, including socks, underwear, a shirt, pants, and a sweater. Each cubby has a basket in which to store these items. Please check often for the completeness and update seasonally. In the winter months, be sure to send your child with snow pants; warm; waterproof; well-fitting mittens or gloves; hats; and insulated winter boots. For children who wear dresses, it is important to include a pair of warm leggings or pull-on pants for outdoor play in cold weather. Your child will also need a pair of indoor shoes or slippers. Your teacher may have a specific request. Rubber boots, hooded raincoats, and rain pants are also required, as it is often muddy.

Remember to label all clothing and other belongings with your child's name.

WHAT NOT TO BRING TO SCHOOL

We ask that you not allow your child to bring toys, books, or other playthings from home. Children love to exchange treasures with one another, but it is better if this activity takes place in your home with your approval. Please be sure that children do not bring cough drops, nuts, candy, gum, or playthings of any kind to School as this can create an unhappy situation among the children. Children may bring little gifts from nature for our nature table.

FOOD AND NUTRITION

Preparing and enjoying morning snack are essential activities in your child's school day. In addition to providing nourishment for the body, food also nourishes the senses as well as the soul. Wholesome foods provide a myriad of flavors, colors, textures, and aromas unlike processed and artificially flavored foods. The senses are further nourished with a beautifully set table, a verse of thanks, quiet conversation, and a peaceful mood. In this warm space, a child can assimilate the social and nutritional value of snack time.

The teachers make every effort to offer the children nutritiously rich foods prepared with organic ingredients. Our snacks are relatively simple and although they may be unfamiliar in the beginning, they soon become old favorites. In the case of foods that may be unfamiliar, a small amount is served to all, and the children are encouraged to try a taste. We recognize that some children may have allergies, special diets, or sensory issues. If so, please speak to your child's teacher. It is only necessary to send in a supply of special snacks if your child is unable to share in the class snack.

Please be advised that we may have children in our classes who have serious peanut allergies. For this reason, we are a peanut-free program.

Morning snack is often prepared with the children's help. Each class follows a weekly snack rhythm. For example, Monday may be a rice day and Tuesday may follow with porridge. Children look forward to the daily preparation activities: grinding grain, kneading dough, peeling, and chopping vegetables or fruit.

It is essential that children have breakfast before coming to School. Please make sure that your child is up early enough to eat an unhurried, wholesome, and nutritious breakfast at home. A warm, protein rich and/or whole grain meal without sugars is filling and sustaining.

FESTIVALS

Celebrating festivals is one way that children can experience and participate in the rhythms of nature and of the changing seasons. It also connects them to the deepest elements of our common humanity. We hope to awaken in the children an overall sense of reverence, joy, and wonder through our festival celebrations.

In order to be sensitive to the diversity of cultures and beliefs represented in our community, we like to focus on the common aspects among festivals such as love, light, family, food, and simple rituals. By looking at the underlying reasons behind a particular festival, we can then translate the celebration into activities that are meaningful and age-appropriate for young children. Typically, these include stories, food, games, songs, and simple crafts. We ardently strive to avoid the commercial aspects of holidays in the classroom. Families may volunteer to provide a special snack for those festivals that coincide with our School holidays or for any occasion that is important to their own tradition. A sign-up sheet for that purpose is available at the Parent Orientation Meeting at the beginning of the School year.

Throughout the school year, there are a several traditional seasonal activities in which families are invited to participate. Children in the Mixed-Age Kindergarten gather for a Lantern Walk in November. The Nursery and Mixed-Age Kindergarten families are invited to a Fall Festival in October and a Winter Spiral in December, and all are encouraged to attend the Spring Festival in May and the Midsummer Bonfire in June. Children and parents gather in the final days of School for a year-end celebration. You will receive information from your teacher as these events draw near.

BIRTHDAYS

Each child's birthday is a special day. When your child has a birthday, there will be a simple celebration at School. Each class has its own birthday traditions, and we all bake a special birthday snack and invite parents to join us for the celebration. Your child's teacher will contact you regarding birthday plans: what to bring, when to come, and whom to invite.

If you are planning a birthday party for your child, please remember that these occasions are very exciting and sometimes overwhelming for young children. Although your child may express the wish to have a large birthday party, young children are best satisfied with a simple family celebration. We feel that this is the best experience for the young child.

DISCIPLINE FOR THE YOUNG CHILD

Discipline for the young child can be approached on several levels. In the class setting, the teachers strive to create a positive, emotionally calm atmosphere where the adults apply consistent limits. Our teachers have learned through experience when it is time to redirect a child to prevent a difficult situation before it begins. Children are helped to right a wrong situation and care for a child whom they might have harmed. The children experience being a part of a class family where everyone is respected and expected to be caring and respectful of others. As children learn through imitation, the teachers are always mindful to create a social environment where positive peer interactions, worthy of the child's imitation, are the norm. Warmth, humor, and predictable daily rhythms are just a few tools that help create an atmosphere where children can learn and grow.

Teachers are happy to support parents in creating a home life where discipline and calm prevail by offering helpful suggestions. We know this can be a challenging task. We are happy to share our impressions and

experiences to work with individual families. The young child needs a healthy rhythm and a simple, slow pace to develop healthy habits. When the world feels safe and predictable, children feel more secure, less stressed, and less likely to act out. We are in a partnership to help your child grow and mature to become a self-disciplined person.

If a child displays ongoing aggressive or negative behavior, the teacher will arrange a meeting with parents to discuss the behavior. Problems are best solved when there is collaboration between School and home. Parents are asked to share with their child's teacher any circumstances that might affect the child's behavior at School, such as family issues, visitors at home, or an illness. Our teachers will work with the family to understand and meet the child's difficulties.

Biting is a fairly common and natural occurrence in the development of young children. A child might bite to communicate frustration or anger before having learned to communicate these feelings with words. In a school setting, however, it is necessary that a child be sent home immediately when biting occurs. This makes a very strong impression on all that biting is not tolerated in School.

If, in the judgment of the faculty, a child is unable to participate harmoniously in group activities, is not ready for separation from their home environment, or the family cannot support the values of the program, it may be necessary to ask that the child be withdrawn.

RHYTHM AND FAMILY LIFE

A simple, predictable routine works best for the young child. We encourage parents to slow down the pace. Choose simplicity: lessons and early sport activities can wait a few years. Creating healthy rhythms in your home is a gift to the security and healthy development of your child. Predictable bedtimes, mealtimes, and daily schedules are difficult to achieve in this very fast-paced world. They are essential to providing a harmonious environment in which the young child can flourish. Young children are very active, moving, and doing, and their bodies are physically growing. An early dinner, quiet evening activities, and an early bedtime enable a child to be up and ready for School the next day. When children live with consistent and clear routines, they feel secure in knowing what to expect next. When this occurs, transitions to meals, to sleep or other activities become easier, and conflict is lessened. We know that creating a healthy family life can be difficult in our complicated world. We are always happy to meet with parents to find ways to help individual families work out these issues.

At home, parents can help the young child by setting clear limits and expectations. Children love to be involved with real activities. Helping to prepare meals and to clean up, caring for plants and animals, being out in nature, and having ample time for imaginative play both in and outdoors are the essential elements of a child's day. Even a three or four-year-old child can have a chore that they do every day at the same time. Setting the napkins at dinner, giving the dog water every morning, and placing the toy trucks into the garage every evening are just a few suggestions that can help develop healthy habits and a strong will. Parents should be making the decisions for the child. The children look to their parents as models for their own development. When children are given too many choices, they can become uncertain and nervous. Children need the model of loving, consistent adults to guide their development.

Bedtime routines can provide a wonderful opportunity to slow down the pace of the day and be together with your child in a quiet, warm setting. Young children should be in bed early (by 7:00 pm or 7:30 pm). This will enable your child to get a good rest and give parents time for themselves as well. Parents can choose a bedtime routine that is repeated the same way every evening. Some families may choose to light a candle. A story can be read or told (one story, not many, works best), a simple lullaby, verse, or prayer can

be spoken and then the candle is blown out and it is time to sleep. When a routine is established every day at the same time, the child becomes accustomed to the rhythm and feels secure, looking forward to this special time each day. Teachers will be happy to work with families to give suggestions.

MEDIA

The Waldorf School of Garden City is dedicated to nurturing the children's capacities for imagination, healthy emotional development, independent thinking, and positive action. In recognizing the harmful effects that media have on the development of these capacities, the Early Childhood and Grade 1-5 Teachers request that parents eliminate media from the lives of their children. It is especially important in a world of constant media bombardment that the young child is protected whenever possible and thus a media free home life is essential. As need be, the teachers will assist by providing recommendations about how to carry this out.

Children should be protected from media in the following forms.

For our purposes, media is considered to include:

- **Smart phones**
- Car radios
- Computers
- Tablets (this includes educational programs and eBooks)
- Television
- Movies
- Video and electronic games, including handheld devices

Any child who disturbs the healthy classroom atmosphere through a lax media policy at home may be asked to leave the School.

In keeping with the media free environment, we create for the younger children, we ask that parents refrain from using cell phones, laptop computers, or any other device in the Main Lobby. Please avoid taking photographs of your children in their classrooms or while engaged in School activities. We encourage both adults and children simply to enjoy the moment at hand.

Please refer to our [Guidance on Screen Media](#) section.

REFERRALS

If a child is having difficulties, the child's teacher will arrange for a conference to address the concerns. We ask that parents approach us with issues that they might have observed as well. We are working together to help each child's healthy development physically, emotionally and socially. At times, a teacher may suggest additional services, referrals for testing, or medical attention, to help address and understand a child's particular needs. Some children may need specific therapies that school districts can provide if parents apply for required testing. We will work with families to find resources and we request that families work with us in a timely, open manner. Our School has a School Psychologist and School Counselor, who are available resources for children and their families.

FIRST GRADE READINESS

Please refer to [FIRST GRADE READINESS](#).

AFTERNOON CARE PROGRAMS

If you need Afternoon Care for your child, we offer a daily program, Monday through Friday, from 12:00 – 6:00 pm. In the interest of establishing a healthy and consistent weekly rhythm, we recommend that children attend for a minimum of three consecutive days. A year's commitment to the schedule is required. Space is limited and pre-registration is necessary.

The Nursery children have their lunch, rest, and play in their nursery classrooms and playground. The Mixed-Age Kindergarten children have lunch in their Kindergarten rooms after which the children rest and then join their friends from the other Kindergarten groups in outdoor play.

We are often asked for some suggestions for a healthy lunch. We recommend a main protein dish and fruit or vegetables. Dinner leftovers make terrific lunches. Chicken, hamburger, rice and beans, pasta dishes, warm soup, and stews can be sent in wide mouth thermoses that will keep food hot for at least six hours. (Look for them in camping stores). We provide filtered water. We request simple, media-free lunch boxes. Feel free to speak to your child's afternoon-care teacher for further food suggestions.

Please do not send the following items with your child's lunch: foods high in sugar content (fruit juices, chocolate milk, cookies, candy, cough drops, Jell-O, Nutella, pudding, yogurt with candy sprinkles, chocolate, and gum); foods high in trans-fats (such as Doritos, chips, Cheetos, Lunchables); and items with artificial coloring (colored yogurts, gelatin, Gatorade).

After lunch, the children clean up and prepare for a well-needed rest. We strive to provide the children with a calm and quiet atmosphere. Upon awakening from sleep or peaceful rest, the children play outdoors on our playground. Your child's afternoon care teacher will let you know what additional supplies may be needed. You will receive a letter after you sign up for the program.

ASSEMBLIES

Before each of the School breaks, an All-School Assembly takes place in the School Auditorium 1 – Thanksgiving, December Holidays, Winter and Spring Recesses and Summer Vacation. Children in the Mixed-Age Kindergarten attend these assemblies with their classes. We ask that the children wear more formal clothing to School on Assembly days. Assemblies are an opportunity for students in Grades 1 – 12 to offer musical and other artistic presentations they have been working on in the course of their study of various subjects. All parents are invited to attend.

APPENDIX B: HIGH SCHOOL

This Appendix is meant to be a supplement to the WSGC Handbook. As a High School parent, please read both the Handbook and this Appendix.

ACADEMIC HONOR POLICY

Students attending The Waldorf School of Garden City are expected to meet the world with respect, moral responsibility, and integrity of character. Students at The Waldorf School of Garden City are always on their honor not to lie, to cheat, to steal or to plagiarize; infractions will result in disciplinary action.

The ingredients for a successful journey through our School include individual effort, truthfulness, and taking responsibility for one's own thinking and writing. A Waldorf education strives to support good and wise choices; therefore, how a student chooses to behave and live is as important as what a student learns. Among the goals of a Waldorf education are learning to think for oneself and learning to think freely. Any form of academic dishonesty, including taking another person's thoughts, hinders the development of a student's own thinking.

The High School faculty members expect each student to work independently, i.e., to do one's own work. By doing one's own work, each student: 1) learns to do one's best; 2) gains confidence in one's own abilities; 3) takes ownership of one's unique educational path through The Waldorf School of Garden City High School; and 4) improves one's capacities to think independently, critically, and creatively.

Student grades provide an indication of the level of academic understanding; therefore, grades only have meaning if they are earned individually and are a true reflection of personal academic achievement.

Unacceptable academic behavior includes, but is not limited to:

1. Copying of another's homework, class work, test, quiz, etc. Students who knowingly permit any student to copy their work put themselves in jeopardy of being complicit in an act of academic dishonesty. Any question about the appropriateness of giving one's work to a fellow student must be cleared ahead of time with the Subject Teacher. If unsure about whether or not it is appropriate to work collaboratively, this should be confirmed, in advance, with the teacher.
2. Plagiarism: The presentation of another person's work as one's own or without proper citation and/or acknowledgement.
3. Communicating with anyone else during a testing situation.
4. Using electronic devices during a test, unless expressly allowed.
5. Use of unauthorized notes and aids during a testing situation.

VIOLATIONS OF THE ACADEMIC HONOR POLICY

First Offense:

1. The teacher determines that a violation has occurred and notifies administration for recording purposes.
2. The teacher prepares a notification slip which is sent to the student's parents or guardians, and which becomes part of the student's School records.
3. The student receives a zero for the test or assignment.
4. The student serves detention.
5. The student receives a verbal warning that another violation of the Academic Honor Policy will result in more serious consequences. The consequences for a Second Offense are outlined for the student.

Second Offense:

1. Follow steps #1-3 from “First Offense”, outlined above.
2. The student serves an in-School suspension.
3. The student loses the ability to participate in student body or class government for the remainder of the High School years.
4. The student is prohibited from serving as team captain of any varsity sport for the rest of the academic year in which this violation occurs.
5. The student is required to have three meetings with the school psychologist and/or social worker.
6. The consequences of a Third Offense are outlined for the student.

Third Offense:

1. Follow steps #1-3 from “First Offense,” outlined above.
2. The student serves an out-of-School suspension, which is reported on the student’s college application.
3. The student is not allowed to participate in varsity sports for the remainder of the High School years.
4. The student is required to have three additional meetings with the school psychologist and/or social worker.
5. The student is notified that a fourth offense is grounds for expulsion.

Fourth Offense:

1. A fourth offense of the Academic Honor Policy is grounds for student expulsion from the School.

ACADEMIC REQUIREMENTS

Graduation Requirements: Our academic program prescribes that High School students take:

- 36 “Main Lesson” seminars.
- 4 **year-long courses** in English; Mathematics; Foreign Language (French, German or Spanish), Arts (woodworking, fiber, and fine arts); and Physical Education (including social dancing units and movement arts).
- A minimum of 2.5 credits in History (American and World).
- A minimum of 3.5 credits in Biology, Chemistry, and Physics.
- Sophomores choose either: Accelerated Chemistry or World History.
- Juniors and Seniors **choose 1** of the following each year: Accelerated Physics, College Biology/Environmental Science, US History Survey, Computer Science.

We do not rank. GPA is based on a 100-point scale; we do not weight any grades, though select students may take accelerated upper-level science, math, and history classes. 100 is the highest achievable average.

A student must have a yearly cumulative grade point average of no less than 70% per year in order to advance into the next grade. Any final grade of “F” in year-long subjects must be made up before reentering in September.

Any student deemed by the faculty to be having serious academic difficulties will be placed on academic probation. The academic expectations and length of the probationary period will be specified. Failure to improve academic performance will result in expulsion from School. (Also see “Grades”)

ADVISING

Each class has two Advisors who serve as advocates for each of the students in the class. Class Advisors organize parent meetings and serve as liaisons between parents and the school. Advisors will make announcements each day. On All School Assembly days, students will proceed to the Auditorium with a class Advisor. For help with any problem that may arise, students should see one of their Advisors.

ART

One of the most distinctive features of a Waldorf School is the degree to which art supports and informs the curriculum. Students at The Waldorf School will be required to study dance, drawing, eurythmy, film, handwork, music, painting, woodworking, and other artistic disciplines. In addition, they are expected to supplement much of their academic work with maps, diagrams, charts, illustrations, sketches, and other artwork (see “Notebooks”).

For many this work may seem daunting at first, but students soon discover abilities they never knew they had. Teachers and other students are helpful in giving guidelines and tips on the work. It is important to realize that artistic work often takes a great deal more time than might be expected. As a human being a student is innately creative. A Waldorf education aims to foster this creativity.

ASSEMBLIES

HIGH SCHOOL ASSEMBLIES:

On Friday mornings from 9:05-9:45 the High School assembles in the Student Room. Each class carries the responsibility of setting up chairs for one month according to the following schedule.

SEPTEMBER.....	<i>Freshmen</i>
OCTOBER.....	<i>Sophomores</i>
NOVEMBER.....	<i>Juniors</i>
DECEMBER.....	<i>Seniors</i>
JANUARY.....	<i>Freshmen</i>
FEBRUARY.....	<i>Sophomores</i>
MARCH.....	<i>Juniors</i>
APRIL.....	<i>Seniors</i>
MAY.....	<i>Freshmen</i>
JUNE.....	<i>Sophomores</i>

Chair set-up must be completed before the beginning of Main Lesson at 8:00 am. At 9:00 am, students enter and sit quietly. The leader of the Assembly asks everyone to rise for the verse. Following the verse, a Junior recites a poem, and a Senior gives a speech. Following the speech, students and employees sing together; and this is followed by announcements from students and faculty.

ALL SCHOOL ASSEMBLIES:

The following assemblies take place in the auditorium and are attended by both the High School and Lower School. Parents are invited to attend all assemblies.

Opening Assembly (*September*)

Thanksgiving Assembly (*November*)

Holiday Assembly (*December*)
Mid-Winter Assembly (*February*)
Spring Assembly (*March/April*)
Closing Assembly (*June*)

Except for the Opening Assembly, student presentations form the content of the Assembly. Periodically, students can expect to work in their classes on Assembly presentations under the guidance of a Teacher.

We ask that students keep the noise level and tone of the Assembly appropriately quiet and listen respectfully to the offerings. Business or appropriate semi-formal attire required.

Most of these assemblies fall on a day that precedes a major vacation. **As they are important to the social and cultural life of the School, we strongly discourage families from beginning vacations early.** Moreover, final Main Lesson tests are customarily scheduled on the morning of All School Assemblies.

ATHLETICS

The School offers interscholastic, extracurricular competition in soccer, basketball, baseball, and softball. Cross-country running is offered in the fall, and golf is offered in the spring.

Refer to the [Athletics](#) section.

ATTENDANCE & PUNCTUALITY

Parents must either email or phone the High School Office (extension 317) before 8:00 am if a student will be absent or late. Students are expected to be in class every day, all day, except in the case of illness and family emergency. Attendance is mandatory for all school events including, but not limited to, trips to Glen Brook, class field trips, assemblies, Michaelmas, Earth Day, and Field Day.

***Students may not participate in after-school sports and any other extra-curricular activities if they are not in attendance for the school day.**

Each student should be at school no later than 7:55 am and ready to begin class at 8:00 am.

Students arriving after 8:00 am are marked late and must report to the High School Office to register their presence and obtain a late pass, where it will be determined whether the lateness is excused. *Habitual lateness may result in disciplinary consequences, to be determined by the High School Chair.* A record of absences and lateness is reported on each student's report card and official transcript.

Work due to unexcused lateness and absence cannot be made up. Parents are asked to schedule medical and dental appointments outside of the School day whenever possible.

EXCUSED ABSENCE

A student whose absence is excused can make up missed work. It is the sole responsibility of the High School student to collect and make up all missed work, including projects, quizzes, and tests within the time specified by the teacher. Students who are absent one or two days without a doctor's note will be required to take any missed quizzes and tests, etc. the day they return to School. If necessary, students must stay after school to make up all work. Parents must make arrangements for pickup. Any work not made up on the first day of a student's return to school will be penalized by 5% per day.

Excused Absences include the following:

- Illness. A note from a doctor to legitimize the absence may be required. Repeated illnesses may also require a doctor's note.
- Family emergencies.
- Religious holidays.
- College visits. These must be pre-approved at least three days in advance. See "College visits" below.
- Medical appointments. Parents are asked to schedule medical and dental appointments outside of the School day whenever possible. If an appointment with a medical professional must occur during the School day, the School may request written verification of the starting time and length of the appointment.
- Taking a personal day or mental health day will be excused only when a note from a health professional is furnished.

UNEXCUSED ABSENCES AND LATENESS

When an absence or lateness is unexcused, students are not allowed to make up work and will receive a 0 for all missed work including any required assignments, tests, quizzes, and homework due that day.

A student suspended from School receives a grade of zero for all missed work, including tests and major assignments.

TRAVEL OR LEAVING EARLY FOR OR ARRIVING LATE FROM SCHOOL VACATIONS

We strongly discourage students from missing School due to family travel prior to the beginning of, and after the end of scheduled vacation days as indicated on the school calendar. We request that family vacations coincide with School vacations.

Extending vacations during the school year will be excused only if approved by the High School Chair: Written communication must be provided at least two weeks prior to the extended absence to the High School Chair by the parent or guardian stating the exact reason and dates of the absence.

In some cases, not all the requested time will be considered "excused." The HS Chair will specify the dates that are excused. Unexcused absences from School will have academic, and may have disciplinary consequences.

EXCESSIVE ABSENCES

Students with unexcused absences in excess of one third of the quarter or main lesson block will receive a maximum grade of 50% for the class or block; this grade is included in the student's grade point average. If the absence is due to illness and verified by a doctor, then the student is considered medically excused. Students who are excessively late and/or absent may face disciplinary consequences. Parents of students who are absent due to extended illness may be asked to call their home school district for home tutoring services.

EARLY DISMISSAL

All students are dismissed at 3:20 pm. If it is absolutely necessary to leave school before the end of the school day, parents and guardians must notify the High School Secretary by either email or signed note. At the time of leaving, students must sign the register in the High School Office stating the reason for leaving. High School students may not leave the premises during the school day without notifying the Nurse or the High School Secretary and a Class Advisor.

REGULAR DISMISSAL

All students who remain on campus after the school day has ended must be supervised. Any High School students not participating in a School Athletic Program or other School-sponsored club or activity must be supervised as part of the High School Afternoon Care Program. This program provides support for parents whose students must remain at School after 3:20 pm. Parents are billed monthly based upon the hourly rate.

Once high school students are dismissed from School at the end of the day and leave the School grounds, The Waldorf School of Garden City is no longer responsible for their safety. Students who remain on campus after dismissal are expected to sign-in with the supervisor of the activity they are participating in, such as the Afternoon Care Program or sports. Students who leave and return to campus to participate in a School-sponsored after-school activity, must check in with the activity supervisor so they can be properly supervised. The School is not in a position to be responsible for supervising and ensuring the safety of students who remain on or return to campus to "hang out" or watch sporting events without signing-in.

LATE ASSIGNMENTS

Any paper, assignment or project that is handed in after the deadline, or any quiz or examination taken after the test date receives a penalty of 5% per day.

In the case of medical or unforeseen emergencies, students and their families must make arrangements with individual teachers for obtaining and completing all missed assignments.

A student whose work is incomplete at the end of the quarter or main lesson block receives a grade of "Incomplete". If the work is not handed in by the date determined by the teacher, the teacher records a grade of "0" for the missing work. Notes from parents to teachers about assignments are given due consideration but do not automatically excuse students from deadlines and late policies.

COLLEGE VISITS

Whenever possible, college visits should be scheduled on days off from School. If it is absolutely necessary to miss school for college visits:

- Parents and/or guardians must give prior notification to the HS office and Guidance Counselor
- Students must obtain documentation from the college admissions office(s) in order to be officially excused from Waldorf classes.
- Students must notify teachers **at least 3 days ahead of time** so that arrangements for making up missed work can be made.

Students are responsible for making up any missed work either ahead of time or immediately upon return from the college trip. Tests must be taken either before leaving or on the first day of school after the trip. Any paper, assignment or project that is handed in after the deadline, or any quiz or examination taken after the first day of school after the trip receives a penalty of 5% per day.

BACKPACKS

For safety reasons, backpacks are not permitted in classrooms. All backpacks must be kept in lockers throughout the day. Large items such as sporting equipment bags and musical instruments may be kept on the shelves located at the end of the High School Hallway.

BEHAVIORAL EXPECTATIONS

While on school grounds, students are expected to be in supervised areas at all times, before, during and after school hours. School grounds are a public space. In order to maintain a healthy and orderly school environment, students are expected to conduct themselves with dignity and respect for the community at large. Physical roughhousing, physical displays of affection including kissing, extended hugging, and any behaviors of a sexual nature are inappropriate and unacceptable.

Please also refer to the previous section [Student Code of Conduct](#).

BOOKSTORE

The bookstore, located across the hall from the library, has most of the supplies students need for academic classes, physical education classes, and eurythmy classes. The bookstore will obtain any textbook not available from a student's local school district. To purchase anything from the bookstore, students must have a valid bookstore account. Credit must be available to purchase necessary supplies. During the year expenditures usually range from \$100 to \$200.

Textbooks must be returned to your school district's office of issuance in June. Residents of West Hempstead school district only – return texts to the Waldorf bookstore. **Seniors** must settle all bookstore, lunch card, and tuition accounts before graduation day in order for a student to receive a diploma and/or for transcripts to be released.

In instances where textbooks are not returned by the deadline, and three written notices via email and one phone call has been made, parents will be invoiced by the School for the cost of the textbook.

CAFETERIA

CAFETERIA CLEANING

Each week, two students from each class are responsible for cleaning the cafeteria at the end of snack and lunch each day. Changes in the team are announced every Friday at the High School Assembly. Students who fail to fulfill their lunchroom cleaning responsibilities will be reassigned the following week.

CELL PHONE & ELECTRONIC DEVICE POLICY

Students are not permitted to keep electronic devices on their person at school. Cellphones, iPads, video games, digital cameras, smartphones, smartwatches, laptops and other personal devices may not be used or seen on School grounds, no matter the event. **Students may not carry these devices on their person at any time during the school day.**

These devices are also not permitted on field trips, trips to Glen Brook, other class trips or School-sponsored events, including while participating in the Athletic Program.

At times, a High School student may receive permission from a supervising Teacher to use a School-issued laptop for the purpose of School-related work only.

Upon arrival at School, all electronic devices must be turned into the Advisor. Devices may not be kept in backpacks or student lockers. Devices will be kept securely until the end of the school day when they are returned to the student.

Students who violate this policy will have their devices taken away. The device will be returned at the end of the day after the parent has been notified and after disciplinary consequences (see *Academic Honor Policy*).

High School students may make necessary calls from their cell phones in the Cafeteria after School is dismissed with permission from the Afternoon Care Program Supervisor. Otherwise, after school use of cell phones is prohibited on school grounds and in school buildings.

CLASS MEETINGS

Student class meetings will be held at least once per month in person with a zoom option. Advisors and Class Officers will decide the content and structure of the meetings.

CLASS OFFICERS & ACTIVITIES

In September, each class elects a President, Vice-President, Secretary, Treasurer, two members of the Social Committee, and two members of the Student Council.

In the spring, students elect two student body Co-Presidents who serve as Co-Presidents of the Student Council. Candidates for Student Body Presidents must model good citizenship and be in good standing in the School.

CLASS EXPENSES

With financial support from the School, the Junior Class sponsors the graduation reception for the Senior Class. The Junior Class parents and students provide for the decorations, senior gift bags, and helping hands, and the School provides everything else—food, flowers, tables, and linens. The Reception after Senior Graduation is a gift given by the Junior Class to the Senior Class. The expectation is that every Junior Student and Parent will participate in the setup, hosting, and cleanup of the Reception. **The Junior class Advisors in conjunction with the parent class representatives will organize and oversee the duties needed on Thursday afternoon (set-up), Friday morning (set-up and hosting), and Friday afternoon (hosting and clean up) for Senior Graduation.**

Upon graduation, the Senior Class traditionally gives a gift to the School. The choice is made by the class and its Advisors. The Senior Class funds are used to pay for extras (anything above meals at Glen Brook, transportation to and from Glen Brook) associated with the senior trip and any event not sponsored by the School.

CODE OF COMPASSION

Our Code of Compassion has been established to provide guidelines for kind and respectful interactions among members of our school community.

As a school, and as individuals, we will do our best in both our actions, and our words, to:

- Address everyone with respect.
- Accept personal differences without passing judgment.
- Be aware that put-downs are hurtful.
- Respect other people's belongings, personal space, and private information.
- Refrain from creating and spreading rumors.
- Resolve conflicts respectfully and without forcing others to choose sides.
- Consider whether you might be offending someone when making jokes.
- Be inclusive of others and support those in need.
- Avoid negative comments about the appearance of others.
- Listen to, and respect, the opinions of others.

COLLEGE GUIDANCE & STANDARDIZED TESTING

COLLEGE GUIDANCE

The School's college guidance program aims to match each student with a college that suits both the student's ability and one's wishes for a particular learning environment.

The college conversation begins in the Ninth Grade, when the guidance counselor meets with Freshmen to discuss post-secondary goals. Freshmen will learn that actions in ninth grade can impact future goals. The guidance counselor continues to get to know each student on an individual basis through meetings during sophomore year. Letters of recommendation uniquely reflect the individuality of each student.

During junior and senior years, students and the guidance counselor will plan for standardized tests and will identify colleges to fit each student's needs. Juniors and Seniors will be able to speak individually to

college admissions representatives who are invited to The Waldorf School of Garden City. The college representatives share a glimpse of what their colleges have to offer and answer any questions about the admissions process. While they are here, the college representatives also learn about our educational philosophy and experience firsthand what makes our students truly special and an asset to any college campus.

The Waldorf School of Garden City prides itself on graduating students who are well-prepared for college and beyond. The High School Guidance Counselor welcomes questions from both students and parents and will be happy to make appointments with parents at any time.

STANDARDIZED TESTING

Educational Records Bureau (ERB) tests are administered in English and Mathematics in the freshman year.

The Preliminary Scholastic Aptitude Test (PSAT) is administered to Sophomores and Juniors in the fall. (Sophomores take this test for practice.) The School automatically registers all Sophomores and Juniors for the PSAT.

The ACT, Scholastic Aptitude Test (SAT) and SAT Subject Tests are administered at local schools; we do not administer ACT and SAT exams at Waldorf. Students take the ACT and/or the SAT in the spring of the junior year and often again in the fall of the senior year. Each student is responsible for creating a user account and registering for the ACT at www.act.org and/or the SAT at www.collegeboard.com. When registering, students select a testing date and testing location; registration also includes submitting payment directly to either the ACT or the College Board.

COMPUTERS

School-issued computers available for student use are located in the High School. Computers may only be used for school-related work. Any questions regarding use of the computers should be directed to IT Support (support@waldorfgarden.org).

School-issued laptop computers may only be used when express permission has been granted by a supervising faculty member.

Personal devices including cell phones, smartwatches, laptops, video games, digital cameras, smartphones, and other personal devices may not be used or seen on School grounds. **Students may not carry these devices on their person at any time during the school day.**

DRAMA & PUBLIC SPEAKING

As a student in The Waldorf School of Garden City, one can expect to find oneself on stage occasionally. Every class performs at a number of the seasonal assemblies at the School. Each year, the Sophomore Class presents a play at the end of January. Seniors perform a full-length play each spring, the weekend before their graduation. Everyone participates, either through a dramatic role or through help with the technical production of the plays.

At weekly High School assemblies, a Junior recites a poem from memory, and a Senior delivers a ten-minute speech on a chosen topic.

We aim to give every student an exposure to on-stage performance and public speaking in order to build self-awareness and self-confidence. This experience is beneficial in college and in later life.

DRIVING & PARKING

Students with a driver's license may drive to and from School; however under no circumstances may students drive during School hours. Under no circumstances may students go to their cars during School hours.

No student parking is available on Waldorf School property. There are a limited number of parking spaces on Cambridge Avenue.

EXCHANGE PROGRAM

A benefit of the global network of Waldorf schools is the opportunity for students to attend a Waldorf school elsewhere in the world as exchange students. The Admissions Director and the foreign language teachers have information about exchange opportunities. There are frequent requests from students abroad to attend our School. If you and your family would like to host a foreign student, please contact either the Admissions Director or the Foreign Exchange Coordinator.

QUALIFICATIONS FOR STUDENTS WISHING TO GO ON EXCHANGE

- High motivation to learn a foreign language, a strong average in the foreign language.
- Excellent attendance record.
- Social and emotional maturity.
- Good standing in all aspects of school life.
- Ability to be away from home for an extended period of time.
- Track record of being a good ambassador for the School.
- Respectful and cooperative with rules and expectations of the host school and host family.
- Willingness to host a foreign exchange student in a generous and thoughtful way.

10th Grade students typically participate in foreign exchange; exceptions may apply in special cases. Exchange students will continue to earn a foreign language credit while abroad. Students will be responsible for making up missed math work while abroad; arrangements are made individually with the math department. Students will not be responsible for making up any other academic work while abroad.

FORUM

Periodically the entire High School student body assembles in the Student Room and, in the style of a town meeting, discusses current issues of local and global concern. The discussion is prepared and moderated by the upper classmen and occurs primarily among students. Faculty members participate in the discussion.

GRADES

Grades are recorded each quarter. A student with a failing average in any year-long subject may not re-enroll unless courses failed during the school year are made up during the summer through summer school. A student must have a yearly grade point average of no less than 70% in order to advance to the next grade. Passing grades are reported from 100 to 65 (A to D); a failure is recorded as below 65 (F). All academic courses are graded. Some elective courses are graded with P (pass), F (fail), or O (outstanding). Ranges for letter grades are as follows:

GRADE	RANGE
A+	97 - 100
A	93 - 96.99
A-	90 - 92.99
B+	87 - 89.99
B	83 - 86.99
B-	80 - 82.99
C+	77 - 79.99
C	73 - 76.99
C-	70 - 72.99
D	65 - 69.99
F	Below 65

HOMEWORK

One of the main tasks of the Waldorf High School is to help students take responsibility for their actions in all areas of their school life. In keeping with this primary aim of the High School years, we expect every HS student to individually keep track of all daily, short term and long-term assignments, projects, tests and their respective due dates.

High School syllabi for all Main Lessons are uploaded on to Google Classroom; all students also receive a paper syllabus on the first day of a new Main Lesson.

The High School faculty members have consciously decided not to post all online homework postings as a pedagogical convenience, because, in the experience of the HS faculty, online homework postings enable (in students) a lackadaisical attitude as opposed to attentive engagement to instructions given orally and in writing in class. To keep track of homework assignments, the students at our School need to communicate with their teachers and fellow students about assignments.

Over time, this good habit of taking individual responsibility for one's work builds confidence and independence. In this way, each High School student has the opportunity to develop a valuable leadership skill for life.

MAIN LESSON

New students should read this section and the section on notebooks very carefully.

A Main Lesson class meets for one hour and thirty-five minutes each morning for four weeks in one subject. The Main Lesson will usually include a review of the previous day's work, a presentation of new material and time to work independently. It is important that you stay on top of your work; a project or paper assigned in the first week of the block is due before you know it. If you miss any assignments early in the

block you may be playing catch-up right to the end. Any students, who are absent from at least one third of the Main Lesson due to unexcused absences, will receive a grade of 50% for the class or block; this grade will be included in the student's grade point average.

MUSIC

Freshman and Sophomore students must take a music class that meets during elective period. The Waldorf Singers, a co-ed chorus, is open to anyone in the High School. In addition, there is an acapella group which meets after school hours; participation in the acapella group is by audition.

The Multi-Genre Band and Orchestra provide excellent opportunities for students who play musical instruments to play together and to play at several of the assemblies during the year. Other music classes, such as Music Performance, Songwriting, and Music Theory are offered as well. In addition, the entire High School sings together at each High School Assembly.

NOTEBOOKS

Many courses, particularly those taught in Main Lesson blocks, require that a student create a notebook. This generally consists of a chronological collection of the work from the course and includes a title page and table of contents. This notebook is often comprised of notes from lectures rewritten in essay form, essays, drawings, tests, lab reports, and any other work the teacher wishes to have included. Notebook work is usually done on unlined paper which is available in the bookstore. Drawings and plates are done on biology paper, a heavy drawing paper also available in the bookstore. Notebooks should be neat and attractive. The pages should have reasonably sized margins, and students should strive to present their work as clearly as possible. Each teacher will specify expectations regarding notebooks.

ONLINE CLASSROOM POLICY

Please refer to [Online Learning Policies](#). In the event that we are unable to be in the building, you will receive detailed information on the High School policies.

ORIENTATION

In the week prior to the Labor Day weekend, High School faculty members and the Senior and Freshman classes spend a few days at Camp Glen Brook in Marlborough, New Hampshire. Activities include hiking, swimming, and preparing for the new school year. A clothing list and letter outlining the itinerary is sent to each participant at the beginning of August. **No cell phones, laptops, or any other electronics are allowed at Glen Brook and on the bus to and from Glen Brook.**

PERSONAL APPEARANCE

There is no School uniform. Families are free to dress their students as they see fit, provided they send their students to School bathed and dressed in clothing that is clean and well cared for, without holes. This helps instill a student's respect for self and others. It is asked that students arrive at School in clothes free of large commercial logos and any characters so that the student's own being can shine, without the distractions and commercial consciousness such logos and characters are so apt to bring into the classroom. Small logo identification marks are acceptable. In addition, we ask that clothing be free of offensive slogans or graphics. Please note that torsos and undergarments are to remain completely covered

throughout all movement activities. Hats may be worn outside. Shoes should be practical and safe for all School activities, indoor and outdoor (no flipflops of any kind). Woodworking, Science Labs, and Physical Education classes require closed-toe shoes.

For All-School assemblies, business professional or semi-formal attire is required, and all the above-stated guidelines apply.

Students in Grades 6-12 will not use locker rooms to change for Physical Education. For this reason, on days when these students have Physical Education, they may wear Waldorf or Glen Brook athletic gear to School. Other athletic gear without writing or large logos is also acceptable.

Enforcement of dress code:

Students will have to correct infractions of the dress code immediately. If a student does not have an appropriate change of clothing, he or she will be provided with clothing from the High School wardrobe. Decisions regarding the dress code will be made by High School faculty members.

PLAGIARISM

Plagiarism is the theft of a quotation or an idea. Any writing based on sources other than class notes, your own thoughts or common knowledge must include an acknowledgment of sources, whether they are books, magazine articles, visual communications, or even the work of another student. Passages quoted should be placed in quotation marks and footnoted.

Passages paraphrased (to paraphrase is to recast the statement of another in your own words) must be footnoted. Even ideas can be plagiarized, and ideas that are the result of research and are not common knowledge should be footnoted, even if these ideas are expressed in your own words.

If you have any questions about the acknowledgment of sources, you should see your teacher before handing in a paper. This will be proof of your honest intentions. Research papers may consist almost entirely of quotations, paraphrases, and ideas that are not your own. You may have to footnote nearly every sentence of such a paper!

There are several different ways to write footnotes and a bibliography, and teachers will inform you of their individual expectations. Plagiarized work automatically receives a grade of zero. In addition, parents are notified of the offense. Other disciplinary and academic consequences may include probation, suspension, and expulsion. Plagiarism is a serious offense of the honor code. Take extra precautions to make sure that you hand in your work, and, if you must use someone else's work, be certain to indicate from where and whom it comes.

PROGRESS REPORTS

Quarterly Progress Reports are available four times per year on each family's *Blackbaud* account. These Progress Reports will be posted two weeks after the end of each quarter. First, Third, and Fourth Quarterly Reports include main lesson and daily subject grades. All Main Lesson reports will show a breakdown of how the final grade was calculated and will include a brief comment on your work. All daily subject classes in Quarters One, Three, and Four will only show a final grade. Quarter Two reports will include a grade breakdown and a comment for all courses. Some extracurricular clubs, such as Yearbook, do not receive number grades but rather a P (Pass), F (Fail), or O (Outstanding). At the end of each year, each student's High School Transcript will be issued.

PARENT NOTIFICATION SLIPS

If you receive a “D” or an “F” on a test or assignment, or if you are in danger of failing a course, or if your work is not up to expectations, your parents may receive a parental notification slip via email telling them that your work is in some way unsatisfactory. The aim of the parental notification, besides informing your parents, is to alert you to improve your work before the final grade is recorded.

COMMENDATION SLIPS

If your work suddenly or dramatically improves, a teacher may send a slip via email to notify your parents of this commendable progress.

SOCIAL EVENTS

The social committee organizes the High School Holiday Dinner each year and plans other social events that arise from student initiative. Some regularly scheduled annual events at the School are the following:

Halloween Party - *October (during School hours; costume).*

H.S. Holiday Dinner - *December (evening; semi-formal).*

Sophomore Play - *January (evening; school attire).*

Sports Recognition Dinner - *June (evening attire).*

Senior Play - *June (evening; school attire)*

In addition, there are other occasional events such as dances, ski trips and student conferences, both here and away.

STANDARDIZED TESTS

Educational Records Bureau (ERB) tests are administered in English and mathematics in freshman year.

The Preliminary Scholastic Aptitude Test (PSAT) is administered to sophomores and juniors in the fall. (Sophomores take this test for practice.) The School automatically registers all sophomores and juniors for the PSAT.

The American College Test (ACT), The Scholastic Aptitude Test (SAT), and SAT Subject Tests are administered at local schools; we do not administer ACT and SAT exams at Waldorf. Students take the ACT and/or SAT in the spring of the junior year and often again in the fall of the senior year. Test dates are available on the College Board and AC websites. Please note that students must sign-up for an SAT at www.collegeboard.com. Registration for ACT exams is done online at www.actstudent.org.

STUDENT COUNCIL

In the fall two members from each class are elected to serve on the Student Council, a service organization for the support of student life within the School. The Student Council provides a means whereby student concerns regarding School life and policy can be heard and considered. The Student Council also sponsors activities, social events, and community service. In the spring, students in Grades 8-11 elect two student

body co-presidents who serve as co-presidents of the student council for the coming year. Students selected must model good citizenship and be in good standing in the School.

THE MORNING VERSE

We begin every day with a verse that acknowledges the world in which we live. This verse was written by Rudolf Steiner and is spoken each morning in Waldorf Schools around the world. The text of the verse follows:

*I look into the world
In which the sun is shining,
In which the stars are sparkling,
Where stones in stillness lie,
Where living plants are growing,
Where animals live in feeling,
Where humans within their soul
Give dwelling to the Spirit.
I look into the soul
That lives within my being.
The World Creator weaves,
In sunlight and in soul-light,
In world space there without,
In soul depths here within.
To Thee, Creator Spirit,
I turn my heart to ask
That blessing and pure strength,
For learning and for work,
May ever grow within me.*

VISITORS

All student visitors must have **advanced** permission to visit classes. Permission is granted by Admissions and/or the High School Office. A medical form must be completed, and parental permission must be obtained.

As part of the admissions process, prospective High School students are invited to visit classes for two or three days. From time to time, you may be asked to guide visiting students through your School day.

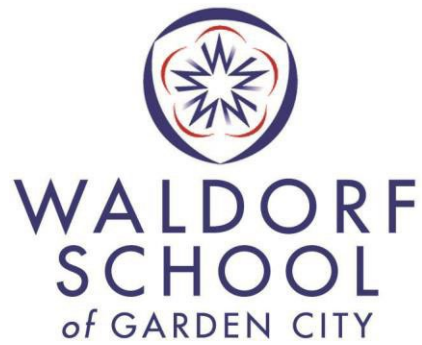
WALDORF SCHOOLS

As a student at a Waldorf School, you are part of a network of approximately 150 Waldorf schools in North America and more than 1000 Waldorf schools world-wide. Closer to home there are Waldorf High Schools in Boston; Manhattan; Spring Valley, New York; Harlemville, New York; Wilton, New Hampshire; Kimberton, Pennsylvania; and Washington, DC.

YEARBOOK

The High School yearbook staff, consisting of students from each class, puts together an annual yearbook, *The Pinnacle*, which is distributed to every family in June. Additional copies are available for a fee. To join the staff, contact Ms. Metzler, the Yearbook Advisor.

Please note the School reserves the right to exclude from the Yearbook any message or advertisement that it considers inappropriate or inconsistent with the School's Mission.



APPENDIX C: PARENT TEACHER ASSOCIATION REPRESENTATIVE HANDBOOK 2022-2023

STATEMENT

The Parent Teacher Association (PTA) is a conduit for and a facilitator of parent participation in the School. Parent participation is integral to the well-being of the Waldorf community and increases the benefit of a Waldorf education for our children and families. Waldorf schools flourish when the children's education and development are nurtured both at home and in School. The PTA encourages and supports activities and communication among parents, teachers, and administration.

MISSION

The Waldorf School of Garden City educates children to meet the world with purpose, gratitude, and respect. Our curriculum, inspired by Rudolf Steiner, progresses in accordance with child development, awakening students to the experience of knowledge, strengthening their sense of moral responsibility, and empowering them to act with courage and conviction. The School's aim is to graduate a diverse group of young people distinguished by the scope and acuity of their minds as well as the depth and integrity of their character.

PARENT REPRESENTATIVES

Designated individuals shall act as Parent Representatives on behalf of The Waldorf School of Garden City (WSGC). By acting as a liaison between the parents of their class, Class Teacher or Advisors, PTA and school administration, Parent Representatives facilitate the exchange of constructive communication and help us achieve our greater goal of building community. This is accomplished by attending PTA meetings, engaging with their class families and teachers, and working to help address voiced concerns.

Each class shall have two Parent Representatives selected by suggestion and approved by the Class Teacher/Advisors and Section Chair. Through regular communication and coordination, the duties of this position will be more easily fulfilled.

PARENT TEACHER ASSOCIATION MEETINGS

Active participation in PTA meetings is the foremost responsibility of the Parent Representatives. Occurring throughout the school year, this gathering is an opportunity for families to listen and to be heard. Meetings are led by the PTA Co-Chairs and are structured to include contributions from school administrators, faculty, staff, and parents. Periodically, staff and/or faculty are invited to share their area of expertise. Updates about the current state of the Waldorf community are given as well as information about upcoming events.

All school parents are welcome and encouraged to attend PTA meetings. Every grade is strongly encouraged to have at minimum one Parent Representative in attendance. An agenda is distributed at the beginning of each meeting and attendance is taken. Minutes will be taken by one of the PTA Co-Chairs and distributed to the Parent Representatives to send to their classes.

PARENT REPRESENTATIVE DUTIES

There are certain responsibilities that are expected of each Parent Representative to ensure a healthy functioning of the PTA. Below is a list of general guidelines we would encourage each Parent Representative to follow.

- 1) Commit to a two-year term. The terms are staggered so there is always one experienced and one new Parent Representative.
- 2) Send at least one Parent Representative to all Parent Teacher Association meetings.
- 3) Relay all pertinent information to class families including but not limited to disseminating the recorded minutes of the meeting in a timely manner.
- 4) Bring requested agenda items to the attention of the PTA Co-Chairs.
- 5) Communicate questions and feedback to the school administration and the PTA.
- 6) Liaise with the Director of Development to be an active participant with the Annual Fund initiatives throughout the School year.
- 7) Be familiar with the contents of the WSGC Handbook. Use it and encourage your class parents to do so as well.

WITH RESPECT TO THE CLASS TEACHER OR ADVISORS

- 1) Meet with the teacher to discuss expectations for the Parent Representatives, such as classroom celebrations, birthdays, refreshments at class meetings, and student allergies.
- 2) Send out email communications as requested by the Class Teacher or Class Advisors.
- 3) Periodically check in with the Class Teacher or Class Advisors to see if there is any additional support needed from class families or the PTA.
- 4) Assist the Class Teacher or Advisors in planning the year-end 8th grade and 12th grade trips to Camp Glen Brook.
- 5) Manage Class Fund with Class Teacher or High School Advisor.

WITH RESPECT TO THE CLASS FAMILIES

- 1) Maintain a current mailing/email list of all families in the class with assistance from Blackbaud and the Communications Office as necessary. This list is to be used for class business only.
- 2) Welcome new parents by making a personal phone call prior to the start of the school year and reaching out thereafter as appropriate.
- 3) Inform and remind families about classroom and school events.
- 4) Encourage families to attend and to get involved in the life of our school, including Fall Fair, Spring Festival, Michaelmas, Red & Blue Day, Color Day, Class Play, Photo Day, Sports Night, Senior Art Show, assemblies, concerts, High School Musical, fundraising events, and any other School- based activities.
- 5) Manage Class Fund expectations.
- 6) Invite and encourage all parents to participate in any way they can.

CLASS FUND

Each year the WSGC deposits \$50 per student from the Student Activity Fees into the Class Fund (Class Savings Account). In the past the purpose of this account was to save money over the course of the years for the 8th and 12th grade trips. Leftover funds were used by the 8th and 12th grade classes to purchase a gift to the School.

Beginning with the 2021-2022 School year, the 8th grade and 12th grade year-end trip will take place at Camp Glen Brook. **The only additional expenses may be excursions planned by the class and food/beverage which would be in addition to class fund monies.**

For this reason, the Class Fund should **only** be used for the following:

- Class activities and supplies*
- Teacher/Advisor gifts
- WSGC Employee gifts
- School gifts
- Community member gifts

*These items need to have further approval by the Section Chair or Faculty Chair

Additional monies needed to fund such activities should be reviewed by the Parent Representatives and determined by the Class. Families are not required to give additional money and should not feel pressured to do so.

Left over money travels with the class year-to-year through 12th grade except for EC. For this reason, EC Reps should discuss with their teachers and class the best way to utilize funds.

If there is money remaining in the Class Fund after 12th grade, the Class determines an appropriate gift for the School with School Administration; otherwise, class monies return to the School.

See the Business Office for the proper request or reimbursement forms whenever funds need to be disbursed. Two signatures are required for submission.

CLASS FUNDRAISING FOR STUDENT FUND

- 1) This is an activity that is primarily student driven with parent and classroom teacher/advisor support and guidance when needed. **Parent Representatives and Class Teachers must submit a specific proposal for their desired project and fundraising activities must be approved by the Administrative Circle.** Proceeds from fundraising will go to the Student Fund and be used for a specific reason.

Past examples - Holiday wreath construction; events such as Country Square Dance; bake sales; citrus sales; Fair Trade coffee and chocolate sales.

- 2) Fundraising can begin in the 6th grade year, supporting the curriculum development as the students take on their first bake sale for their Business Math Block.
- 3) Please note that the PTA Snack Stand at school sporting events is a community-driven event hosted by each class for the good of the overall community. All proceeds go directly to the PTA to be used for school refurbishments.

PTA FUNDRAISING

The PTA is a willing and helpful partner to all aspects of our organizational structure. This includes events that strive to raise funds to replace windows; buy new classroom furniture; remodel bathrooms; replace Bonner Hall curtains; and faculty and staff recognition (e.g., gift cards for teachers, special gifts for retiring teachers, end of year faculty appreciation lunch). The PTA also sponsors the senior scholarship, a \$2,000 scholarship awarded to a graduating senior based upon an essay contest judged by a PTA committee.

Funds are obtained through events held throughout the year, from proceeds received by the Magic Nook and other assorted fundraising efforts. In the past, we have had consistent success with 1) Picture Day, where approximately 10% of the profits are donated back to the PTA by the photo studio; 2) Fall Fair - our largest fundraiser organized and run by a committee of parents, including alumni. To ensure success, parent involvement and participation is encouraged and relied on to help create school spirit and community.



APPENDIX D: CHAPERONES AT GLEN BROOK

POLICIES

Chaperones at Glen Brook are a vital piece of support in making class trips successful. Though the Glen Brook chaperone will have sizeable blocks of free time during the day, the chaperones' duties are many, and the days are long. In particular, chaperones are asked to:

- **Wake up before 7:00 am** to be ready to wake up students (or earlier, if students are awake earlier!)
- **Wake up the students** and ensure that every student gets out of bed and where they need to be on time (whether to waiter duties at 7:15 am or the living room for the start of breakfast).
- **Help with a meal chore.** Meal chores are educational opportunities. We don't just hand a child a broom and ask them to sweep; we show them how to use a broom and sweep alongside them. We diligently check and re-check their work to hold them to a very high standard of cleanliness, while demonstrating that same standard in our own work. We teach them to take pride in their work.
- **Support and respect Glen Brook's policies**—these include being screen free, challenging students to do hard physical work, and working outside in any weather. Though many chaperones would not choose to do our activities in their personal lives, we must encourage and support the students to go outside their comfort zones. Though chaperones typically have the option of staying inside instead of working in the rain and mud, chaperones should encourage the children to make the most of it and remain optimistic in all conditions.
- **Prohibited activities-** Alcohol, Smoking Tobacco, Vaping, or the use of Illegal drug substances is prohibited everywhere at Glen Brook. Using a cell phone or screen media device in front of students is prohibited.
- **Dress code** during school trips is the same as The Waldorf School of Garden City. Clothing should be free of large commercial logos and any characters. Small logo identification marks are acceptable. In addition, we ask that clothing be free of offensive slogans or graphics. Please note that torsos and undergarments are to remain completely covered. Hats are removed in the Dining Room. Shoes should be practical and safe for all activities, indoor and outdoor. Flip flops are permitted at the Waterfront.
- **Hold the students to Glen Brook's ethics**—at Glen Brook, students are encouraged to talk in kind and supportive ways, to pay attention when an adult is addressing the group, and to share their optimism and enthusiasm. Sometimes chaperones need to remind the students of these guidelines.
- **Supervise free times and rest periods**—whether playing in the recreation hall or living room, an adult should be within earshot at all times. During these, times Glen Brook's staff is often getting other things ready, and so chaperones need to gather the students before free time ends and make sure they are ready for the next activity (i.e. have gone to the bathroom, are dressed appropriately, etc.). Chaperones need to keep track of time to know that 10 minutes before dinner is not a good time for students to take out a game of monopoly or go running through the mud.
- **If a student is your own child,** keep in mind the impact your loving attention will have on other students whose parents are not present. Step back and allow your student to learn how to be resourceful and to accept support from other adults.
- **Do not text** parents specific things about their children. Please allow the Class Teacher or a Glen Brook staff member to be the source of information. Group messaging about the entire class, photos, and what they have done or are doing is acceptable with permission from the Class Teacher.
- **Mealtimes:** Please help us practice table manners with the class, especially by asking the children at your table to use respectful, quiet voices, polite manners, and to stay seated until the end of the meal. Please eat

what is served by the Glen Brook kitchen. Refrain from requesting other foods or offering things not served. If anyone is hungry in between meals, there are always snacks made available by the kitchen.

- **Bunk rooms:** Children are not permitted to be in their bunk rooms during the day except by special permission to change clothes or retrieve belongings, but not to relax. Chaperones are responsible for supervising rest period in the bunks.
- **Manage bedtimes:** Glen Brook's School Program Instructors supervise bedtimes with your much-needed assistance. Chaperones are asked to follow the bedtime routine as outlined by the Glen Brook staff. This includes keeping the atmosphere calm and soporific, and typically supervising one room of students to quiet down and hear a story. Please remain present until all the children are asleep, not just quiet—this ensures a good night's rest for the students and, ultimately, yourself. Help enforce lights out. Though students are gathered with all their friends, this is not a sleepover party. If students are allowed to keep each other up late, they will not be sufficiently rested for the strenuous activity of the next day (not to mention that you will be more tired!). Because students are doing more physical work than they do at home, they typically need more rest, and chaperones help make sure they get it. Please "pay it forward" to yourself or another chaperone on a future trip by instilling good habits!
- **Waterfront rules** apply to adults. These are posted at the waterfront.
- **Health Care:** The Glen Brook staff and Class Teacher are the only people who should administer medications, and they should be notified of any injuries or illnesses.

An example of a typical day for a chaperone might be:

6:30-7:30 am Wake up, get students ready for the day

7:30- 8:30 am Breakfast and meal chores

8:30-10:30 am *Free Time/Help with Activity if desired*

10:30-10:45 am Supervise free time

10:45 am-12:00 pm *Free Time/Help with Activity if desired*

12:00 pm Supervise free time & wash up

12:30-1:30 pm Lunch & meal chores

1:30-2:30 pm Supervise Rest & Recess

2:30-4:30 pm *Free Time/Help with Activity if desired*

4:30-5:30 pm Supervise Free Time

5:30-6:45 pm Dinner & Meal Chores

6:45-9:00 pm (Changes with Age) Assist Class Teacher with evening activity if necessary

9:00 pm (Changes with Age) Manage bed times and stay on the same floor as the campers until morning

CHAPERONE AGREEMENT

I have read and, agree to, the guidelines for Glen Brook's parent chaperones as outlined above.

Chaperone Signature: _____ Date: _____

Please print your name here _____

If at any time during your child's trip to Glen Brook you should have questions or concerns, please do not hesitate to speak with either of us directly. Once again, thank you for giving your time to be a parent chaperone and we look forward to seeing you on the upcoming trip.

Sincerely,


Katy Gibney, Youth Program Director


Mark Stehlik, Executive Director
D-2