



MAINE COAST WALDORF SCHOOL

PARENT HANDBOOK

2019–2020

MaineCoastWaldorf.org

ADMINISTRATIVE DIRECTORY

School Phone: (207) 865-3900

Admissions Director:

Lyn Baird, x103

admissions@mainecoastwaldorf.org

Admissions Assistant:

Amy Kessler, x160

admissionsassistant@mainecoastwaldorf.org

Bookkeepers:

Melissa Hoy, x101 &

Melissa Gormley, x151

bookkeeper@mainecoastwaldorf.org

Business Director:

Mark Ruggiero, x102

mruggiero@mainecoastwaldorf.org

Caretaker:

Brian Kessler, x135

caretaker@mainecoastwaldorf.org

College Chair:

Jess Moore, x105

jmoore@mainecoastwaldorf.org

Development Director:

Lynne Espy, x116

development@mainecoastwaldorf.org

Early Childhood Chair:

Kelly Barham, x105

kbarham@mainecoastwaldorf.org

Events Coordinator:

Mary Martin, x113

events@mainecoastwaldorf.org

Grade School Athletic Coordinator

Lisa Mainella, x100

officemanager@maineschoolwaldorf.org

Grade School Chairs:

Marta Rackmales &

Caitlin Pow, x100

mrackmales@mainecoastwaldorf.org

cpow@mainecoastwaldorf.org

High School Athletic Director

Susan Sonntag, x201

highschool@mainecoastwaldorf.org

High School Chair:

David Barham, x204

dbarham@mainecoastwaldorf.org

Office Managers:

Grade School—

Lisa Mainella, x100

officemanager@mainecoastwaldorf.org

High School—

Susan Sonntag, x201

highschool@mainecoastwaldorf.org

Operations Manager:

Melissa Watson, x119

mwatson@mainecoastwaldorf.org

Pedagogical Director:

David Eichler, x104

deichler@mainecoastwaldorf.org

Public Relations Coordinator:

Deeda Burgess, x199

publicrelations@mainecoastwaldorf.org

Receptionist:

Rebecca Waddle, x110

reception@mainecoastwaldorf.org

TABLE OF CONTENTS

MISSION STATEMENT	3
Values.....	3
Strategic Goals	3
INTRODUCTION	3
WALDORF EDUCATION: BACKGROUND AND PHILOSOPHY.....	3
SCHOOL HISTORY	3
HOW THINGS WORK AT MCWS	4
COLLEGE OF TEACHERS.....	4
TEACHER DEVELOPMENT COMMITTEE	4
LEADERSHIP COUNCIL	4
ADMINISTRATION	4
EXECUTIVE GOVERNANCE COMMITTEE.....	5
BOARD OF DIRECTORS	5
EDUCATIONAL SUPPORT	5
CLASS ADVISORS AND MENTORS (High School).....	6
CLASS GUARDIANS (Grades 1-8).....	6
PARENT PARTICIPATION	6
CLASS COORDINATORS	6
PARENT ASSOCIATION.....	6
FUNDRAISING and FRIEND-RAISING.....	7
WHERE TO GO WITH QUESTIONS.....	10
GUIDELINES and POLICIES.....	11
AFTER SCHOOL PROGRAMS.....	11
ASSEMBLIES	11
ATTENDANCE POLICY for Early Childhood	11
ATTENDANCE POLICY for Grades 1-8	11
CAFÉ AND KITCHEN	12
CALENDAR UPDATES.....	13
CELL PHONES AND ELECTRONIC DEVICES.....	13
CLASS MEETINGS.....	13
CLASS TRIPS, PERMISSION SLIPS AND PARENT DRIVING POLICY	13
COMMUNICATIONS BETWEEN FACULTY AND PARENTS.....	14
DRESS CODE	14

EMAIL LISTS	15
EXCHANGE PROGRAM.....	15
EXTRACURRICULAR PROGRAMS AND TEAM SPORTS	16
FOOD.....	16
GIFTS FOR TEACHERS.....	16
HEALTH AND WELL BEING	16
IMMUNIZATION	19
TICKS AND LYME DISEASE	20
INSTRUMENTAL MUSIC AND MUSIC LESSONS.....	20
LOST AND FOUND	21
MEDIA POLICY AND GUIDELINES.....	21
PERSONAL CONDUCT GUIDELINES.....	21
STUDENT EVALUATIONS.....	26
STUDY GROUPS.....	27
TRAILS	27
TUESDAY NEWS	27
VIDEO AND CAMERA POLICY	28
VISITORS TO CAMPUS	28
WEBSITES.....	28
ADDITIONAL RESOURCES.....	28
BOOKS	29
ADDENDUM	29

MISSION STATEMENT

The mission of Maine Coast Waldorf School is to awaken the highest potential in every student by fostering clarity of thought, warmth of heart, and strength of resolve to make a difference in the world.

Values

In pursuit of our mission we:

- honor each student's unfolding individuality, inspired by Rudolf Steiner's insights;
- educate the whole human being through a balance of will-strengthening, artistic, and intellectual pursuits;
- preserve in our students a spiritual openness that will enable them to develop creative, independent thinking, an abiding love of learning, and a deep sense of responsibility toward the world;
- cultivate a diverse and inclusive community at Maine Coast Waldorf School; and
- celebrate the beauty of Maine Coast Waldorf School's natural setting so that, over time, our stewardship will inspire others to live in harmony with the environment.

Strategic Goals

The Maine Coast Waldorf School community is currently working on strategic goals in support of our mission for 2020–2025. The strategic goals for 2015–2020 were to:

1. Increase enrollment and retention of students and strengthen the Maine Coast community, including faculty, students, parents, and alums.
2. Improve messaging, communication, and branding to our community and the public at large.
3. Create a comprehensive and unified campus located on Desert Road in Freeport, Maine.
4. Enrich a vibrant Waldorf Education by supporting the wellbeing and resources of the faculty and administration.

INTRODUCTION

WALDORF EDUCATION: BACKGROUND AND PHILOSOPHY

The first Waldorf School was established in Germany in 1919, inspired by the vision and leadership of Austrian philosopher, Rudolf Steiner (1861–1925). To help address the social and economic chaos following World War I, Steiner developed a mode of learning that would promote peace and harmony, one which developed all the human faculties—physical, emotional, intellectual, moral, and spiritual. There are now more than 900 Waldorf schools. The Waldorf school movement is in 83 countries.

SCHOOL HISTORY

Maine Coast Waldorf School (MCWS) is celebrating its 35th anniversary this year. Founded in 1984 as a kindergarten program, MCWS began adding elementary grades in 1992 and high school grades in 2007. More than 270 students are currently enrolled in early childhood through high school.

After having three temporary locations, MCWS moved to its permanent home, off Desert Road in Freeport, in 1996. The Early Childhood Center and Grades 1–8 were located in Freeport; Grades 9–12 were located at Pineland in New Gloucester until the fall of 2017. At that time the new high school building opened, realizing the dream of a unified campus, early childhood through grade 12, on Desert Road.

MCWS is fully accredited by the New England Association of Schools and Colleges (NEASC) and the Association of Waldorf Schools of North America (AWSNA). AWSNA supports the work of the 160+ Waldorf schools and 14 teacher training centers on this continent.

ORGANIZATION

HOW THINGS WORK AT MCWS

MCWS is administered by its faculty, administrative staff, and Board of Directors. The faculty is responsible for pedagogical decisions and is supported by the administrative staff in the day-to-day life of the school. The Board carries fiscal, legal, and risk management responsibility for the school, and works closely on long term planning with the faculty, administration, and parents who serve on various committees.

All full-time faculty and staff meet weekly to study, address the practical details of school life and to share the insights, joys and challenges arising from their work with students. After their first year of teaching, faculty and staff are asked to serve on committees that support and enhance the work of the school. (These committees include but are not limited to: Farm Field and Forest, Care Group, Festivals, Leadership Council, Movement and Athletics, and Teacher Development, Pedagogical Committee on Equity and Inclusion.)

COLLEGE OF TEACHERS

The College of Teachers is the vessel for the spiritual life, health, and long-term visioning of the school. Through weekly study and discussion, College members identify common values and goals, make pedagogical mission-driven decisions regarding the school and provide strength for the school's philosophical foundation. The College is specifically involved in affirming decisions regarding faculty and staff, giving final affirmation that for changes in the curriculum. The College holds the mandates for Leadership Council and The Teacher Development Committee. **Chair:** Jess Moore

TEACHER DEVELOPMENT COMMITTEE

The TDC is mandated by the College of Teachers and charged with oversight of mentoring, teacher evaluation, and upholding standards of professional conduct. Representatives from each branch of the school (early childhood, class teachers, subject teachers, and high school) serve on this committee to oversee mentoring and evaluation of all teachers. This committee is both proactive in arranging for regular evaluations and classroom observations as well as responsive to pedagogical concerns as they arise in the school. **Members:** Deeda Burgess (Chair), David Eichler, Michael Fenderson, Margaret Samuelson, Johanna Flath, and Lynn Wetterhorn

LEADERSHIP COUNCIL

Leadership Council consists of the Pedagogical Director, the Business Director, the College Chair and representatives from school branches (faculty representatives from early childhood, grades and high school). It provides a nexus of communication among the decision-making bodies within the school. Under the mandate of the College of Teachers, Leadership Council has the authority to make decisions for the school on employment related issues, development of the operation budget and on time-sensitive or confidential issues. **Members:** David Eichler, Chair (Pedagogical Director); Jess Moore (College Chair); Lynn Wetterhorn (EC Member); David Barham (HS Chair); Marta Rackmales and Caitlin Pow (Grades Chairs); Mark Ruggiero (Business Director); Melissa Watson (Operations Manager), ex-officio.

ADMINISTRATION

The administrative branch works closely with the faculty and board in handling the day-to-day business of the school and in overseeing finance, development, public relations, admissions and facilities.

EXECUTIVE GOVERNANCE COMMITTEE

The Executive Governance Committee meets every month to ensure that the school's goals are being supported. This group is made up of the four board officers, the Pedagogical Director, the Business Director and faculty Branch Chairs. The EGC sets priorities for the board agenda and integrates and informs the work of faculty and administration, with the work of the board.

BOARD OF DIRECTORS

The Board of Directors is responsible for the legal and fiscal health of the school and draws its members from parents, faculty and friends of the school. The Board partners with the College of Teachers, faculty, and staff in setting budgets and managing the school's financial health, addressing legal matters, and designing long-range plans. Board members chair Finance, Campus Planning, Communications/Marketing, Compensations and Benefits, Nominations, and Development Committees.

The Officers of the Board sit on the Executive Governance Council with the College Chair, the Pedagogical Director, the Business Director and other members of the Leadership Council.

The Board meets monthly, and regularly reports on its discussions and decisions in the *Tuesday News*. Members of the community are welcome to refer matters of concern to the Board through written communication with the Board president.

These meetings are open for all parents, faculty and staff who wish to attend. Meeting dates are announced in the calendar section of the *Tuesday News* and are generally held in the high school at **6:15pm** on the third Tuesday of the month. **Members:** Susan Stark (Chair), Kari Guddeck (Vice Chair), Derek Blackburn (Treasurer), Lisa Lukis (Secretary), Bill Laurita, Elizabeth Horton, Sara Staples, Dan Walker and at least three voting members of the faculty (David Barham, Jess Moore, Cerridwen McQueen, Michael Fenderson); and a one-year alum, Fiona Ahearne. The Pedagogical Director (David Eichler), Business Director (Mark Ruggiero), and Development Director (Lynne Espy) attend all Board meetings (non-voting).

EDUCATIONAL SUPPORT

The goals of our educational support program are:

1. To deepen understanding of child development through the insights of Rudolf Steiner and current educational, physical and neurological research.
2. To facilitate sharing of ideas and resources among classroom teachers, parents, medical professionals, therapeutic and remedial educators.
3. To help students gain understanding of their unique learning profiles and to develop self-awareness and self-advocacy skills to this end.

Educational support teachers meet regularly with the other teachers to identify students with learning differences, evaluate educational needs and coordinate testing and therapies. Educational support teachers also maintain a referral list of speech and art therapists, math and language arts tutors, and practitioners of other healing modalities. The specialists on this list are available to provide services to students at the family's expense.

Maine Coast Waldorf School agrees to provide support services as it deems appropriate for the grade level in which the child is enrolled, according to the Waldorf curriculum. The school is not equipped with the support resources required to remediate significant and persistent learning, behavioral, social, or emotional challenges. The school reserves the right to require the student's parent(s) or legal guardian(s) to provide specific additional support services for their child that the school has determined is a necessary condition for continued enrollment. Should this become necessary a meeting between the family and school representatives will be held to confirm necessary outside supports.

CLASS ADVISORS AND MENTORS (High School)

At the high school, each grade has two class advisors. Students and/or parents wishing to discuss any issues (academic or social) in a specific class are encouraged to first speak with the teacher of that particular class. However, those wishing to talk about issues that span several academic classes or are more broadly experienced, are asked to speak with an advisor assigned to their class. Class advisors are: G9: Johanna Flath & Cyrus Shahan; G10: Kelly Welch, Chris Lee, and Josh Lytle; G11: Kali Coles, Julie Yeo, and David Barham; G12: Ellen McCann Labbe, John Reinhart, and David Sloan

Each high school student also selects a teacher to serve as a mentor. The mentor is another option should a student feel the need for support in any social or personal issues.

CLASS GUARDIANS (Grades 1–8)

Grades 2 through 8 are each paired with a subject teacher who ideally remains with that grade for multiple years. Each year the classes move on with their class teachers and the guardians remain to welcome new classes to their grades. The grade guardians attend class meetings, support trips, and work to develop deeper relationships with the children, parents, and class teacher of the grade to which they are paired. Parents should feel free to contact class guardians with any questions about their child, the class, or grade specific events. **Class Guardians for the 2019–20 school year are:** G2, Oliver Kinzer; G3, Marta Rackmales; G4, Michael Fenderson; G5, John Saccone; G6, Ezra Smith; G7, Ananda Kaymen; G8, Nancy Goldberg.

PARENT PARTICIPATION

The school welcomes and invites parents to take an active part in the life of the school. Through involvement in the school, parents find friendship and fun, gain insight into their children's lives and bring new ideas that help the school to grow and change.

Parents may participate in many ways: by serving on the Board and/or committees, by working with the class teachers as Class Coordinators, being active on the Parent Association, and on a less formal basis, by volunteering to assist with class activities, field trips, class plays, festival celebrations, work days and fund-raisers.

Parents likewise play an essential role in the school's ongoing efforts to increase awareness of Waldorf education. By sharing information about the school with prospective families, parents help our enrollment grow.

CLASS COORDINATORS

Class coordinators support class activities as well as annual school events. Class coordinators assist the teacher, the class, and the wider school community in a variety of ways, from planning and supporting class and school events to supporting healthy communication within the class. Please contact your class teacher if you are interested in being a class coordinator. For more detailed information about class coordinator responsibilities, please contact the Development Director or Events Coordinator.

PARENT ASSOCIATION

The Mission of the Parent Association is to nurture a vibrant, engaged and welcoming community by creating and sustaining a spirit of openness, clarity and trust and providing opportunities for connection and understanding.

The PA focuses on cultivating learning opportunities for the parent community, providing clear, timely, and easy-to-consume communication, and connecting with new families to help them feel welcome and to navigate transitions. All MCWS parents are considered members of the Parent Association. To get involved contact mcwsparentassociation@mainecoastwaldorf.org

FUNDRAISING and FRIEND-RAISING

Through their active participation and financial gifts, Maine Coast Waldorf School's families and friends enable the school to provide a unique Waldorf learning experience for students in southern Maine. Maine Coast has benefited immensely from a long tradition of giving and continues to rely on its supporters to make appropriate commitments of time and money each year.

Our Waldorf community grows each year, as new families join our school and others graduate. We welcome the continued participation of all those who have been involved in the life of our school over the years; each has helped to make the school what it is today. We are interested in working with all parents and alumni who are willing to donate their time, resources, creative talents, and energy to help us support the health of the school.

We are building an alumni program, including a continental alumni networking platform and outreach events. Any student who attended the school for any amount of time is considered an alum and we welcome their involvement and support.

Maine Coast Waldorf Fund (Annual Fund)

Like most independent schools, Maine Coast Waldorf School cannot rely solely on revenue from tuition for its operating budget. The cost of our education would be out of reach for many families if we did. To cover our operating expenses, every family is asked to make an annual gift that is appropriate to their circumstances. Every gift, regardless of its amount, helps to move us toward our goal of 100% participation and is deeply appreciated.

The largest source of annual non-tuition income, the Maine Coast Waldorf Fund (aka the Annual Fund), supports virtually every area of school life, from classroom supplies and remedial support, to class plays and field trips. Contributions to the Maine Coast Waldorf Fund range in size from under \$20 to over \$50,000. Each fall, we reach out to all members of the community, including parents, grandparents, faculty, board, alumni families, alumni students and businesses and ask them to support the Maine Coast Waldorf Fund. We are extremely proud that 100% of our current board and faculty, and over 90% of our current parents, make a charitable gift each year. This demonstration of commitment has helped us secure funding from foundations and other donors. As MCWS is a 501(C)(3) non-profit organization, donations to the school are tax-deductible as allowed by law.

In addition to the unrestricted funds raised through the Maine Coast Waldorf Fund, we have a number of funds established for specific needs of the school:

Endowment Fund

MCWS's Endowment Fund was established in the early 2000's to provide for the long-term needs of the school and its students. The interest yielded annually from MCWS's Endowment Fund supplements the operating budget, helping us keep tuition as low as possible, and strengthening the school's future financial sustainability and resiliency. Increasing the Endowment Fund is a top priority for the school. Donors can contribute to the Endowment Fund by sharing their intention to make a planned gift (bequests, IRAs, real estate, trusts) or through directed gifts. Speak with Lynne Espy, Development Director, (development@mainecoastwaldorf.org; 865-3900 Ext. 116) if you are interested in learning more about how you can make a bequest or a gift today that will support the school for years to come.

Capital Campaigns

We periodically initiate major fundraising campaigns to serve the needs of the future—for buildings, campus improvements and program expansion. In its 35-year history, the school has demonstrated time and again how successful capital campaigns engage the community around a shared vision. In the most recent capital campaign, called *One Campaign*, the community contributed over \$4.2-million of charitable donations to fulfill the vision of a fully integrated EC–12th grade on the Desert Road campus. Combined with a \$2 million bank loan, this outpouring of generosity provided the funding needed for the construction of the new high school, three major additions to the

Community Hall, an education support wing on the Lower Grades Building, new and improved parking lots, and upgrades to the trail system for sports and recreational use. Prior campaigns have raised funds for the early childhood building, the lower grades and upper grades classroom buildings, the original community hall, the handcraft building, and start-up operating funds for the high school and development efforts. The need for capital campaigns arises from the school's collective vision articulated in the 5-year strategic plan.

Recognition Gifts, Memorial Gifts, and Planned Gifts

Gifts made in honor of an individual or an organization, or gifts offered in memory of a loved one can be directed by the donor or family to either the unrestricted Maine Coast Waldorf Fund or to the Endowment Fund. If you have established a bequest in your will, or through another planned giving mechanism, it is helpful to mention this to the Development Office. All gifts and bequests remain confidential, if requested.

Directed Gifts

Donors, either through individual giving or private family foundations, or in conjunction with a matching gift program by their employer, are welcome to direct their cash gifts to a specific program or need. Examples of programs or events that benefited from donor-directed gifts in the past include gifts to further the gardening and permaculture work; compost program; documentary film previews; eurythmy scholarships; Model UN; and special funding for class field trips. Be sure to notify the Development Director so we can send a tax-deductible acknowledgement to you, the foundation, or the business donors.

Non-Cash Gifts (aka In-Kind Gifts)

Gifts of labor or materials are also very welcome and have helped our school in innumerable ways. Typical material donations include office supplies or furniture, lumber, handwork materials, books, and playground or sports equipment. Voluntarily donating your professional expertise is also a key way to contribute to the life of the school—landscaping plans, architectural services, engineering estimates, construction expertise, and volunteering your time to teach extra-curricular classes or help build structures, fences or gardens, are just a few examples. These needs are often identified by a faculty member, but the Development Office can also help identify where there are needs. All non-cash gifts must first be approved by the Development Office, per our gift acceptance policy; send a short description and photos to development@mainecoastwaldorf.org.

If you have donated an approved item and wish to have it acknowledged for tax-deduction purposes, please provide the Development Director with a detailed description of the donation, including the date of donation and your full address.

Annual Events that are fundraisers or friend-raisers:

Fall Fair

This annual event, held in early November, celebrates the season, as well as our unique Waldorf education, with parent-made crafts, an artisan show, craft demonstrations, music, food, puppetry and entertainment for the entire family. It also raises funds to support our annual operations and class trips.

The Fall Fair is a longstanding tradition at MCWS; it is a community-building event and it serves as a reunion for the greater Maine Coast Waldorf community, including friends of the school, alumni families and former students. Every family is expected to volunteer in some way to help make this event a success, and the opportunities range from chairing one of the activities, to baking for the café, to donating items like gently used outerwear. On the day of the Fair, parents, faculty and older students help by setting up, staffing, and cleaning up the activities.

Auction

The annual Auction is held in late March or early April and the proceeds directly benefit the Tiered Tuition Fund, making our education accessible to a greater diversity of families. Each year a volunteer Auction Committee,

working with the Development and Events offices, plans the Auction theme and program, and helps oversee everything from decorations and donations to staffing and clean-up. Parents, grandparents, students, teachers, and friends of the school can all participate by donating items or services, bidding on auction items, buying raffle tickets, and helping with solicitations, food, or organization of the event.

Circus Smirkus

Since 2005, the MCWS Circus Coordinators have worked with volunteers to bring the Circus Smirkus Big Top Tour (www.smirkus.org) to our campus, raising funds to support our Tiered Tuition and circus arts programs. This fundraiser attracts donations from businesses and foundations that might not be able to support the school's unrestricted operating funds. Examples of Circus outreach include the Magic Matinee program that collaborates with local service organizations to provide reduced and free tickets to many children who could not otherwise attend this event, and the Circus visit to the Barbara Bush Children's Hospital at Maine Medical Center. The Circus attracts hundreds of families from all over southern Maine to our beautiful campus, allowing us to showcase our school.

Class Fundraising

Class fundraisers are undertaken throughout the middle and high school years, to raise funds from the greater community for the 8th and 12th grade end-of-year Class Trips and Class Gifts which are not covered by annual tuition or fees. All class fundraising is directed by the class teacher or high school advisor and carried out by parents and students under their direction, with guidance from the Development Director and established fundraising protocols set forth in the faculty and parent handbooks. Class fundraising generally begins by 5th grade and continues through 12th grade, depending on the class teacher's or high school advisor's recommendations. The class fundraisers provide experiential learning opportunities for students and help keep trip fees as low as possible. The school tries to balance the need for these fundraisers with the Development Office's desire to reduce the number of solicitations to our families. The goal is to have a limited number of class fundraisers that are age and pedagogically appropriate, value-added, meet the needs of our community, and reflect our school's values as stated in the mission.

MCWS is incorporated as a 501(c)(3) non-profit; all charitable contributions are fully deductible according to the tax laws of the Internal Revenue Service.

WHERE TO GO WITH QUESTIONS

For questions regarding:	Speak to:
Curriculum, discipline, homework, schoolwork, progress reports, class trips, standards or general teaching concerns—	<i>The teacher involved</i>
Teaching performance, unresolved issues, exit interviews, or other matters beyond the parent/teacher relationship—	<i>The Pedagogical Director or Branch Chair</i>
School policy, procedures, regulations, emergency planning, finance, transportation program—	<i>The Operations Manager</i>
Class trips, social functions, and parent perspectives on Waldorf education—	<i>The Class Coordinator</i>
Enrollment contracts, tuition payments, and after school and other program contracts—	<i>The Bookkeeper</i>
Financial donations and in-kind contributions—	<i>The Development Director</i>
School calendar and rental of the Community Hall—	<i>The Grades School Office Manager</i>
Admissions and new enrollments or if you know of a prospective family—	<i>The Admissions Director</i>
Volunteering for event planning and fundraising—	<i>The Development Director or Events Coordinator</i>
Specific athletic teams—	<i>The Coaches</i>
MCWS athletic programs—	<i>The Athletic Director or Grade School Athletic Coordinator</i>

GUIDELINES and POLICIES

Maine Coast Waldorf School needs the strong social environment provided by parents and teachers working together to support its educational program. The following expectations, suggestions and policies are intended to help create the needed support:

AFTER SCHOOL PROGRAMS

Parents of students in Early Childhood through Grade 8 may inquire about after school programs that may be available until 5:30. For information about availability, cost, and registration, please contact the Bookkeeper at x.101, bookkeeper@mainecoastwaldorf.org.

ASSEMBLIES

Assemblies are held throughout the year to celebrate the seasons and festivals. They are focal points in the life of the school (all dates are listed on school calendar). It is expected that children will attend all assemblies and are required to wear assembly dress. See DRESS CODE.

ATTENDANCE POLICY for Early Childhood

Arrival is between 8:25 and 8:30 a.m.

ATTENDANCE POLICY for Grades 1–8

Tardies—The school day begins at 8:00 a.m. Children arriving after 8:10 must stop in the office to receive a tardy slip before making their way to class.

If your child will be late, please call the grade school office by 8:00 a.m. so that teachers can be informed in a timely manner.

Excused tardies include the following:

- vehicle troubles;
- inclement weather causing unforeseeable traffic delays;
- accidents causing unforeseeable traffic delays;
- medical appointments that are unable to be scheduled off school hours

Arriving to class late can be quite disruptive to the class and the teacher. We ask that families keep this in mind when tardiness is avoidable.

After 5 unexcused tardies, the grade school office will make a phone call followed by an email to the parents reminding them of our attendance policy and protocol for noncompliance.

After 8 unexcused tardies, parents will be required to meet with the Pedagogical Director or a grade school branch chair before the student may return to school. This means that at the eighth tardy, parents should expect to schedule a meeting either the day of the tardy or the following school day morning at 7:30 a.m. so that their child may return to class.

Leaving school early for appointments and other obligations should also be kept to a minimum. It is the responsibility of the parent to communicate both to their child's teachers and to the office if their child will be leaving school early. It is up to the discretion of the teachers as to how missed content and lessons are handled.

Absences—

Excused Absences include the following:

- personal illness;
- family emergencies;
- religious holidays;
- high school visits for eighth grade students;
- and doctor's appointments that cannot be otherwise rescheduled.

Unexcused Absence: This includes family trips, rest and recreation days, and any absence beyond the eighth day that is not documented via a medical note by a licensed health care practitioner who has treated the student.

If your child will be missing school for any reason, please call the grade school office by 8:00am so that teachers can be informed in a timely manner. All students must be accounted for every day. If your child is absent and the grade school office has not been notified, you will be called to find out why your child is not at school.

After 3 unexcused absences, the grade school office will make a phone call followed by an email to the parents reminding them of our attendance policy and protocol for noncompliance.

After 5 unexcused absences, parents will be required to meet with the Pedagogical Director or a grade school branch chair before the student may return to school. This means that at the fifth unexcused absence, parents should expect to attend a meeting either the day of the absence or the following school day morning at 7:30 a.m. so that their child may return to class.

Five or more unexcused absences are considered excessive and can impact the student's social, academic, and behavioral progress. In the case of excessive absences, MCWS cannot effectively monitor a child's progress and reserves the right to determine the need for outside support or a change in program or enrollment status.

While all schools expect families to avoid excessive absences, at Maine Coast Waldorf School something essential is lost when the child misses any part of the school day. Each Waldorf teacher—from nursery through twelfth grade—strives to create the day's lesson as one would create a work of art: bringing balance, harmony, and beauty into their presentation of material to the children. In addition, Waldorf school subjects are taught in blocks, which build upon what has come before; what is not experienced directly is not easily made up, and make-up work is not equivalent to what is missed. Make-up work also creates additional work for the teacher. How to address the needs of individual children with many absences will be left to the teachers' discretion. In the grades and high school, it is the responsibility of the parents to contact teachers in the event of a lengthy absence and to provide any necessary tutoring and make-up work in consultation with the class teacher and the subject teachers.

In light of this, we strongly urge parents to plan family trips and vacations during scheduled school breaks; to strive for a regular, rhythmic home life so that the child's health is supported; and to help children learn punctuality and reliability through dependable attendance. While it is important for children who are sick to stay home, please consider carefully the consequences of absences for other reasons.

High School

Please see the High School Handbook for information on HS Attendance policies.

CAFÉ AND KITCHEN

MCWS has a licensing agreement with Susan Purcell, owner of MaineFlavor, to provide high school students and faculty with a lunch program. Lunch and morning snacks will be provided for high school students and any interested faculty and staff, on Tuesday through Friday.

In addition, Susan will sell coffee and morning snack for parents and faculty at drop off, beginning at 7:30, Tuesday through Friday, when it does not conflict with other events.

Due to the strict health code regulations for a commercial kitchen selling food products, the use of the commercial kitchen by any group or individual requires prior approval and specific protocols. Please contact Mary Martin at events@mainecoastwaldorf.org for information.

CALENDAR UPDATES

The school publishes a paper calendar at the beginning of each school year. However, once it's in your hands, we cannot update it as events can and do change throughout the year. Your most up-to-date resource for school, class, and athletic events is the BigSIS Calendar in the [BigSIS Parent Portal](#). Here you can not only see what's happening, but you can also download specific class(es) or topic feeds to your smart devices to update your personal calendar! If you have questions about how to do this please reach out to Melissa Watson, x119, mwatson@mainecoastwaldorf.org.

CELL PHONES AND ELECTRONIC DEVICES

Students may not use cell phones and other electronic devices on campus (between 7:50 and 3:30) without a teacher's permission. During these hours, cell phones are powered down and kept in backpacks and not on the student's person. Cell phones are not used inside school buildings. Cell phones are used only as phones and not as cameras. Photographs at school or on school trips are only taken with the permission of a teacher. On the first offense, the cell phone is confiscated for the day. After the second offense, the phone is picked up by a parent in the school office. These rules also apply to all school sponsored trips and activities.

CLASS MEETINGS

Parents and teachers gather regularly throughout the school year in the evening to discuss practical details, the curriculum, and pedagogical issues of concern at school and home. These evenings are a window into your child's school life and are an opportunity for parents and teachers to build and strengthen the class. Dates of parent evenings are on the school calendar.

If there are particular issues parents wish to address at these evenings, please mention them in advance to class teachers and/or high school faculty so that they may be thoughtfully incorporated into the meeting. If you are unable to attend a class meeting, please notify your child's teacher beforehand.

CLASS TRIPS, PERMISSION SLIPS AND PARENT DRIVING POLICY

Excursions and trips supplement every student's education at Maine Coast Waldorf (G2-12). Therefore, if a trip is planned, all students are expected to attend. Permission slips granting permission for your child's participation in all school activities for the entire school year are sent home during the summer and must be on file in the grade school or high school office by the start of school. Additional waivers may be required when MCWS works with outside companies for activities such as rafting and/or kayaking. The basic costs of all trips are covered by annual supply/trip fees (with the exception of the Grade 8 end of year trip, which is primarily covered through class fundraising efforts).

Parents who drive students agree to the following:

Vehicle Use Policy for Parents

This policy is established to provide MCWS drivers with clear, uniform guidelines to ensure that all drivers have a thorough knowledge of the school's policies. Drivers are responsible for driving in a safe and courteous manner and are expected to abide by all laws in any state where they operate a vehicle while on school business.

This policy applies to all drivers who are using their own personal vehicles while transporting students on behalf of MCWS.

Written Guidelines for all who are driving students for school related functions will be provided before a trip:

- All drivers must have a valid driver's license issued by the state in which they are a legal resident.
- Drivers must have a good driving record and be able to demonstrate the ability to drive safely.
- Drivers are responsible for leaving enough time to arrive at their destination without exceeding posted speed limits.
- All drivers and passengers are required to wear seat belts at all times (one seat belt per person), there are no exceptions.
- Drivers shall ensure the proper use of car and booster seats when transporting passengers under the age of 8 years and/or weighing less than 80 pounds and are 57" or shorter.
- Drivers shall ensure that any passengers under the age of 12 and weighing less than 100 pounds do not ride in the front seat of the vehicle.
- While driving, drivers are prohibited from texting, using cell phones, smart phones, laptops or other distracting electronic devices.
- Driving a vehicle on school business while under the influence of alcohol or drugs is prohibited.
- Drivers are responsible for ensuring all necessary precautions are taken to prevent damage and theft to their assigned vehicle and its contents, such as rolling up windows, locking all doors, and not leaving valuable equipment or belongings in open view.
- Drivers are responsible for the cost of all traffic citations. Responsibility for parking tickets will be determined at the school's discretion.
- Smoking is prohibited in all vehicles while driving on school business and in school vehicles at all times.
- Drivers shall not leave any passengers (G6 and under) in their care, whether in the car or outside of it, unattended for any amount of time.
- In accordance with Maine State regulations, drivers will "not carry and/or transport firearms within 500 feet of any school campus". Additionally, drivers will not carry and/or transport firearms while chaperoning and/or accompanying students and/or faculty in any and all MCWS-related capacities.

COMMUNICATIONS BETWEEN FACULTY AND PARENTS

1. Phone messages to faculty at school can be left on voice mail boxes when available (see school directory) or at the appropriate branch office: EC, x105, Grades, x100, and High School, x201. Response to phone messages should be expected within 24 hours. If a quicker response is needed, or if this is an emergency, please notify the appropriate branch office.
2. Communications to the homes or personal cell phones of teachers is strongly discouraged and should happen only in case of emergency. The school encourages our faculty and staff to focus on family, and preparation for classes and meetings in the evening and on weekends. If teachers encourage parents to contact them at home, or via their personal cell phone, please note that it is outside of the recommendation of sustainable school practices.
3. Response to emails from parents to either faculty or staff will be responded to within 24 to 48 hours during the work week. Emails received after 4:00 pm on Friday, should not expect a response prior to the following Monday.
4. Group emails—Please respond to the whole group only if requested to do so. Most group emails require response only to the sender. Please see [EMAIL LISTS SECTION] regarding the use of email.
5. Pick-up and drop-off times are not appropriate times to discuss concerns. It is an appropriate time to ask if a meeting can be set up, either in person or by phone.

DRESS CODE

The way students are dressed affects their ability to learn. Our students lead busy lives both indoors and out; therefore, clothing needs to be comfortable, appropriate, and warm. *Every-day school clothing must allow students a full range of motion—sitting, bending, reaching, and running—without requiring perpetual adjustment. Clothing*

cannot pose a distraction to the wearer, which would negatively affect full participation in every class. (NYTimes, The Battle Over Dress Codes, Peggy Orenstein, June 2014).

Students should be dressed appropriately for a full range of movement and play and should have appropriate clothing for the weather. (Raincoat, rain pants and boots, snow pants and snow boots, winter jacket, hat and mittens are needed for the elements.) All clothing should be free of rips, writing and images. Clothing should not need perpetual adjustment. Undergarments should be covered and clothing should not expose the back or stomach. Appropriate, safe footwear must be worn at all times. (Flip-flops and Crocs are not acceptable). Assembly dress is required for several events during the year, and may include dress pants, collared shirts, blouses, dresses or skirts.

Watches with screens (fit-bits, Apple watches, etc.) are not for school. Beginning in sixth grade, students may wear digital watches. Second grade students may wear analog watches after the introduction of time.

Hats and head coverings may only be worn in the classroom for religious observances.

All EC through G8 students will need the following clothing: simple indoor shoes, rain gear, snow boots, snow pants, winter jacket, warm socks, hats, mittens, sweaters, and fleeces. Please label all clothing.

Unclaimed lost and found items are either donated to a local charity several times a year or sold at the MCWS Fall outerwear sale.

EMAIL LISTS

The Maine Coast Waldorf School class email lists are solely for the use of inter-class communications related to the pedagogical, emotional, and social life of the class itself. They are not to be used for parents to share, and in turn, promote any particular political point of view or political action.

EXCHANGE PROGRAM

Program Overview

Maine Coast Waldorf High School is committed to international education and engagement. The International Exchange/Visitor Program represents a core element of this endeavor and provides a unique opportunity for students' personal growth and an intense language education outside of the regular classroom setting. Maine Coast Waldorf is certified by SEVIS as a designated High School Foreign Exchange/Visitor school. In our Exchange Program, students are matched with foreign students, and live with each other's family and attend each other's school as full-time students for a certain period of time. We may also accept foreign students in our Visitor Program for nonreciprocal stays where tuition and boarding fees are applicable.

International Exchange

Maine Coast Waldorf faculty recognize the cultural, linguistic, and personal growth value of a successful international exchange experience. Students in the 10th and 11th grades who choose to embark on this adventure immerse themselves fully into a world language, life, and culture. As a result, they gain an unforgettable experience and may return home transformed, confident, and with higher proficiency in the target language. Due to the fact that the Waldorf movement is a world movement, our students have a unique opportunity to find their exchange partners in any French- or German-speaking Waldorf high school around the world. Students can also study abroad in a "non-exchange" capacity and pay additional tuition to the receiving school. The length of the stay abroad runs between 2-4 months. Cyrus Shahan is the coordinator of the International Exchange Program. More details are included in the International Exchange Program Handbook.

We also encourage Waldorf students, who do not have access to Waldorf High School programs in their areas, to board with families in the Maine Coast Waldorf community. These students could be from the U.S. or from Waldorf Schools across the globe. If you are interested in boarding American or International high school students, please contact the Pedagogical Director.

EXTRACURRICULAR PROGRAMS AND TEAM SPORTS

MCWS provides after school programs for students in grades 6 through 12. Programs are offered at costs ranging from \$50–300 and may include cross-country running, Nordic skiing, basketball, ultimate frisbee, and other offerings. Programs are scheduled on various days from approximately 3 to 4:30 pm and will be announced in the Tuesday News. Full participation in all school activities preceding team competition is required in order to take part in subsequent team races, meets and games. Special circumstances may be reviewed by class teachers, coaches and Movement and Athletic Committee members (MAC).

All participants in athletic programs are required to submit a sports permission form *before the first practice of the school year.*

Faculty and Coaches of MCWS teams aim to:

- create an environment and foster a team attitude that results in athletic participation being fun for our students regardless of ability and experience;
- instill a love of the activity (running, skiing, ultimate frisbee, etc.) and encourage fitness as a lifelong pursuit;
- develop a sense of individual accountability and responsibility in each athlete;
- motivate students and help them reach their full potential;
- expect athletes to represent MCWS and the team positively as school ambassadors through outstanding sportsmanship and supportive team spirit; and
- provide a bridge to the high school program for MS athletes planning to join high school teams in 9th grade.

FOOD

Students in the grades bring their own snacks and lunches. Your child should bring a snack for the morning snack time, and a hearty lunch and beverage to be eaten in their classroom during the lunch period. We encourage you to pack nourishing food with a minimum of highly processed food. **Students are *not* permitted to bring candy, gum or soda to consume during school.** We appreciate you packing your child's lunch in reusable containers to reduce waste and promote ecological awareness. For all waste other than compostable food and paper, the school's policy is "carry in, carry out."

GIFTS FOR TEACHERS

If parents wish to individually or collectively give holiday or end-of-year gifts to teachers, we ask that these gifts be modest and not cash. No parent should ever feel obligated to participate in gift-giving.

HEALTH AND WELL BEING

Returning to school too quickly following an illness may result in relapse or may cause the spread of infection. If in doubt, please keep your child home.

To prevent the spread of infection and illness your child should be kept at home if he/she exhibits any of the following symptoms: Fever, Unexpected Rash, Diarrhea, Severe Cough and/or Lice that has not been treated (see *Lice section* for additional information). Before returning to school, students should be:

- Fever-free for 24 hours without aid of fever reducing medication;
- Nausea or vomiting—24 hours without nausea and/or vomiting and able to tolerate food, without the use of medication;

- Diarrhea—24 hours free of diarrhea, without the use of medication;
- Rash—Please confer with medical provider to confirm diagnosis and that rash is not contagious;
- Free from excessive discharge—eyes, ears, skin that could be potentially contagious; and
- Free of severe cough, without the use of cough suppressant medication.

If your child has been diagnosed or exposed to any contagious or communicable disease please notify the Office Managers and/or school nurse-consultant as soon as possible.

Please follow the following guidelines for contagious diseases:

- Chicken Pox—1 week to 10 days after exposure and ALL blisters have scabbed over.
- Strep infection—12 hours after antibiotics have been started.
- Impetigo—12 hours after medication begins.
- Head Lice—24 hours after prescribed shampoo treatment has been used (see Lice section).
- Additional disease guidelines can be found at [Maine Contagious Disease Guidelines](#).

Helmets are required when riding bicycles, unicycles, rip-sticks and skateboards on campus.

Illness or accidents at school

If your child is injured at school, or is too ill to remain in school, you will be notified. In the event you cannot be reached, the people listed as your emergency contacts will be called. If your child has asthma, allergies (especially food or bee sting precautions) or other medical considerations, be sure the office manager and class teacher or Branch Chair are informed. Teachers and office staff treat minor injuries. In the case of a more serious injury the Rescue Service (911) will be called and parents will be notified immediately. An accident report will be completed by the faculty member(s) most familiar with the incident.

Concussions

Any student who sustains a head injury at school will be evaluated by school staff, parents will be notified and appropriate action will be taken. After a student has been diagnosed with a concussion by a medical provider, documentation will be required prior to the student returning to school and activities as to any limitations or restrictions. The Sports Permission Form will need to be updated to reflect restrictions if any. The Nurse Consultant will communicate with Medical Professional/Families as necessary.

Medication

A student's medication should be administered at home whenever possible. If your child requires medication during the school day, the following steps must be followed:

1. Medication must be handed from an adult to the office manager or EC Class Teacher to be dispensed by an adult unless MCWS has written permission from your child's physician stating your child may self-administer medication.
2. All medication must be in its original packaging and fully labeled.
3. Parent and physician must complete the Permission to Administer Medication form (available in the office and on the website under the Parent tab) for any medications dispensed for more than two weeks. Parent signature is sufficient for medications dispensed for less than two weeks.

This policy pertains to all medicines, including homeopathic, naturopathic, and anthroposophic, as well as asthma inhalers.

Alternatively, parents may come to school during the day to give medication to their child; please let your child's teacher know if you will be doing so.

Allergies

Maine Coast Waldorf School recognizes that allergies can pose a significant threat to the health of some students. The school is implementing these guidelines to protect students with allergies and to ensure proper treatment of an allergic response should an incident occur.

Responsibilities of Parents: The first parental responsibility is to provide the office manager with the following:

- medical documentation of the severity of their child's allergy;
- description of the particular symptoms which may arise, if an exposure occurs;
- any current, non-expired, medication which their child requires for emergency treatment (eg. Benedryl, EpiPen, etc);
- a completed Permission to Administer Medication form; and
- a written **Allergy Action Plan** prepared by your child's physician for use at school (indicating immediate treatment to prevent progressive symptoms and stabilize the child, and signed permission for the school nurse-consultant/office manager to contact the child's medical provider regarding medical management in the school setting, and signed authorization for the school to provide transport to the hospital, if necessary).

If the child is of an appropriate age, the second parental responsibility is to educate the child in self-management of his or her allergy to ensure that the child understands safe and unsafe foods to eat, strategies for avoiding exposure to unsafe allergens; the symptoms of an allergic reaction, and how and when to tell an adult if he/she may be having an allergic reaction.

Responsibilities of the School Nurse-Consultant

- ensure that all emergency plans of action, records, permissions, and medications for students with allergies are current, and review this information regularly;
- notify teachers of student's allergies and food(s) to be avoided;
- ensure that faculty and staff who interact with the student on a regular basis have an awareness of his/her allergy, can recognize symptoms, and know what to do in an emergency;
- when appropriate, send notices home to parents of students in a particular class to enlist their help in keeping certain foods out of a classroom as necessary;
- check EpiPens regularly for discoloration and expiration;
- provide EpiPen training at least once a year for all faculty and staff; and
- upon her discretion, review field trip plans with the class teacher and parent(s) of a child with a serious allergy and indicate particular procedures for the trip if necessary (i.e. if students are split into groups, ensure that the teacher or parent, who will be responsible for carrying the medical/EpiPen bag, accompanies the student with a food allergy).

Responsibilities of Faculty and Staff:

- As a preventive measure, faculty or staff will not allow children to trade food.
- All faculty and staff who interact with an allergic student on a regular basis must have an awareness of allergies, be able to recognize symptoms, and know what to do in an emergency, including awareness of location of Epi-pens and medications, and correct usage.

Resources: School Food Allergy Program developed by the Food Allergy Network; Managing Life Threatening Food Allergies in Schools—MA Dept. of Education; Cape Elizabeth School Dept Policy, Cape Elizabeth, ME.

Lice

Lice are an occasional fact of life in schools. If your child(ren) acquires head lice, please start treatment immediately as outlined below. Call the school nurse-consultant to inform her and arrange for a head check prior to coming to school. If your child is found to have live lice and/or eggs while in school, you will be asked to take your child home to initiate treatment. Students may return to school the day after being treated and checked by the school nurse-consultant or other designated personnel. Lice is not a communicable disease. It is however contagious with head to head contact.

Treatment for head lice is recommended for persons diagnosed with an active infestation (live lice and eggs). All household members and anyone else with whom your child has had close contact should be checked. Those with live lice and eggs need to be treated. All infested persons and their bedmates should be treated at the same time. Treatment of head lice consists of pharmacological treatment (shampoo) and washing of personal items (i.e. hats, scarves, pillowcases, bedding, clothing, towels, car seats and stuffed animals). Items may be machine washed and dried using hot water and dried on high temperature. Lice and eggs are killed by exposure to high temperature hotter than 53.3 C/128.3F for 5 minutes or longer. Items that cannot be laundered can be dry cleaned or sealed in a plastic bag for 2 weeks.

Treatment: Consists of using over the counter (OTC) or prescription medication as prescribed by medical provider. Current OTC lice shampoos are Rid and Nix. These products kill live lice, NOT unhatched eggs/nits. The [Terminator](#), a fine-tooth metal comb, works best to remove the eggs. For your convenience, we sell these combs in our bookstore. Shampoo directions usually recommend a second treatment 9–10 days after the first treatment to kill any newly hatched lice before they can produce new nits/eggs.

The most important and time-consuming task for parents is combing hair to remove the eggs. Using a [fine-toothed nit comb](#) makes it easier and more successful to capture eggs. Combing should be done at least twice a day for 10–14 days and then daily week for 1 week after no eggs are found. Daily combing of the hair will greatly reduce the risk of re-infestation.

Lice and eggs on children in the Early Childhood classrooms require the daily washing and treating of rugs, sheepskins, bedding, towels, pillowcases, capes, crowns, aprons, dolls, etc. Please remember to schedule a head check with Nurse Consultant, prior to returning to school.

IMMUNIZATION

All students must have either up-to-date medical and immunization records or a signed exemption, on file in the grade or high school offices.

Maine State law requires that all school children in nursery through 12th grade be protected against polio, diphtheria, pertussis (whooping cough), tetanus, measles, rubella (German measles), mumps & chicken pox. Parents are required to furnish the school either proof of immunization **or a signed exemption** by December 1st. Students will not be allowed to attend school after this date unless the immunization requirements are met. Your health care provider can fax us the information at 207–865–6822. Please call the school office with any questions.

The following immunizations meet the minimum state requirements for the 2019–2020 school year:

- 4 doses of Polio vaccine (3 if last dose given after the fourth birthday);
- 5 doses of DPT (diphtheria, pertussis, tetanus) vaccine (4 if last dose given after the fourth birthday);
- 2 doses of MMR vaccine (mumps, measles, and rubella); and
- 1 dose Varicella (chicken pox).
- 1 dose Quadrivalent Meningococcal Conjugate Vaccine (MCV4) for children entering grade 7. Any child entering grade 12 is required to receive 2 doses of MCV4. If the 1st dose is administered when the child is 16 years of age or older, only 1 dose is required.

In the case of an outbreak of the specific disease for which a student is not protected, that student will be excluded from school and school activities. **Unvaccinated students will be excluded from school until such time as the Maine Center for Disease Control and Prevention (Maine CDC) determines it is safe for the students to return to school.** The length of time students will be excluded from school may vary from a week to over a month depending on the disease and length of the outbreak. If a student is kept out of school, the school is not required to provide off-site classes or tutoring. The school may make reasonable accommodations to assist students in keeping up with class work.

TICKS AND LYME DISEASE

This policy is intended to clarify for parents and families, Maine Coast Waldorf School's precautions for prevention of tick contact, and if this contact does occur, how we will handle it.

Prevention

The Department of Health and Human Services states that prevention of disease with frequent tick checks after outdoor exposure is the best way to prevent Lyme disease. Removal of a tick within 24-36 hours of attachment can help prevent disease transmission.

1. Children will be encouraged to wear hats or bandanas. If you wish to have your child sprayed with repellent, please send in a bottle, labeled with your child's name, to be kept at school for this purpose.
2. Teachers will supervise application of repellent as needed.
3. Please provide clothing in your child's extra clothes bag that may be used for hikes (such as long pants and socks).
4. Children should have sneakers or boots at school at all times to be worn during hikes.
5. After time spent outdoors, which is every day at recess and or movement class, please check your child(ren) at home for ticks.

Tick Removal

If a tick is discovered unattached we will remove it promptly and discard. If we find a tick attached to the skin, we will remove it using the CDC (Center for Disease Control) recommendations as follows. We will:

1. Use a tick removal instrument to grasp the tick as close to the skin's surface as possible.
2. Pull upward with steady, even pressure.
3. After removing the tick, thoroughly clean the bite area with soap and water.

If a tick is removed, the parent will be notified and the tick will be labeled with the date, time and place, and sent home. Check with your child's physician about testing options for ticks.

INSTRUMENTAL MUSIC AND MUSIC LESSONS

Instrumental music is an integral part of our curriculum at every grade level. Beginning with simple, two-note flutes in grade one, this work progresses in grade two to pentatonic (five-note) flutes, and in grade three to recorder. In both music class and main lesson, recorder playing continues through grade eight, expanding along the way to encompass the full range of recorder instruments: soprano, alto, tenor and bass.

In January of grade three, the strings program is introduced and students choose between violin and cello. The school provides weekly group lessons and families provide either rented or purchased instruments for their child(ren)'s use. In grades five through eight weekly group lessons continue and students join the string ensemble. **It is strongly recommended that parents arrange for private lessons outside of the school day for students in grades six through twelve to truly continue musical and technical growth.**

Students in sixth through eighth grade who play wind instruments have an ensemble-style lesson two times each week. As with strings, supplementary private lessons are encouraged to enrich the instrumental musical experience.

In high school, students participate in string or wind ensemble on their chosen instrument each week.

At each level from third through twelfth grade there is a required practice commitment varying in length by grade. In any grade, on any instrument, and at any ability level, the development of frequent and healthy home practice is crucial to student's success. Time invested in instilling this habit is time well spent.

Please note that overnight and weekend storage of instruments at school is not permitted. Space is limited in the community hall and valuable home practice required of students cannot occur when instruments are left at school.

LOST AND FOUND

Lost and found bins are located near the entrance doors at the early childhood, lower and middle school and high school buildings. Twice a year, during parent-teacher conferences, items are displayed near the community hall entrance. Unclaimed clothing is either donated to a local charity or sold at the annual MCWS fall outerwear sale.

MEDIA POLICY AND GUIDELINES

Maine Coast Waldorf School is dedicated to nurturing each child's capacity for creative imagination, independent thinking, and positive action by fostering healthy physical, emotional, and cognitive development. Encounters with media separate children from authentic experience of the world and can undermine these goals.

Consistent with Waldorf Education's emphasis on learning through direct experience we strongly recommend that children in the lower grades (EC through 5th) not be exposed to electronic media in their daily lives. During grades 6, 7, and 8 it is appropriate for students to have a gradual and guided introduction to the applications and use of electronic media. During these transitional years, we strongly recommend that the use and exposure to media be very moderate, under clear parental guidance and participation, and not work to the detriment of the social and educational climate of the class.

Digital literacy is an essential component of the High School curriculum, therefore the High School recognizes that fourteen to eighteen year-olds need to learn to critically approach and effectively use electronic media. However, we strongly recommend that parents continue to monitor and limit their teenagers' exposure to electronic media and maintain an open dialogue with their teenage children about the role of media in their lives.

When determined by a teacher to be appropriate, electronic media may be used at MCWS for supervised educational purposes.

The American Academy of Pediatrics website may be a starting point for parental information on internet safety. It may be found at: <http://safetynet.aap.org>

PERSONAL CONDUCT GUIDELINES

See also Appendix A: MCWS Behavior Policy

The following guidelines for student conduct are aimed at protecting the health and safety of all students and creating an atmosphere of mutual respect that fosters emotional, social and academic learning.

1. Students and adults will be courteous in speech and manner.
2. All members of the school community strive to treat each other, the school and personal property, with consideration and respect.
3. Every teacher is concerned with the wellbeing of every student, and every student is expected to listen to any faculty member who finds reason to speak to him or her.
4. All adults will take great care to model respectful behavior.

Addressing Problematic Behavior

With the appropriate support and guidance, experiencing problematic behaviors in themselves and in others can provide students with the opportunity to learn self-expression, self-advocacy, and conflict-resolution skills. MCWS takes a developmental approach to working with behaviors that are not consistent with our guidelines for personal conduct, responding to the different needs of students across the grades. Serious breaches of conduct are addressed in another section of this policy.

Early Childhood: Early Childhood teachers work to educate students in polite manners, in differentiating between private vs. public activities, and in practicing healthy boundaries. Persistent inappropriate or undesirable behavior is addressed with parents in order to determine a supportive response for all concerned.

Grades 1–4: In the early grades, many problematic behaviors are approached as an expression of the unmet needs of the student and are seen as opportunities to teach needed skills. Discipline is handled primarily by the teachers through stories, daily rhythms, and regular communication with parents. Often, a consequence or task will be given to help right the situation caused by the student's action.

Grades 5–8: In the middle school, discipline is based on the principles of restorative justice. Incidents of problematic behavior are recorded in the Green Book, which provides the opportunity for reflection and accountability. When a student engages in problematic behavior, the following steps are taken:

1. The student goes to the office and records his/her name, the name of the teacher who sent him/her, and a description of the problematic behavior.
2. The entry is reviewed by the teacher with the student on the same day that the entry was made.
3. The teacher and student discuss alternatives to the problematic behavior.
4. If necessary, the student and teacher agree how amends will be made to the community.
5. A summary of the discussion will be noted and signed by the student(s), teacher(s), and Pedagogical Director.

After a student's second entry into the Green Book in one year, his/her parents will be notified. After a third entry, a parent conference will be called and the student will be required to complete four hours of purposeful work at the discretion of the school. Rather than being punitive, this work is intended to reconnect the student with the community and allow the student to contribute his/her strengths to its betterment. Students who participate in afterschool activities, either at MCWS or elsewhere, will not be allowed to participate until their purposeful work has been completed.

Grades 9–12: In the high school, problematic behavior is addressed using the principles of restorative justice. When problematic behavior is observed the teacher and/or other high school faculty discuss alternatives to the problematic behavior with the student and agree how the student will make amends to the community, which may include performing service work on behalf of the community. Rather than being punitive, this work is intended to reconnect the student with the community and allow the student to contribute his/her strengths to its betterment. If problematic behavior is determined to be chronic, a parent conference will be called and other options will be considered.

Restorative Circles

Restorative circles are another tool that might be used to address antisocial behavior, interpersonal conflicts, or misunderstandings. By providing a space to respectfully listen to all perspectives (and teaching the skills to do so), restorative circles facilitate students' ability to understand one another's perspectives, develop empathy, and proactively create positive social outcomes.

Restorative circles are not used to address serious breaches of conduct, bullying, or harassment. They can, however, be a part of the community healing process once such acts have been addressed.

Addressing Serious Breaches of Conduct

Behavior that raises the risk of serious harm to people or property requires immediate disciplinary action. These behaviors include, but are not limited to:

- Possession of a knife, weapon, or other similar object;
- Rumored or actual use or possession of tobacco, alcohol, or illegal drugs;
- Willfully harming one's self or others;
- Willfully defacing or destroying property;
- Threatening to do any of the above.

When such breaches of conduct occur or are strongly suspected to have occurred, one or more of the following steps will be taken:

1. The student will be removed from regularly scheduled activities.
2. The student's parents will be notified of what has taken place. Parents may be asked to pick their child up immediately.
3. The parents will be contacted within one day to arrange a meeting at the school, which will include appropriate members of the faculty. The student and/or the Branch Chair and/or the Pedagogical Director may also be present at the meeting.
4. The student may not be allowed to attend classes, sports, or after school programs, depending on the severity of the offence and age of the student, until after the meeting has taken place and a plan for the student's re-entry into the school is made.
5. Serious breaches of conduct may result in suspension or expulsion from the school.

Bullying and harassment are particular breaches of conduct and are dealt with in the following way:

In applying this policy to behavior suspected to be bullying or harassment, the school considers the developmental stage of the children involved. Younger children sometimes display behavior that in older children would be considered bullying or harassment but can be within the range of what is considered 'developmentally normal' at such a young age. All teachers are dedicated to the safety and wellbeing of all students and will address undesirable behaviors in developmentally appropriate ways. These interventions focus on teaching children socially acceptable behaviors, distinguishing between public and private activities, developing healthy boundaries, and resolving conflicts. If undesirable behavior of an aggressive or sexual nature persists, the teachers and Pedagogical Director will work with parents to determine an appropriate course of action. Specifically, this policy does not apply to the Early Childhood program.

Maine Coast Waldorf School is committed to creating and sustaining an environment that is caring, respectful, and safe for all community members (students, parents, faculty, and staff). It is our intention and expectation that community members treat each other with empathy and understanding.

Relationships at MCWS are based on the virtues of compassion, honesty, and integrity. Any behavior that that proves counter to these virtues is considered disruptive and will be addressed.

Specifically, MCWS prohibits discrimination or harassment based on race, ethnicity, color, national origin, ancestry, citizenship, sex, sexual orientation, gender or gender expression, marital status, veteran status, disability, or any other classification protected by law. The school considers harassment based on any of these characteristics to be a form of serious misconduct that undermines the integrity of the community. All members of the MCWS community have the right to learn and work in an environment free from all forms of discrimination and harassment, including sexual harassment and assault. Any member of the community found to be engaging in harassing conduct will be subject to discipline according to the school's policy.

This policy addresses bullying, harassment, and retaliation. Other difficult social dynamics or disruptive behaviors that are not considered bullying, harassment, or retaliation are addressed in the school's code of conduct. This

policy applies to bullying (including cyberbullying) and harassment that occur off of school grounds when these acts have a disruptive impact on the school or the ability of students to participate fully in the life of the school.

1. Defining Bullying, Harassment, and Retaliation

Bullying

(The following is substantially based on and consistent with the Maine Department of Education's policy.)

Definition:

Physical or verbal conduct, including written or electronically transmitted material, committed by a person or a group and directed toward one or more persons that:

- A. Can reasonably be predicted to have the effect of:
 - 1) Physically harming a student or damaging a student's property;
 - 2) Placing a student in reasonable fear of physical harm or damage to his/her property;
 - 3) Substantially disrupting the instructional program or the orderly operations of the school; or
- B. Interferes with the rights of a student by:
 - 1) Creating an intimidating or hostile educational environment;
 - 2) Disrupting a student's academic performance or ability to participate in services, activities, or privileges provided by the school; or
- C. Is based on actual or perceived characteristics of an individual, including but not limited to race, ethnicity, color, national origin, ancestry, citizenship, sex, sexual orientation, gender or gender expression, marital status, veteran status, disability, or any other classification protected by law.
- D. Bullying includes "cyberbullying," which is bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of bullying behavior may include, but are not limited to:

- Repeated or pervasive sarcasm, ignoring, taunting, name-calling, mocking, or using demeaning humor;
- Behavior intended to harm a person by damaging or manipulating his/her relationships with others such as gossip, spreading rumors, and social exclusion;
- Non-verbal threats and/or intimidation, including aggressive, menacing, or disrespectful gestures;
- Threats of harm to a student, to his/her possessions, or other individuals, whether transmitted verbally or in writing;
- Stealing or hiding books, backpacks, or other possessions;
- Stalking; and
- Acts of physical aggression, including hitting, tripping, kicking, scratching, and spitting.

Examples of "cyberbullying" may include, but are not limited to:

- Posting slurs or rumors or displaying a defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student in any online platform;
- Posting misleading or fake photographs or digital footage of a student on websites, or creating fake websites or social networking profiles in the guise of posing as the targeted student;
- Impersonating or representing another student through the use of that student's electronic device or account;
- Any electronic communication or phone calls that are threatening, or so numerous as to bombard the targeted student's electronic account or phone;
- Taking or sending embarrassing or sexually explicit photos or videos;
- Asking another student to send sexually explicit photos or video.

Harassment

(The following is substantially based on and consistent with the Maine Department of Education's policy.)

Definition:

Physical or verbal conduct, including written or electronically transmitted material, committed by a person or a group and directed toward one or more persons that is based on perceived or actual characteristics and creates a hostile learning environment. Harassment may target a person or group based on race, ethnicity, color, national origin, ancestry, citizenship, sex, sexual orientation, gender or gender expression, marital status, veteran status, disability, or any other classification protected by law.

Sexual harassment is unwanted conduct of a sexual nature that creates a hostile learning environment. Requests for sexual favors, pressure to engage in sexual activities, sexual touching, and sexual or gender-based jokes, comments, gestures, drawings, graffiti, text messages and photographs are all examples of sexual harassment. Sexual assault is also a form of sexual harassment.

Examples of sexual harassment include, but are not limited to:

- Making sexual comments or jokes, including those based on gender-stereotypes
- Spreading sexual rumors
- Rating other people based on sexual attractiveness
- Using explicit or derogatory words to comment on a person's body
- Using sexually explicit language within earshot of those who do not wish to hear it
- Writing notes or sending electronic messages that are sexual in nature
- Name calling on the basis of sexual behavior or orientation
- Touching another person in an inappropriate way or impeding another person's movement; assault.

Retaliation

In order to encourage community members to bring acts of bullying and harassment out into the open so that they can be addressed, MCWS will address any acts of retaliation against those who come forward.

MCWS will not punish or retaliate against any person for coming forward to report an incident of bullying or harassment. The school will not limit the activities of those who come forward, nor will there be any consequences, academic or otherwise, for those who make a report in good faith.

Furthermore, MCWS will address any acts of student retaliation against those who come forward. No student or group of students will be permitted to mistreat a student who reports bullying or harassment, and immediate disciplinary action will be taken if this occurs.

2. Procedures for Reporting Acts of Bullying, Harassment, and Retaliation

School employees are required to report to the Pedagogical Director incidents of bullying, harassment, or retaliation that have been reported to them or that they have witnessed. All other community members who experience or witness an act of bullying, harassment, or retaliation are strongly encouraged make a report to the Pedagogical Director or another school employee. Reports can be made verbally (in person or over the phone) to any faculty member or in writing by filling out the Bullying and Harassment Reporting Form and mailing it to the school or placing the form in any faculty member's mailbox (forms are available in classrooms and in any branch office). To make an anonymous report, leave your name off of the form.

If you are unsure whether a behavior constitutes bullying, harassment, or retaliation under the school's policy, the Pedagogical Director, Director of Counseling, or Director of Educational Support can help you make a determination.

False reports of bullying and harassment are rare. In order to protect all community members, any person who can be proven to knowingly file a false report will be subject to serious disciplinary action, including possible suspension and expulsion. Except in these rare cases, there will be no disciplinary action for making a complaint. MCWS complies with all state laws regarding the mandated reporting of child abuse.

3. Procedures for Investigating Acts of Bullying, Harassment, and Retaliation

In order to ensure consistency and fairness, the Pedagogical Director oversees all investigations of reported bullying, harassment, and retaliation. When the Pedagogical Director receives a report of bullying, harassment, or retaliation, the following steps will be taken:

A. Within on school day or 72 hours if the incident occurs during a school break, the Pedagogical Director will:

- 1) Assemble an investigative team at his/her discretion and begin the investigation.
- 2) Notify parents of involved students as appropriate.
- 3) When required by law, notify state and local law enforcement.

B. Members of the investigative team will interview all parties involved and review pertinent information.

Students, teachers, parents, and staff may be asked to participate in the investigation as determined by the investigative team. Student records from previous schools or from prior incidents may be reviewed as part of the investigation.

C. When the investigation is complete, the Pedagogical Director, in consultation with the investigative team, will make a final determination as to whether or not a report has been substantiated. A report is substantiated when there is reasonable evidence that an incident is more likely than not to have occurred.

D. The Pedagogical Director will notify parents and students of the outcome of the investigation within one school day of the conclusion of the investigation.

E. Each step of this process will be documented and kept on file by the Pedagogical Director.

Please note: confidentiality cannot be guaranteed during the investigation process. However, the school is committed to carrying out investigations in a discrete, respectful manner and will uphold requests for confidentiality whenever possible. MCWS complies with all state laws regarding mandated reporting of child abuse.

In some cases, steps may be taken to ensure the wellbeing of students during the investigation. Any member of the community being investigated for serious acts of harassment or assault may be placed on temporary leave pending the outcome of the investigation.

4. Procedures for Following-Up on Acts of Bullying, Harassment, or Retaliation

Once a determination has been made as to whether or not a report has been substantiated, one or more of the following steps will be taken:

A. Disciplinary Action

MCWS takes incidents of bullying and harassment seriously and will respond to substantiated reports with appropriate disciplinary action, determined by the investigative team. Serious and/or repeated violations of the bullying and harassment policy may result in suspension or expulsion from the school.

B. Safety Plans and Conduct Plans

Once appropriate disciplinary action has been taken, the investigative team will work with all parties involved to develop a safety plan for the "target" (optional) and a conduct plan for the "aggressor" (mandatory). The safety plan is meant to address ongoing concerns of the "target" and also to ensure that no retaliatory action is taken against him or her. The conduct plan clearly defines the expectations for the student's continued involvement in the community and offers support and education to help the "aggressor" meet these expectations.

Whether or not a report is substantiated, restorative action may be taken to support students and strengthen the school community. Restorative action may include: the use of restorative circles; class meetings; presentations, workshops, and/or trainings, and counseling.

STUDENT EVALUATIONS

EC parents receive a written report summarizing the year in late June.

In October, parents of Grade 1–5 students receive curriculum overviews from each teacher and parents of Grades 6–8 students receive written reports. Parents of students in Grades 1–8 will receive written reports at year-end.

High School students receive written reports for morning lessons approximately 10 days following the completion of a block. Students receive reports for all other classes approximately two weeks after the end of the quarter (quarters end on October 30, January 17, April 3 and June 5).

Parent teacher conferences are held twice a year in the fall and spring for all parents and upon request.

Educational records are maintained for each child. Parents, upon request, have access to their child's record. Upon written request by the parents, the school will transfer the child's record to the parents or to any other person the parents identify.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice) or: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520

STUDY GROUPS

Study groups currently exist for those in our community interested in deepening their understanding of Anthroposophy. A Foundations Studies class begins every third fall at Maine Coast Waldorf School.

The Penmaenmawr Study Group of the Anthroposophical Society meets from 7–8:30pm every Wednesday to study different works by Rudolf Steiner. The group meets at Rudolf Steiner Arts Studio, 491 Route One, Suite 21, Freeport, ME 04032. Contact Barbara Richardson, barbara@lemniscatearts.org or (207) 210-7995 for more information.

Introduction to the Work of Rudolf Steiner—A year-long course of artistic activity, study and conversation will be offered, October–May, at Rudolf Steiner Arts Studio. All parents and community members are welcome. Please contact Barbara Richardson, barbara@lemniscatearts.org or (207) 210-7995 for more information. See website: www.rudolfsteinerartsstudio.org

TRAILS

Maine Coast Waldorf is fortunate to have trails on the Desert Road campus which classes and school teams enjoy for walking, XC running, skiing and camping. Parents are always welcome to enjoy the campus woods. Please remember the school's "carry-in/carry-out" trash policy, clean-up after pets (in field and on trails) and notify the Caretaker or Grades School Office Manager of any potential hazards (fallen trees, bridge damage, etc.)

TRANSPORTATION

MCWS offers a bus transportation option from Cape Elizabeth, South Portland, Portland and Falmouth to the MCWS campus. This bus service is available for students in kindergarten through grade 12. Seating is limited. Please contact the Business Office for details about the bus route and rates.

TUESDAY NEWS

The Tuesday News, our weekly newsletter, is written for parents, teachers and friends of the school and is distributed via email marketing software. Please read your newsletter on Tuesdays as it is our regular and key method of school-wide communications and includes notice of schedule changes, meetings, upcoming events and other important information. Submissions for the Tuesday News should be emailed to publicrelations@mainecoastwaldorf.org by noon on the Friday preceding publication.

VIDEO AND CAMERA POLICY

We ask that no unauthorized photographs or videos be taken during play performances or assemblies. Photos and videos during a performance can distract audience members as well as the cast. At the teacher's discretion, photographs may be taken after the event or at a dress rehearsal. The Public Relations Coordinator often designates a professional photographer and/or videographer to document an event for the school's marketing and outreach work.

High school students are occasionally authorized to take event photos for the yearbook.

VISITORS TO CAMPUS

Throughout the year we welcome many visitors to campus. All visitors must check-in at the school offices and obtain a badge to wear during their visit.

WEBSITES

MaineCoastWaldorf.org is a primary outreach tool for the school. It provides prospective families with program descriptions of many aspects of the curriculum—from parent-child programs through Grade 12. Punctuated with striking photography, the website also offers information on mission, admissions, upcoming events, charitable giving, school news and more. The contact person for the website is Deeda Burgess, Public Relations Coordinator, x199, publicrelations@mainecoastwaldorf.org.

For enrolled families, the school also offers a password-protected parent portal through [BigSIS](#). The BigSIS parent portal is your go-to resource for the community directory, up-to-date school calendar, outstanding forms, and student progress reports. Contact your office manager for information about BigSIS.

ADDITIONAL RESOURCES

Rudolf Steiner's philosophy is known as Anthroposophy or "the wisdom of the human being" (from the Greek *anthropos* "human being" and *sophia* "wisdom").

Through his writing and lectures, Steiner conveyed a vast body of knowledge and described a meditative path for the spiritual development of the modern human being. Those who embrace Steiner's philosophy believe that this path of inner development helps individuals to develop and strengthen moral forces and to awaken spiritual capacities that slumber within every person.

Steiner is increasingly recognized as a seminal thinker of the 20th century. His insights have been applied in communities around the world in a wide range of practical and cultural endeavors. These include curative education for children and adults in need of special care, biodynamic agriculture, anthroposophical medicine, eurythmy, care for the elderly, and Waldorf education.

Although Waldorf teachers study Anthroposophy and strive to apply its insights to their teaching, they do not teach it to the students in any way.

Neither is religion taught in our school. The historic festivals of Christianity and of other religions as well, are observed during the school year in the context of the universal human quest for life's meaning. Our school's interest in spiritual matters is aimed at awakening the child's natural reverence for the wonder and beauty of life. We recognize and honor the diverse faiths of all of our families.

BOOKS

Many excellent books about Waldorf education, child development, parent education, crafts and festivals and a selection of books by Rudolf Steiner are available to borrow from our lending libraries. Books for the younger children, crafts, festival and Anthroposophy can be found on our Desert Road campus while books suitable to parents of older children and young adults are available at our high school.

A number of books are for sale at the office of our grade school campus. A sample of titles includes: [Some of these books are available in our library which is located in the Desert Road office]

- The Alliance for Childhood, Fools Gold: A Critical Look at Computers in Childhood
- Baldwin, Rahima, You Are Your Child's First Teacher
- Crecelius, Heidi Britz, Children at Play: A Preparation for Life
- Davys, Gundrun and Voors, Bon, Lifeways: Working with Family Questions
- Edmunds, Francis, Rudolf Steiner Education
- Fenner, Pamela and Rivers, Karen, ed, Waldorf Education: A Family Guide
- Finser, Torin, School as a Journey: The Eight-Year Odyssey of a Waldorf Teacher and his Class
- Harwood, A.C., The Way of the Child
- Keopke, Hermann, Encountering the Self: Transformation and Growth in the Ninth Year
- Mander, Jerry, Four Arguments for the Elimination of Television
- Maxwell Ph. D, Sharon, The Talk: What Your Kids Need to Hear from YOU About Sex
- Payne, Kim John, Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids
- Piening, Lyons, Education as an Art
- Richards, M.C., Towards Wholeness: Rudolf Steiner Education in America
- Spock, Marjorie, Teaching as a Lively Art
- Sloan, David, Life Lessons, Reaching Teenagers through Literature; Stages of Imagination: Working Dramatically with Adolescents
- Staley, Betty K., Between Form and Freedom: A Practical Guide to the Teenage Years
- Steiner, Rudolf., The Education of the Child
- Talbott, Stephen L., The Future Does Not Compute
- Winn, Marie, The Plug-In Drug: Television, Children and the Family

Many of these titles also can be purchased from:

Anthroposophic Press (www.steinerbooks.org)

P.O. Box 960

Herndon, VA 20172-0960

800-856-8664

and WaldorfToday.com

Donations of your gently used books are always welcome for the parent library.

Appendix A: MCWS Behavior Policy for Early Childhood and Grades 1-8

ADDENDUM