

WELLSPRING SCHOOL'S MISSION STATEMENT

Wellspring School is an educational community committed to the development of the intellectual, emotional, practical, and spiritual qualities of the child through the Waldorf model of education.

Wellspring strives to build a thriving school community providing:

- A high-quality Waldorf Education for children preschool through grade eight;
- A relationship with parents to build harmony between the school and home. The School strives to establish a common understanding of child development, the tasks of parenting and teaching, and the Waldorf Curriculum;
- A contribution to the social, cultural, civic and educational life of our local communities by sponsoring workshops, lectures and concerts as well as actively contributing to local activities in our sending towns;
- Support for the growth of the Waldorf educational movement by our membership and participation in the Association of Waldorf Schools of North America (AWSNA) as a Developing Waldorf School.

HISTORY AND PHILOSOPHY

Wellspring was founded in 1988 as a preschool and home schooling support program by two parents deeply committed to Waldorf Education and the study of Anthroposophy. In 1991 Wellspring added the elementary grades at a rate of one grade per year. Wellspring believes education and living are inseparable, and what we practice in personal, family and community lives will be the best teachings for our children. We have adopted the Waldorf Philosophy, which speaks to the whole child; and we have chosen to be deeply involved in our children's education. Through the volunteer work we share study groups and festivals that seasonally bring us together, we commit ourselves to wholeness: sharing common values, integrating our own world with our children's, and reaffirming in the deepest way we can our oneness as a community. Wellspring School, Inc. is a Developing Waldorf School and member of AWSNA. Wellspring School is a Recognized Independent School, a 501 C (3) non-profit and a licensed Childcare Center.

WALDORF EDUCATION

Waldorf Education is based on the work of Rudolf Steiner (1861-1925), an Austrian philosopher, artist, scientist and teacher. His many books and extensive lectures laid the basis for a new understanding of the human being, eventually called Spiritual Science or "Anthroposophy." Steiner described how, by developing our human potential, we gradually become able to recognize the creative laws that are at work in nature and in social life. Anthroposophy fosters individual development and freedom, which cultivates social responsibility and respect for others.

Today there are over 700 Waldorf schools worldwide. The curriculum of a Waldorf School is geared towards the child's developmental stages. The teachers shape the subject matter to suit the background, abilities and individual qualities of their particular class. The curriculum is coordinated with the three phases of growth and development through which children pass before reaching maturity. The first period extends from birth to age six or seven. During this time children learn primarily through imitation. The second period begins around age seven when the child realizes new powers through the forces of imagination and memory. The third period begins at puberty when awareness of physiological changes occurs, characterized by increased independence of thought and action.

FACULTY AND ADMINISTRATION

The **FACULTY** consists of teachers in the grades, early childhood, Morning Garden, main lesson and specialty classes. The faculty is responsible for the school's pedagogy and sets policy regarding administrative matters. The faculty chair sets the agenda for the weekly faculty meetings. Meetings include: school business, artistic activities, the readings and study of the work of Rudolf Steiner and related materials, individual child study and pedagogical issues. Parents should contact the faculty chair to bring a concern to the full faculty meeting agenda. Teachers work out of a foundation of Anthroposophy to invigorate their work to educate children and support families.

The **ADMINISTRATOR** represents the school to federal, state and local agencies and to the community at large; manages the office, parent accounts and business activities; oversees enrollment, the pledge system; facilitates communication between faculty, board and parents; and assists with outreach and fund-raising. Office hours are during regular school hours. The Administrator reports to and attends faculty and board meetings.

The **BOARD of TRUSTEES** is composed of parents, faculty and community members. The board carries the overall vision and direction of the school and is responsible for Wellspring's legal and economic concerns. The board, in conjunction with the faculty, administrator and school committees, directs the operations of the school. Agendas and meeting minutes are posted in the mailroom. Parents are encouraged to attend meetings and/or give input to board members. Board members usually serve for two to three year commitments. The board meets monthly and meetings are open to all interested people. Parents should contact the board chair to get items on the agenda at least five days prior to each meeting.

The **FINANCE AND DEVELOPMENT DIRECTOR** oversees financial operations, budget planning, fund-raising activities, and serves on the Budget and Finance and Development Committees.

PARENTAL INVOLVEMENT / SCHOOL COMMITTEES

Commitment and involvement of parents is critical to the health, richness and creativity of Wellspring. A vehicle for parent involvement is committee work, without which the school would not exist. Signing up for committees is highly recommended and many parents make volunteer commitments during the pledging process. **The Parent Volunteer Coordinator** assists the faculty and administrator in assigning parents to various committees and jobs. Parents participate by:

- Joining a committee that meets monthly
Board – Development/Outreach – Budget/Finance – Care Committee –
Ongoing Education Committees – Class Parent
- Participating
In Festivals – Fund-raising events – Outreach activities – Building and Grounds -
wherever their talents and interests can best serve

BOARD COMMITTEES

The Board oversees the work of the following committees:

The **DEVELOPMENT** committee coordinates fund-raising from sources inside and outside the school community and reports to the board. The committee plans capital campaigns, the donor centered Annual Appeal, special events fund-raising, and grant writing.

SPECIAL FUND-RAISING EVENTS: Families are asked to contribute time and/or donations towards four fund-raising events.

- The HOLIDAY FAIR takes place in late November and is both an outreach and fundraising opportunity for the school and the individual classes. Parents are asked to help with the set up and clean up of the hall, craft making and other children's activities, helping with their children's class tables, or staff the school store table.
- The SILENT AUCTION Committee organizes solicitation of donations, catalog design and distribution, advertising, and disbursement of items. All parents are asked to help solicit donations. This fall event is essential to the financial health of the school.
- The July CHELSEA FLEA MARKET involves acquiring donations for the sale of quality items, antiques, and food for the second Saturday in July.
- OTHER EVENTS are often organized by parents to raise funds, such as raffles, dances, plant sales, dinners etc. See the administrator if you have an idea for such an event.

The **BUDGET & FINANCE COMMITTEE** oversees the school's financial operations. Duties include budget planning, business plan development, review of monthly reports (accounts payable and receivable), timely completion of all local, state, and federal tax obligations and reports, and financial analysis and forecasting. This committee reports to the board.

The **BUILDINGS AND GROUNDS** Committee maintains the school facility, organizes the fall and spring workdays and reports to the Board monthly.

NEW CAMPUS DEVELOPMENT: The school is currently working on the development of a new campus just outside Chelsea village. Please contact a board member for more information or to help with this important work.

The **GRANTS** Committee works with the faculty and the administrator to identify grant opportunities, write proposals, and track grant sponsored programs.

The **LONG RANGE PLANNING** Committee works with the faculty, board and interested parents to plan for the future growth and development of the school. Membership in AWSNA as a Developing School now requires the formation of a three-year plan reviewed by AWSNA.

PLEDGE REVIEW - Every enrolled family pledges tuition and/or pledge work based on their ability to pay and work for the school. Parents submit pledge forms in the spring and meet with the administrator to discuss pledge work, committee interests, and fund raising needs. Budget & Finance confidentially reviews all pledges, without knowing names of specific families. Requests for pledge changes go to the Budget & Finance Committee who then makes recommendations to the board. All financial information from these meetings is confidential.

FACULTY COMMITTEES

The faculty oversees the following Committees:

The **OUTREACH COMMITTEE**, under the direction of the Outreach Coordinator, faculty and the administrator, organizes advertising and postering, workshops, study groups, open houses, lectures, teas, story hours, puppet shows and other events that represent Wellspring to prospective families and other interested people. The committee meets monthly.

The **CARE COMMITTEE** works under the direction of the faculty and administrator to welcome new parents to the school, thank faculty and parents for work done, organize teacher/staff appreciation days (fall and spring), and coordinate help for community members in times of need.

The **PERSONNEL COMMITTEE** is comprised of the Wellspring faculty and one board representative. The committee works with the staff on professional training and reviews, self-evaluations and professional goals, hiring, and other teacher/staff concerns. The committee reports to the board as needed.

CLASS PARENTS are chosen by the teacher to assist with parent communications, classroom support and supplies, class trips, special events such as class plays and meetings.

The **FESTIVAL COMMITTEES** work with the faculty to plan the HARVEST, HALLOWEEN, SOLSTICE, SUGARING FESTIVALS, and MAY FEST. Festivals held on evenings or weekends count as official school days for students in grades four through eight. The Early Childhood children and primary grades have some separate festivals that include the Lantern Walk, St.

Nicholas Day, and the Spiral of Lights. Please speak with your child's teacher if you are interested in celebrating a special holiday with your class.

The **HOLIDAY FAIR** is a day full of delicious foods, hand-made crafts and gifts, children's activities, music, and friends, and is usually held on the Saturday prior to Thanksgiving. It is an opportunity for outreach, fund raising, holiday shopping, gift making, and family fun. The Holiday Fair counts as a school day for the students in grades four through eight.

GENERAL POLICIES

ADMISSION POLICY: Wellspring does not discriminate on the basis of race, color, sex, gender identity, religion, national or ethnic origin in its admission. The School seeks to develop a culturally and economically diverse student and parent body. Following a parental visit to the school and interview with the teacher, children may be invited to visit in the classroom. Children are accepted on a first-come, first-serve basis, according to the recommendation of the teacher following a child observation, as well as space available. Parents should be supportive of the school's philosophy and understand the basic tenets of Waldorf Education. Parent support for the class teacher, and the faculty as a whole, is important to the success of the child's experience. Wellspring is committed to serving all children, and accepts children with special needs after a review to be sure that Wellspring can properly meet them. Each situation is considered individually to assure that we remain able to meet the needs of every enrolled child to the fullest extent possible. The school requests records from previous schools prior to enrollment. Students cannot enroll in anything less than the full program.

ADMISSIONS FOR EARLY CHILDHOOD PROGRAMS: The faculty uses specific guidelines to assess readiness for three-year-old children: toilet training, making eye contact with adults other than their parents, responding verbally (conversation) with adults, engaging in classroom activities through imitation and/or observation. Teachers observe prospective children in the late spring or summer. Children must be three years old prior to September 1.

FIRST GRADE READINESS: Children are assessed by the First Grade Readiness Committee to determine readiness in the following areas: physical development, emotional/social, and academic readiness. Guidelines are reviewed with parents in the spring of the child's last kindergarten year. Children should be six years old prior to June 1st. Occasionally an exception is made to the June 1st cut-off.

TRANSFER STUDENTS: Class placement depends on grades completed and a student's academic and social progress. Teachers meet with prospective parents and students to review past performance and to ensure family support for Waldorf Education. Transfer students are not usually accepted for just one year, unless there are extenuating circumstances.

FESTIVALS & SPECIAL EVENTS: Festivals, Assemblies, Class Nights, Holiday Fair, Class Plays and Grandparent Evening are important parts of the curriculum and count as required school days for students in the grades. It is important for parents to get children to events on

time, properly dressed and help ensure proper student behavior. Events require the same behavior guidelines expected at school concerning personal safety and respect for others.

FIELD TRIPS are an important part of our educational program. Emergency Forms give permission for driving/walking field trips. State law requires parents driving on field trips to carry proper insurance and for children to wear seat belts. Vermont laws require children under eight (or a certain height) to use a car seat. EC children should sit in car seats in the back seats, and all other students should be seated in cars according to current state law. Class teachers will distribute car insurance forms to parents. All school rules for behavior are in effect during field trips. Drivers/chaperones must support and enforce school rules.

RE-ENROLLMENT: Students will be considered for re-enrollment by the faculty on an individual basis. All outstanding tuition and fees must be paid prior to re-enrollment.

HARASSMENT/ HAZING: See page 12.

REPORTING PHYSICAL OR SEXUAL ABUSE OR NEGLECT: Teachers are mandated by the State of Vermont to report, within 24 hours, any suspected physical or sexual abuse or neglect of a student, to the Department of Social and Rehabilitative Services, whether it is witnessed directly or by a third party. The SRS then determines whether to investigate the situation. Faculty and staff maintain confidentiality on all of these issues.

TUITION PAYMENT AND THE PLEDGE SYSTEM

The pledge system asks each family to consider their ability to pay tuition according to their means and in the spirit of the pledge review system. Tuition costs are set each year based on budget projections. Parents meet with members of the Pledge Review Committee or the administrator to pledge tuition money, pledge work, committee and development work for the school year. All meetings are confidential.

Tuition is seen as a full year cost and refunds are not made for absences. Parents sign tuition and pledge contracts. Tuition is due by the fifteenth of each month from July to June – or fewer payments if desired. A 10% deposit is due by July 15 to reserve a place for your child. This deposit is fully refundable by August 15, if the school can fill the vacancy from the waiting list.

- The balance of payments is due on the fifteenth of the month: August through June.
- Late payments: over 30 days - will be assessed a 1.5% monthly late charge.

Withdrawal policy for children aged four and up:

Before September 30	- 20% tuition due
Before December 30	- 50% tuition due
Before February 15	- 75% tuition due
After February 15	- 100% tuition due

Children aged two and three are charged by the quarter year should they withdraw during the school year. Quarters end October 30, Jan 15, March 15 and June 3.

REPLEDGING: Under difficult circumstances of hardship the board will consider a request for a pledge reduction after a review by the Finance Committee. These requests should be made in writing to the Finance Committee prior to the deadlines listed above. Requests should state the pledge reduction amount and the specific reason for the reduction of tuition or pledge. These requests are dealt with anonymously at the board level.

PRACTICAL INFORMATION

ARRIVAL & DISMISSAL: The school day is from 8:30 am to 2:55 pm (2:45 for EC). Students should arrive between 8:15 am and 8:20 am in their classroom where teachers greet them. On early dismissal days, school ends at 12:30 pm.

- Pick-up: Be prompt please! Your child's teacher will inform you of their dismissal policy and should be notified by you of any unusual after school plans.
- When parents arrive on school grounds, their children are under their care and playground rules must be upheld.
- Playground toys should not be used before or after school.
- Children in grades five through eight will be excused without an adult present, upon written permission from the parent. Children may leave the school grounds during school hours only with written parental permission.

CALLS TO THE OFFICE: Please make after school arrangements for your children before the school day starts. Changes of plans for pick-up should only be made in emergencies. In emergencies please call the building where your child attends class.

LATE PICK-UPS: Parents who arrive after 2:55 pm (2:45 pm for EC) will be considered late and their child will be under the care of a classroom teacher or designated parent. There will be a fee charged for repeated late pick-ups after 3:10 pm. Unexpected waiting is difficult for children and teachers often are not available after this time to supervise children. Parents have to arrange a pick-up for their child if they will be late.

MAILBOXES: Mailboxes are located in the mailroom and are for school communication only. Parents should check them regularly or request that the administrator send their mail. Parents may leave informational flyers concerning non-school events on the counter for people to pick up if they are interested.

MEETINGS WITH TEACHERS: Parents should schedule meetings with the teachers outside of the drop-off/pick-up time, as teachers need this time to focus on the children. Adult concerns should not be discussed in the presence of children. This is especially crucial when discussing the children themselves. Teachers have posted "office hours" when they can best be reached by phone.

THE ALL SCHOOL PHONE TREE will be distributed in September for the dissemination of information involving the entire school.

CLASS PHONE TREES: will be distributed to parents by class teachers.

BULLETIN BOARD: All minutes from regular committee meetings will be posted on the bulletin board located in the Big House mailroom. General notices of interest and upcoming events will also be posted. There is a community space for parents to post items of personal interest.

WEEKLY NOTICE TO PARENTS: The weekly "WEST WIND" is the in-school bulletin about upcoming events and notices. Announcements/ads parents want included in the "WEST WIND" should be given or preferably emailed to the administrator by 9 am on Tuesday.

PARKING: Please do not park in the driveway of the Big House. Park on the North Common by the church, or on the South Common - where there is parking on one side of the road only. If you park in the Wee Hoose driveway, please pull over to one side to allow for multiple cars. Please do not double park.

CANCELLATIONS: Wellspring will usually cancel school on the same days as the Chelsea Public School does due to snow/ice/foul weather or at the discretion of the faculty and administrator. WDEV in Waterbury (550 AM & 96.1 FM) will carry notice of school closings. The administrator will start the All School Phone Tree and put a recorded message on the office phone regarding school closings.

ABSENTEE CALLS: Parents should call the office or the Big House by 8:20 a.m. if their child is going to be absent in order for the class teacher to be notified.

TARDINESS: Have children in the grades arrive at school by 8:20 a.m. so that the day begins on time and without interruptions. It is disruptive to the entire class and often difficult for the tardy child to enter after main lesson has started. Children in the EC programs should arrive at 8:30 a.m.

VISITORS are welcome with prior approval from the classroom teacher or administrator. There will be a charge for children visiting more than one day. Please contact class teachers or the administrator to arrange a visit.

LUNCH/SNACK: Candy, soda or gum are not allowed at school. Children in the EC will enjoy a school prepared, wholesome morning snack and their own packed lunch at noontime. Children in the grades should bring wholesome snacks and lunches. Children must take home all uneaten food, compost and packaging so that parents are aware of the amount of food eaten and can dispose of trash at home.

The **LOST AND FOUND** bin is in the Big House garage or Wee Hoose classrooms. Unclaimed items will be donated to a thrift store every few months or sold at the summer flea market.

The SCHOOL STORE carries Waldorf inspired books, toys, and art materials and is generally open during school hours. Contact the administrator for more information.

COMMUNICATION WITH THE SCHOOL

"TO WHOM SHOULD I SPEAK?"

General questions about School policy, the school year calendar, committee meetings, tuition billing, finances or special events should be directed to the administrator.

Questions or concerns about your child should be directed to the class teacher. Parents should arrange meeting times outside of school hours. Teachers will post 'office hours' - when they can best be reached by phone or in person.

Questions concerning Waldorf Education can be asked of any teacher. Class meetings will be particularly helpful. There is information in the office and the teachers' reference room that is available to parents. Please see a teacher or the administrator to borrow materials from the Parent Lending Library.

Questions about board work, policy or decisions should be addressed to the board chair or to any board member.

If questions or problems still remain you should speak with the faculty chair. If problems still exist after this, speak with the board chair or bring your concern to the Listening Committee.

LISTENING COMMITTEE: If a problem is unresolved, people may ask to meet with the Listening Committee in a spirit of mediation to provide a forum in which conflicts may move towards resolution. Members of this committee are appointed by the board, trained in mediation practices, and do not have children at Wellspring. This autonomous committee will maintain confidentiality with respect to proceedings. If the parties fail to resolve differences after one or more meetings, the board and faculty will make recommendations on how to proceed.

WELLSPRING SCHOOL DISCIPLINE POLICY

Wellspring's school rules are derived from the principles:

- Respect for the feelings, physical safety, and property of others and self.
- Respect for all the guidance provided by teachers and staff.
- Children and adults should be courteous and kind to their peers, faculty and staff.
- Teachers are concerned for the well being of every child.

Respect for the feelings, physical safety, and property of others is crucial to promote the proper atmosphere for learning. Parental and faculty support is essential to meeting student behavioral standards. Festivals, class nights, theater productions, fairs, and other gatherings are a public display of who we are, and children need adult supervision at school functions. Teachers ask that parents monitor their children's behavior at these events.

There are times when children cross the boundaries of acceptable behavior. As part of our education perspective we feel that teachers must relate to each situation and each child in a manner that best supports that child and the class as a whole. Each infraction will be dealt with

directly by the class teacher and addressed as immediately as possible. The teacher will contact parents following any major incident or if the child fails to recognize and remedy inappropriate behavior. For serious infractions or repeated infractions students in the grades may choose participate in the Social Inclusion process as outlined on page 11. Parents will be contacted as appropriate meetings are planned. We aim to foster accountability and to assist students, using self-discipline, to transform unacceptable behavior or attitudes. In extreme cases of repeated infractions and conferences, the school may ask a child to withdraw from Wellspring.

Discipline in the Early Childhood programs tends to be more indirect, and part of the class group process. The teacher may use stories, daily rhythms, and work at home to transform behavior. The teacher will contact parents following any major incident or if behavior is extreme and the child fails to recognize and remedy inappropriate behavior.

Wellspring endeavors to make the buildings and the playground safe for children to work, learn and play in. The school reserves the right to remove individuals from the premises who appear to be a threat to the physical or psychological safety of students; and to determine when and whether they can return to school.

SCHOOL RULES

- Bullying, rude and rough play (including snowball throwing) are not allowed at any time.
- Bicycles ridden to school should be left in the garage or sheds, and ridden only before and after school. Students riding bikes to school must wear bike helmets.
- No toys, except sand toys for before and after school, money or valuables should be brought from home unless permission is received from the teacher.
- No animals should be brought inside the school building except for special occasions. Please keep pets on a leash and outside the picket fence. Some children are afraid of animals. Permitted animals brought to the school grounds must be leashed or crated and attended to by an adult at all times.
- No radios, television sets, tape and CD players, computer games, and other electronic devices should be brought to school.
- No play equipment, school tools or toys except swings and sandbox should be used before or after school.
- Stay off or out of stonewalls, trees, and playhouse roof.
- Keep Big House entry gate closed.
- The school administrator must approve use of the school on evenings, weekends or holidays.

DRESS CODE

As a Waldorf School, we work to create a beautiful environment for our students. The students contribute greatly to this environment. Therefore, clothing should be neat, clean and appropriate for the day's activities. Simple, comfortable clothing that fits properly is best for work and play. Clothing should not be distracting in any way to the wearer or to fellow students. We hope that our students will dress in a manner that will keep them free of preoccupation or over-attentiveness to their clothes each day.

Appropriate outdoor clothing is a necessity and outdoor play is a part of each day. Warm coats, hats, gloves or mittens, lined boots, and waterproof snowsuits in wintertime are essential. Raincoats and rubber boots for wet weather are strongly recommended.

Specific Guidelines:

- 1) Clothing that contains pictures, images, writing and large logos is not allowed. Plaid, prints and discreet logos are fine.
- 2) Torn, ripped, ultra baggy or tight clothing, short shorts or mini skirts are not allowed. Skirts and shorts may be no shorter than 3" above the top of the knee.
- 3) Clothing that does not cover chest, torso, buttocks and underwear is not allowed. Tops must have straps that are 2 inches or wider. Different clothing may be required for movement classes. The teacher will give additional guidelines if necessary.
- 4) Clothing that depicts sexual, drug, alcohol, violent or cultic activities or connotations is not allowed.
- 5) Hats are not to be worn in the classroom.
- 6) Shoes must be worn at school, indoors and out, at all times. Sturdy, flat soled shoes are required. Platform and high heeled shoes are not allowed. Different shoe attire may be needed for movement classes. Additional guidelines will be communicated by those teachers when necessary.
- 7) Students are expected to dress up for class nights, festivals, and other public gatherings. The general dress code guidelines still apply.
- 8) Make-up is not allowed in grades 1 – 6. Modest make-up is allowed in grades 7 – 8, only with parental permission. Modest make-up at Wellspring means light mascara and clear lip gloss. Nail polish is also acceptable. Make-up cannot be brought to school.
- 9) Hair coloring and multiple ear-piercings are not allowed in the lower grades. These adornments are permitted in 7 – 8 grades but again should be modest and only with parent permission.

The dress code will only work if the entire Wellspring community works together to uphold it. If a student in early childhood through fifth grade is out of compliance with the dress code, the class teacher will talk to the parents. In grades 6 – 8, the teacher may talk directly to the student. If continued violations occur, faculty, parents and student may meet to help solve the problem. Faculty reserves the right to make decisions on the appropriateness of a student's dress. If it does not follow the guidelines, we will keep a supply of extra plain clothing at school and ask students to change into these clothes, if necessary. Students with more than modest make-up will be asked to remove it.

SOCIAL INCLUSION AT WELLSPRING

The Social Inclusion Approach developed by Kim John Payne is used in the grades to address issues of bullying and teasing. It was Payne's observation during his work with

youth gangs in London and South Africa that if the parties do not fully resolve a conflict, and one party walks away in blame or shame, the conflict eventually escalates. All sides are encouraged to take responsibility for their actions and to experience appropriate consequences. The teachers use the program daily in the classroom to build positive social interactions, and also, when needed, for more serious incidents that occur. The program's goal is to promote a social atmosphere that is safe and inclusive to all children. The Social Inclusion Group, made up of faculty and parents, is trained and ready to address social issues should they arise.

What to do if you know of an incident of Bullying and Teasing:

- An incident of bullying is observed. The observer assesses the severity and informs the class teacher. The Social Inclusion Group is informed.
- The Social Inclusion Group Chair consults with the Mediation Team, and they begin their 'Ready for Change' and 'No Blame Meetings'. Faculty and concerned parents are notified. Special stress is placed on notifying playground duty teachers. A student helper may be appointed to aid in playground activities. This process usually lasts 3-4 weeks.

If this is unsuccessful:

- If incidents persist, a letter should be sent home from the class teacher to the concerned parents. The parents of both parties meet with the class teacher.

If this is unsuccessful:

- Therapeutic, remedial counseling help is sought.

If this is unsuccessful:

- Persistent, deliberate bullying that does not respond to previous intervention is formally reported to the faculty where the student's continued presence at Wellspring is reviewed.

HAZING AND HARASSMENT

VERMONT STATE LAW ON HARASSMENT

Vermont law requires that all public, accredited and independent schools have a policy in place that enforces the requirements of Vermont's Hazing and Harassment Law of 2004. Wellspring School has adopted the policy suggested by the state because it includes all aspects of the law and is in line with the tenets of our Social Inclusion policy.

Summarized the Vermont law on harassment is as follows.

- Harassment is defined as behavior that is verbal, written, visual, or physical conduct against another party that has the purpose or effect of creating a hostile environment which limits a student's educational performance or access to education.
- The law stipulates harassment only if it falls into the following nine protected categories: race, color, marital status, sexual orientation, religion, national origin, sex, and disability. In other words, if someone makes repeated remarks about one's

- social class, for example, calling another child a “redneck,” this is not harassment because it is not included in one of the above nine protected categories.
- The conduct must rise to the level of unwanted, persistent or pervasive behavior to be considered harassment. For example, flirting is not harassment. If it becomes unwanted, persistent behavior with the intention of intimidating and/or the student does not feel safe at school, it rises to the level of harassment. The behavior generally happens over a period of time or is one severe incident. An important way to determine harassment is to look at the impact that it has on the student being harassed.
- The law covers behavior between students, between students and teachers, but not between adult employees of the school. (Behavior between adults is covered by Federal Employment Discrimination laws). Harassment applies to behavior not only directly leveled at a student, but also to members of a student’s family. For example, if there are persistent and hostile remarks about one’s parents or siblings that negatively affect a student in school this rises to the level of harassment.

HARASSMENT POLICY

Wellspring School has adopted the policy on harassment suggested by the state because it includes all aspects of the law and is in line with the tenets of our Social Inclusion policy. This policy includes:

- Detailed definition of harassment in the nine categories
- How a report of an incident is made
- Procedures following a report including notification of a child’s parents or guardians, the timeline for notification, and the investigation of the incident
- Action to be taken upon completion of an investigation
- The appeal process for a person determined to be in violation of this policy
- How to request an independent review by a complainant if they feel the school has not properly dealt with the issue.

VERMONT STATE LAW ON HAZING

The law on hazing applies mainly to high schools and colleges. It could apply to elementary school if there are clubs that engage in hazing behavior. Briefly stated the law defines hazing as any behavior that has been committed against another, either alone or with others, in connection with being initiated into an organization which is affiliated with an educational institution. This behavior has the intention of being humiliating, intimidating or demeaning to the student or endangering the mental, physical or emotional health of the student.

BULLYING AND TEASING

Bullying and teasing behavior also falls under the purview of the law known as Act 117 of 2004. Bullying and teasing is defined as any overt act or combination of acts directed against a student by another student or group of students which:

- is repeated over time.
- is intended to ridicule, humiliate, or intimidate the student.
- occurs during the school day, on school property, on a school bus or during

transportation, or at a school-sponsored activity.

No case has been brought to court yet on the bullying and teasing section of this law. The goal of the Department of Education is for schools to have in place programs that address this behavior and maintain an attitude of zero tolerance for this behavior. A school is liable if no action or not enough action is taken to address the behavior. Our Social Inclusion Program effectively addresses this aspect of the law.

Designated Employees

The following employees of the Wellspring Waldorf School have been designated by the District/Independent School to receive harassment complaints pursuant to this policy and 16 V.S.A. # 565 (c)(1):

Name: Dana Cudney

Name: Kate Winslow

Title: 4/5th grade teacher

Title: 7/8th grade teacher

Contact information: on page 23

HEALTH POLICIES

The State of Vermont requires that every child entering school be immunized, have a record on file or, if exempted, have a waiver form on file. State law requires that children entering seventh grade have a Hepatitis B vaccine (3 doses), or an exemption form on file.

EMERGENCY CONTACT TELEPHONE NUMBERS MUST BE KEPT UP TO DATE. In the event of a medical emergency we will call you. If the school is unable to reach a “live person” we will then call the emergency numbers on file, then the child’s physician, and if necessary an ambulance or EMT. State regulations require a medical record be kept for each child including an up to date immunization record or waiver. The medical forms should be on file the first day of school and updated every year.

ILLNESS: To aid you in making a decision as to when your child should return to school after an illness, please follow the guidelines below which are recommended by the faculty and by Dr. Rebecca Foulk.

- COLDS – 24 hours after fever is gone.
- RUNNING NOSE / PERSISTENT COUGHS – Runny noses with green mucus and / or a persistent cough is usually a sign of infection. Children should not come to school if they have either one of these symptoms. Children will be sent home from school if they have either of these symptoms.
- STREP THROAT – 24 hours after starting antibiotics. If no antibiotics are given, parents must speak with the teacher before bringing a child to school.
- DIARRHEA – children should be kept home for at least 12 hours following the last ‘episode’.
- CONJUNCTIVITIS – 24 hours after medication has begun.
- CHICKEN POX – as soon after the blisters have scabbed over.
- IMPETIGO – 24 hours after medication has begun.
- MEASLES – 5 days after rash disappears.

- MUMPS – 9 days after swelling starts.
- PINWORM – after medications taken (or alternative remedies) have proved effective. Stool test is required after known case.
- HEAD LICE – after application of appropriate shampoo, and all nits are combed out of hair. Teachers must be notified immediately when a child is affected.
- GIARDIA – 24 hours after medication has begun (not necessary to routinely screen whole family – only if symptoms are present).

If your child requires medication during the school day, the following steps must be followed:

- Medication must be handed from an adult to the class teacher with written directions and signature.
- All medications must be fully labeled.
- Your physician must provide a note describing when and how the medication should be administered and for how long.
- This policy pertains to all medicines including herbal, homeopathic, naturopathic, and anthroposophic medications.

INJURY: in the event of an injury at school, first aid may need to be administered. Teachers have children's Tylenol, homeopathic remedies (Arnica and Rescue Remedy), band-aids and salves available. Let your child's teacher know if you do not wish to have these administered. Teachers fill out an injury forms. Parents are notified of injuries and sign the form. In the event of serious injury teachers immediately try to contact the parent, call 911, or transport the child to the Chelsea Health Center or nearest emergency room. Emergency forms signed by parents prior to the school year give the school permission to attend to an injured child in the absence of the parent.

MEDIA

To support the work we do at Wellspring Waldorf School, we ask that parents of Grades K-8 eliminate screen media use for their children during the week and eliminate or strongly monitor its use over the weekend. We define screen media as movies in theater or home, TV, video games and computers.

Wellspring also recognizes the influence and effect of audio media (radio, CD's, iPods, and other radio or pre-recorded music-playing devices), and ask parents to refrain or curtail the use of these devices at home, especially for Grades K-5. Finally, we recognize print media such as newspapers and magazines also have an effect on our students. What children bring to school after video watching or radio listening affects the class and its work, especially if these are unsupervised activities. Based on direct observation of the children, our teachers have serious concerns about children's exposure to the media, and these concerns become magnified as media use grows.

We feel the medium of media itself, as much as the programming content, undermines healthy child development. A reliance on ready-made pictures reduces the child's ability to visualize both the written and the spoken word. Students who are

accustomed to passively receiving have difficulty making the inner effort necessary to sustain imaginative and creative trains of thought. There is a growing body of research that supports this position.

Essential to the Waldorf approach to education is the daily activity by students of reviewing the previous day's work. As the children sleep, the stories and experiences of the day are transformed and become their own. This process sparks the individual development of thinking. When a child is exposed to strong, fixed impressions, such as media presents, this overnight process of taking in is compromised to a point where it cannot work at all as it is intended.

In the event that a child's media experiences are affecting his or her ability to benefit from the curriculum and thereby causing disruption to the daily life of the class, the teacher will request a meeting with the parents of the student.

Please have your students leave the following at home, unless specifically instructed by a teacher: iPods, computers, CD players, radios, DVD's, calculators, hand-held electronic games, videos, cell phones, and cameras.

READING AT HOME: One of the best ways to support your child's Waldorf education is through reading. Ideally a child who is read to from the earliest age develops skill for and a love of reading that continues throughout life. Your child's class teacher will assist you in choosing books that are age-appropriate and recommended.

COMPUTERS: Students in grades one through eight do not use computers at school. The Waldorf Curriculum supports the use of computers for high school students. Please confer with your class teacher for the pedagogical reasons behind this policy. Middle school students, with the class teacher's encouragement, may use computers for reports when required.

STUDENT ASSESSMENT & EVALUATIONS

Teachers use observation as a key assessment tool. Wellspring does not use a grading system in evaluating student progress. Students are encouraged to make their best effort in school, and are expected to complete the work that is assigned to them. Main Lesson books are reviewed weekly and considered an important part of a student's portfolio work. In the upper classes (five through eight) grades are sometimes given individual tests or projects. Students may also be asked to self-evaluate their work. Students working below capability are given extra help and encouragement. Parents may be asked to meet with the student and teacher to discuss ways to improve performance in school.

PROGRESS REPORTS are sent to parents twice a year for students in the grades, and at the end of the year for EC children. Reports detail academic, artistic and social progress. Copies of

written evaluations and other required student forms are kept in locked student files in the office. Parents can arrange with the class teacher to read their child's file. Mid-term reports are mailed out by January 31 for students in the grades, and at the end of the year reports by June 30 for all children. EC through grade four reports are meant for parents only. Upper grades teachers will determine which parts of the report to share with the child.

Reports include:

1. A description of Main Lesson blocks;
2. A characterization of the child's work, attitude, effort and social relationships;
3. A description and brief evaluation from the child's special subject teachers.

PARENT/TEACHER MEETINGS are held at least three times a year. Child development, curriculum, academic expectations, social life, upcoming events, fund-raising, and class trips are discussed. Parents who wish to suggest agenda items should contact the class teacher well before the planned meeting.

PARENT / TEACHER CONFERENCES are an important part of the evaluation process and take place in November and April. On Thursday of conference week school is dismissed at 12:30 pm. There is no school on Friday during conference week. Please refer to the calendar for specific dates. In the grades conferences will cover:

1. Curriculum in the grades: written and artistic work in Main Lesson and the child's progress in all subjects;
2. Social relationships;
3. Problems and challenges faced by children and how to address them.

EARLY CHILDHOOD AND PARENT-CHILD PROGRAMS

The younger child is carried along by the rhythms of life, from the smaller rhythms of breathing to larger seasonal rhythms. Each morning flows from quiet moments of a story or song to active moments of physical work and creative play; from coming together at circle time to independent exploration of free play. Simple rituals help to mark the milestones of the day: a morning verse, a meal time blessing, a good-bye circle. Each day has special activities like making bread or soup or painting.

Your child is part of a larger social group and will meet many new situations. During the first few weeks demands will be especially great, and children will need extra rest after school. A nap or quiet playtime and an early bedtime are essential to your child's health and success in school. Your child may seem cranky at pick-up time – this is often the way your child shows the need to relax after so many new experiences.

PROGRAM SCHEDULE: The EC morning program starts promptly at 8:30 am and runs until 12:45 pm; the afternoon EC program until 2:45 pm. Children may be picked up either in the classroom or at the fence in front of the Big House between 2:30 pm and 2:45 pm. Arriving and departing on time is very important for your child's sense of place and security. Morning Garden participants arrive at 9:30 am and depart at 11:30 am.

AFTER SCHOOL: Parents can find pick-up time a pleasant social time. Their children need to be under their watchful care as there are many people and traffic close by. School toys and tools are not to be used after school.

ABSENTEE CALLS: Parents should call the Big House by 8:15 am if their child will be absent so that the teacher can be notified.

HOME VISITS: Before the school year begins, your child's teacher will be making a visit to your home. The home visit (usually 30 minutes) is a time for the teacher and child to strengthen the bridge between home and school and it begins their special relationship. Parents should save adult concerns and conversation with the teacher for another time, not in the child's presence.

SNACK: Children enjoy making and eating a wholesome snack mid-morning. Each day has its special snack. The teacher will make arrangements with parents for supplying food for soup making and special celebrations.

LUNCH: For children staying for the afternoon, a simple, nutritious lunch creates a peaceful mood. Please avoid artificial color/flavors. Send fruits, vegetables, popcorn, yogurt, sandwiches, natural snacks and beverage etc. in a re-closable container that children can easily open and seal themselves. Drinking water is available at all times to the children. Sending lunches in a simple, natural basket (with cloth napkin) that fits into the child's cubby or on their shelf works best for the child and creates a homelike atmosphere. Remember a spoon or fork when needed. Candy, soda, and gum are not allowed.

QUIET TIME/NAPS: Teachers of individual classes will let parents know what napping materials should be brought from home. These will need to be taken home and washed several times a year. Please remember to return them promptly.

ITEMS BROUGHT FROM HOME: Toys and jewelry from home are best left at home so that the children won't be led away from the imaginative games and simple play materials of the classroom.

BIRTHDAYS: Birthday celebrations are important moments for children, parents, and the class. Depending on the child's age the teacher may ask parents for impressions and memories to create a "birthday story" for the whole class to hear. Classmates make a simple card or book and sing a birthday song. The teacher gives a little present for each birthday child. Teachers will contact parents prior to the date and will ask you to bring a snack for the whole class. Children with summer birthdays will be honored in late spring.

CLOTHING: Warmth is very important for the health of the young child. Warm, comfortable, practical clothing that fits well, without logos or pictures, works best for

play in the Waldorf classes. Very long, loose or overly tight sleeves should be avoided as they make crafts and washing up difficult. Please send two complete labeled spare changes of clothes to be kept at school and replaced when they are get used or outgrown.

FOOTWEAR: Children will need indoor shoes such as moccasins, or ballet slippers (not bedroom slippers). Be sure your child can put his or her indoor and outdoor footwear on with as little assistance as possible.

ESSENTIAL OUTERWEAR: Warm and dry footwear and clothing for outside is essential. Children go outside almost everyday – even in the cold and rain. On rainy days they will need rain boots, coats and hats and if it is really wet, rain pants with warm under-layers. On sunny days please send sun-hats; in the winter layers of warm long-johns, winter socks, shirts, sweaters, warm, well-fitting coats and snow pants, warm hats and warm mittens are a must. Zippers and buttons must be in working order.

The **MORNING GARDEN PROGRAM** provides nurturing, interactive classes for parents with young children (infant to 3 ½ years). Programs offer two-hour weekly sessions during the fall and spring. Creative playtime, handwork, home crafts, storytelling, songs and a healthy snack are provided. Parent discussions include the joys and challenges of parenting, child growth and development, nutrition, and healthy family rhythms. There is a separate application and fee for this program.

GRADES PROGRAM

MAIN LESSON: One of the principle academic subjects (English, History, Science, and Math) is covered for two hours during the morning Main Lesson. Subjects are taught in blocks that are three or four weeks long. The Main Lesson is a creatively presented class and integrates learning forms such as movement, music, verse, art, story telling, recitation, and lecture. The concentration achieved in the Main Lesson blocks allows each subject to be pursued in depth and with continuity. In the upper grades some Main Lesson blocks may be taught by specialists who are not the class teacher.

EXTRA MAIN LESSON blocks are scheduled throughout the week to reinforce specific content areas and work to strengthen academic skills in language arts, reading, math and science.

SPECIAL SUBJECTS include a Strings Ensemble, Spanish, Movement Education, Handwork, Form Drawing, Gym/Games, Singing, Chorus, Flute/Recorder, Outdoor Education, Woodworking and Art. Specialty teachers work closely with the class teacher so that the children experience an integrated curriculum.

ARTISTIC ACTIVITY & HANDWORK: Artistic activity permeates the curriculum. Drawing with crayons and colored pencils are integral parts of Main Lesson work. Modeling with beeswax

and clay and painting supplement Main Lesson work. Handwork and Woodworking strengthen powers of concentration, develop discipline, exercise the will, and build skill in fine-motor coordination, as well as a sense for design, color and sense of purpose. Children in the grades learn to knit, crochet, sew, embroider, work with wood, weave and many other crafts. Children experience a deep sense of accomplishment when they create useful and beautiful crafts with their own hands.

MUSIC: Music is an integral part of the curriculum. Singing begins in the nursery and continues through all grades. The choice of music in the Main Lesson corresponds with subject blocks. The class teacher introduces pentatonic flute to the first grade. Third graders learn the seven-tone scale in singing and recorder playing. Third to eighth graders take instruction in strings (violin and cello). The Monday Morning Sing is for all children in the grades and parents who wish to join on a regular basis.

MOVEMENT EDUCATION: Grades one through eight have classes twice a week with an emphasis on cooperative games and spatial dynamics. The fifth grade prepares for and competes at the Waldorf School Olympic Games in May. Tumbling, fencing, cooperative games, dancing, and juggling are part of the curriculum.

ATHLETIC PROGRAM FOR MIDDLE SCHOOL STUDENTS: Wellspring School has an agreement with the Chelsea Public School for students in grades five, six, seven and eight to participate on Chelsea School athletic teams – soccer, baseball and basketball for boys and girls, and spring Lacrosse for girls. Children who are interested in these programs should contact the Chelsea School athletic director at the Chelsea School, 685-4551. There are requirements for participation: a physical, performed by a doctor or Physicians assistant, a signed release, and signed Athlete’s Code of Conduct. Student participation is without cost, except for the physical, practice clothing and proper footwear.

REMEDIAL EDUCATION: Programs for children with special needs are part of Waldorf Education. Parents concerned about their child’s learning patterns or difficulties should consult with their class teacher. Educators from both the public and private sector may work with the class teacher to provide special curriculum needs or evaluation of learning problems. Evaluations and services may incur costs to parents outside of tuition and should not be undertaken without consultation of the class teacher. Some children may qualify for additional tutoring through the Title I federal program.

FRIDAY SCHOOL: Students in grades four through eight have class five days a week with the exception of January and February when there is a Winter Sports program on Friday that parents organize and chaperone. Students who are not involved in the program are considered to be on a home study program directed by the parents in consultation with the class teacher. Students in grades one, two and three have class four days a week. Fridays are considered independent study days. Parents should contact the class teacher if they want help in structuring homework, other activities or for supplemental work for Fridays. These children are welcome to participate in the winter sports programs with proper adult supervision in place.

CURRICULUM BY GRADE

Activities recurring throughout the grades are form drawing, recorder (or flute), singing, painting, recitation, Spanish, handwork, games and movement education. Woodworking is for grades four through eight. The Strings program starts in grade three. Each class performs at least one dramatic presentation yearly. Class Night is held in the spring and students perform works of music, movement, and drama. The Strings Ensemble performs several times during school year. Grades five through eight have a seasonal Outdoor Education experience. Children participate in seasonal festivals that include invited families and friends. Attendance at festivals, plays, the Holiday Fair and Class Night is considered class time.

Classes are designed to meet the Waldorf Curriculum standards taught by Waldorf teachers worldwide. Contact your class teacher for information about these standards. Please Note: All Festivals, the Holiday Fair and Class Nights count as official school days for students in grades Three to Eight.

COMBINED CLASSES: Wellspring continues to combine grades when appropriate. Teachers in combined grades structure curriculum according to the guidelines below, incorporating aspects from each grade. Wellspring has successfully offered combined classes during its history. The Standard Waldorf Curriculum guidelines follow.

CURRICULUM BY GRADE

- | | |
|-----------|---|
| Grade I | Fairy and Folk Tales, Nature Stories
Introduction to the alphabet and writing, introduction to reading
Elements of addition, subtraction, multiplication, division
Form drawing – straight and curved lines, patterning
Science: Nature Stories & observation
Pentatonic flute; knitting
Foreign Language – Spanish
Movement Education & Games |
| Grade II | Fables and legends; reading, writing, spelling, and
Introduction to grammar
Arithmetic – the four processes, multiplication begins, time
Form drawing – dynamics, above and below, mirror imaging
Science: Animal and Nature Stories; observation
Flute continues; crocheting introduced
Foreign Language – Spanish
Movement Education & Games |
| Grade III | Old Testament and Creation Stories; reading, writing, grammar: cursive writing
Study of practical life – house building, farming, food, shelter, clothing
Arithmetic – review of the four processes, multiplication tables, measurement |

Form drawing – metamorphosis of shapes, symmetry
Science – farming, plant life and agriculture
Handwork – knitting and crocheting articles of clothing
Recorder, violin/ cello introduced
Foreign Language – Spanish
Movement Education & Games

Grade IV Norse Mythology – Extra Main Lessons for academic skills
Reading, grammar, beginning composition
Arithmetic – review of all computation skills; long division; fractions introduced
Local geography and history
Form drawing – Celtic knots and weaving patterns
Science – study of man and animal
Handwork – cross-stitch, woodworking
Strings Program – violin and cello
Foreign Language – Spanish
Movement Education & Games

Grade V History – Ancient Civilization: India, Persia, Egypt, and Greece
Arithmetic – fractions, percent, decimals, geometry, geometric drawing
Geography – North America
Science – Botany, Earth Science
Foreign Language – Spanish: beginning writing, reading, and conversation
English - grammar, composition, literature
Greek Olympics – with other Waldorf Schools
Movement Education & Games
Handwork – knitting with four needles, socks and mittens, woodworking
Strings Program – violin and cello & ensemble playing
Extra Main Lesson
Community service projects

Grade VI History – Ancient Rome, Middle Ages
Geography – Canada, Mexico, Central and South America
Arithmetic – percentages, ratio, money/interest, Geometry
Science – Physical Science, Geology, Phenomenon Based Physics
English – writing, journals, communications, grammar, and letters
Foreign Language – Spanish: continued writing, reading, and conversation
Music – harmonies, chorus, recorder (alto introduced)
Handwork – woodworking, knitting with four needles, sewing stuffed animals
Extra Main Lesson
Community service projects
Movement Education & Games

Grade VII History – Renaissance, Reformation, Exploration
Geography – World, Eastern Hemisphere

Mathematics – Pre-algebra, Geometry, Navigational Math
 Science – Physics, Chemistry, Physiology
 English – speech, grammar, poetry forms, composition
 Foreign Language – Spanish: reading, writing, conversation, grammar
 Music – chorus, recorder ensemble (tenor, alto), Madrigals, Renaissance
 Handwork – hand sewing, clothing, and puppetry
 Art – black and white drawing, perspective, portraits, clay, watercolor
 Extra Main Lesson
 Community service projects
 Movement Education & Games

Grade VIII History – American, Modern, World History, and Age of Revolution:
 American, French, Industrial, and Russian Revolutions
 Mathematics - Arithmetic, Algebra, Solid Geometry
 Geography – World, Africa
 Science – Physics, Organic Chemistry, Meteorology, Anatomy
 English – speech, grammar, review, Shakespeare
 Foreign Language – dialogues, grammar, vocabulary
 Music – choral singing (songs from other cultures), recorder ensemble
 Handwork – sewing on machine, woodworking
 Movement Education & Games
 Art – life drawing, portraits, watercolor, clay sculpture
 Extra Main Lesson Drama – Shakespeare production – a comedy
 Spring term individual graduation projects
 Community service projects

FACULTY & SPECIAL TEACHERS

Sandi Rossi	Early Childhood	765-4036
Laura Williams	Early Childhood	439-3319
Nancy Fulham	EC Assistant	889-3438
Patrick Alvarez	EC Assistant	802-551-9028
Laura Bradley	Grade 1	685-4858
Jen Nelson	Grade 2/3	685-3153
Dana Cudney	Grade 4/5	649-2849
Myra Hudson	Grade 6	802 299-9493
Kate Winslow	Grade 7/8	883-2298
Marianne McCann	Handwork	889-2829
Heinz Rathmann	Woodworking	767-3009
Sharon Spiegel	Spanish	883-5578
Peter Blum	Strings	885-3587
Torsti Rovainen	Movement Education	685-3069

Teachers will notify parents of their 'office hours' - when they are available by telephone.
 The Faculty is committed to timely communication with parents.

ADMINISTRATION PHONE NUMBERS

Heide Scheurer	Administrator	685-9974
Mary Savidge	Finance & Development Director	685-4607
Kate Winslow	Faculty Board Representative	883-2298
Jen Nelson	Faculty Chair	685-3153
Margaret Loftus	Board Chair	439-6594
Jack Rossi	New Campus Coordinator	765-4036
Jamie Kidder	Buildings & Grounds	439-5311
Peter O'Connor	Buildings & Grounds	839-8516
Deb Barnes	Enrollment / Outreach Coordinator	685-3445
Alyson Mahony	Parent Volunteer Coordinator	439-6096
Mary Savidge	Finance & Development	685-4607