



HAWTHORNE
VALLEY *waldorf school*

2018-2019 PARENT & STUDENT HANDBOOK

330 County Route 21C • Ghent, NY 12075
518-672-7092 • HawthorneValleySchool.org

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HAWTHORNE VALLEY WALDORF SCHOOL CONTACT INFORMATION

Receptionist's office hours are 8 am – 4 pm Monday to Friday. We ask all visitors to please sign in.

School Phone Number	518-672-7092	Lower School chairs - Andrew Sansone and	
School Fax Number	518-672-8006		Karin Almquist ext. 124
School Fax Number	518-672-0181	High School chair - Simon Frishkoff	ext. 109
School Website	www.hawthornevalleyschool.org	College Guidance Admin Support	
School Reception		Eileen Lee	ext. 109
Marla Silverstein	518-672-7092 ext. 100	TuRose	518-672-0052
Enrollment and School Administration Office		Director of Campus Services -	
Amy Flaum	ext. 110	Gary Ocean	518-701-9899
High School Office - Eileen Lee	ext. 109	Finance Office -	
Admissions Office - John Darby	ext. 111	Cliff Keyes, Director of Finance	ext. 281
School Director - Michael Frosch	ext. 121		ckeyes@hawthornevalley.org
Council Chair - Janene Ping		Irene Davis, Student Accounts Manager	ext. 280
to contact please call reception and leave a message			idavis@hawthornevalley.org
Kindergarten chairs - Janene Ping and			
	Walli Zay		ext. 103

WEATHER-RELATED CLOSINGS AND DELAYS

We will follow the closing or delay decisions of Taconic Hills School District in case of inclement weather. When they are closed, we will close. If they are on either a one-hour or two-hour delay, then so is Hawthorne Valley. Closings and delays are placed on the school website (www.hawthornevalleyschool.org) and school voice mail (518-672-7092) by 6:30am. Early dismissals will be placed on the website and recorded on the School Information Line as soon as a decision to close early is made. PLEASE NOTE: On mornings when school closings or delays are likely, we recommend that you check our website for updates. These announcements will also be carried by the Times Union website (www.timeunion.com); TV stations WRGB (channel 6), WTEN (channel 10), and WNYT (channel 13); and radio stations WGY (810 AM), WHUC (1230 AM), and WSBS (860 AM).

Hawthorne Valley Waldorf School is an independent co-educational day school (early childhood through twelfth grade) within the Hawthorne Valley Association, Inc., a non-profit, tax-exempt (13-2722428) organization chartered under the laws of New York State. It does not discriminate on the basis of race, creed, sex, or national origin. A copy of the most recent annual report filed with the New York State Board of Social Welfare may be obtained by writing to them at Tower Building, Empire State Plaza, Albany, NY 12223.

SCHOOL HOURS

Note: Students should be at school no earlier than 7:55am and no later than 8:10am.
Parents should call the school office no later than 8:30am on the day a student is absent.
Please call your child's music teacher separately to cancel after school lessons.

Parent-Child Group	Thursday, Friday	9am – 11am
Peach Blossom Nursery	Monday–Friday	8:15am – 12:15pm
Kindergarten	Monday–Friday	8:15am – 12:30pm
Kindergarten Playgroup	Monday–Friday	12:30pm – 3pm
Grade 1	Monday–Friday	8:15am – 12:45pm
Grade 1 Playgroup	Monday–Friday	12:45pm – 3pm
Grades 2 through 12	Monday–Friday	8:15am – 3pm

HAWTHORNE VALLEY ASSOCIATION (HVA)

HAWTHORNE VALLEY ASSOCIATION CONTACT INFORMATION

Office: 518-672-4465
Fax: 518-672-7457
Website: www.hawthornevalley.org
Executive Director - Martin Ping ext. 224
Executive Assistant - Sushannah Laurange ext. 224
Finance Director - Cliff Keyes ext. 281
Director of Campus Services - Gary Ocean ext. 221
Director of Marketing & Communications -
Heather Gibbons ext. 222
Development Office - ext. 231

HAWTHORNE VALLEY FARM

Office: 518-672-7500
Fax: 518-672-7457
Website: www.HawthorneValleyFarm.org
Hawthorne Valley Farm Store: 518-672-7500
Farm Store Manager - Jeremy Laurange ext. 253
Co-directors of Farm Operations -
Lucy Marston & Spencer Fenniman ext. 257

PLACE BASED LEARNING CENTER

Office: 518-672-7500
Fax: 518-672-7608
Website: pbhc.hawthornevalley.org
Program Director - Matt Davis ext. 202
mdavis@hawthornevalley.org

INSTITUTE FOR MINDFUL AGRICULTURE

Office: 518-672-7500
Website: instituteformindfulagriculture.org
Co-Directors - Rachel Schneider ext. 236
rschneider@hawthornevalley.org
Steffen Schneider ext. 230
sschneider@hawthornevalley.org

ALKION

Martina Müller 518-672-8008

ADONIS PRESS

John Barnes 518-325-1100

FARMSCAPE ECOLOGY

Conrad Vispo 518-672-7994

CENTER FOR SOCIAL RESEARCH

Program Director -
Gary Lamb 518-672-4465 ext. 223

FREE COLUMBIA

Laura Summer 518-672-7302

WALKING THE DOG THEATER

David Anderson 518-610-0909

FACULTY AND STAFF DIRECTORY

ALMQUIST, KARIN

5th Grade Class Teacher
Lower School Co-Chair
kalmquist@hawthornevalley.org

ANDERSON, DAVID

Drama Teacher
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ANDERSSON, HANNAH

1st Grade Assistant, 1st Grade Playgroup
Leader and Intern Teacher
handersson@hawthornevalley.org

BARTON, MELISSA

1st Grade Playgroup Assistant
mbarton@hawthornevalley.org

BOUIS-TOWE, KARINE

Farm-to-School Lunch Program Coordinator
ktowe@hawthornevalley.org

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EARTH Administration
abradley@hawthornevalley.org

CHRISTIANSEN, CANDACE

Middle and High School Chemistry and Arts
10th Grade Class Advisor
cchristiansen@hawthornevalley.org

CINTRON, SONIA

Grade 11 Spanish (2nd group)

CONCHA, MARIA JIMENA

Spanish Teacher
jconcha@hawthornevalley.org

DALEY, KRISTEN

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DAMIAN, LISA

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ldamian@hawthornevalley.org

DARBY, JOHN

Admissions Director
518-672-7092 ext. 111
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DAVIS, DOROTHEA

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ddavis@hawthornevalley.org

DESIDERIO, KARA

School Nurse and High School Health Teacher
518-672-7092 ext. 119
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DISBROW, NANCY

Rose Kindergarten Teacher
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11th Grade Class Co-Advisor
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ZAY, WALLI

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ZILLIGEN, CONNIE

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MUSIC TEACHERS

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518-672-7980
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GIBSON, DAVID

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607-445-4016

INGRAHAM-BARNES, DIANE

lyre, voice, therapeutic singing
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518-325-1113

KIERALDO, ANTHONY

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917-573-1348

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LUNDY, NANCY

voice
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518-537-3606

PEARLSON, DAVID

clarinet, saxophone
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413-232-4120

POWERS, SHARON

flute
Copake Falls, NY
518-329-1577

RUECKHEIM, GRETCHEN

woodwinds
518-794-9831
grueck@fairpoint.net

SHAPIRO, MIRIAM

violin
413-528-0725
rosamundtrio@aol.com
therosamundtrio.com

SUNDBERG, PAUL

trumpet, french horn
trombone
West Stockbridge, MA
413-298-3707

MUSIC STORES

JOHN KEAL MUSIC COMPANY

819 Livingston Ave,
Albany, NY 12206
518-482-4405

FRANCIS MORRIS (strings)

Great Barrington, MA 01230
413-528-0165

MUSICA

17 North 4th Street,
Hudson, NY 12037
518-828-1045

ED CURTZ VIOLINS

14 Pearl Street,
Kingston, NY 12401
845-338-0449

BARCONE'S MUSIC

528 Broadway,
Kingston, NY 12401
845-331-6089

GOVERNANCE AND LEADERSHIP

HAWTHORNE VALLEY ASSOCIATION BOARD OF TRUSTEES

Ellen Condliffe Lagemann, President	Herbert Dreiseitl Robert Fox	Irene Mantel Martin Ping (ex-officio)
Robert Fox, Secretary	Stephanie Lazar	Laurie Sackler
Thomas James, Treasurer	Christina Lowery	Matt Stitchcomb
Mary Cleaver		Karen Zieve

SCHOOL EXECUTIVE TEAM

Karin Almquist Simon Frishkoff	Michael Frosch - Chair	Janene Ping Andrew Sansone
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COUNCIL OF TEACHERS

Karin Almquist Candace Christiansen Jimena Concha	Simon Frishkoff Michael Frosch Abe Madey	Janene Ping - Co-Chair Andrew Sansone Walli Zay
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Mission Statement of the Hawthorne Valley Waldorf School

Hawthorne Valley Waldorf School provides innovative, age-appropriate learning opportunities for students from Kindergarten up through High School. Our approach is rooted in the educational insights of Rudolf Steiner, and promotes artistic, academic, physical and moral growth. Situated on a Biodynamic® Farm, our unique environment supports healthy connections to the natural world while our integrated curriculum cultivates social responsibility, personal integrity, intellectual curiosity and practical capacities so that our students can best meet the challenges of the world today.

I. HAWTHORNE VALLEY WALDORF SCHOOL HISTORY AND WALDORF EDUCATION

■ BACKGROUND

Hawthorne Valley Waldorf School, founded in 1973, is one of more than 900 schools throughout the world composing the Waldorf, or Rudolf Steiner, school movement. The movement began in Europe in 1919, and there are now approximately 190 Waldorf schools and developing initiatives in North America. Hawthorne Valley Waldorf School is a full member of the Association of Waldorf Schools in North America (AWSNA) and is also an accredited member of the New York State Association of Independent Schools (NYSAIS). It is chartered by and registered with the New York State Board of Regents, under whose jurisdiction it awards diplomas.

In addition to Hawthorne Valley Waldorf School, Hawthorne Valley is made up of: Hawthorne Valley Farm, a diverse 900-acre Biodynamic farm with a dairy herd, small livestock, vegetable gardens, lacto-fermentation kitchen, and on-site Farm Store, Creamery, and Bakery; the Place Based Learning Center, offering experiential learning opportunities to children and adults through summer camp, visiting classes, vocational training, weekend classes, and workshops, and more; the Farmscape Ecology Program, conducting on-farm research, education, and outreach that combines an understanding and appreciation of the natural world with a realistic approach to agriculture; Adonis Press, publishing and distributing books on phenomenological and social sciences; Alkion Center for Adult Education, offering foundation studies in Anthroposophy and Waldorf Teacher Training; the Center for Social Research, studying new social and economic forms that foster social responsibility, environmental sustainability, and empathy; Free Columbia, a quest into the heart of artistic action and the relationship between money and art; and Walking the dog Theater, creating theater events that inspire, entertain, and build community. All of these ventures are part of the Hawthorne Valley Association, Inc., a nonprofit, tax-exempt organization that was chartered and incorporated under the laws of New York State in 1971.

■ RUDOLF STEINER (1861–1925)

Born in Austria, Rudolf Steiner was an international figure of his day who forged new directions for cultural and spiritual life. He was a scientist, educator, artist, and thinker. His answers to the questions and concerns of his students led to movements of renewal in education, medicine, science, agriculture, religion, the arts, and theories of human consciousness. His many books and extensive lecture courses laid the basis for a new understanding of the human being, eventually called spiritual science or “Anthroposophy” (from the Greek *Anthropos*, “man” and *Sophia*, “wisdom”).

Anthroposophy fosters individual development and freedom and also cultivates social responsibility and respect for others.

■ WALDORF EDUCATION

Waldorf education is grounded in the life work of Rudolf Steiner. It aims to both nurture the innate moral strength of children and to facilitate free and individual thinking. In a Waldorf school, teachers recognize the child’s intellectual, physical, emotional, and spiritual capacities. Artistic, cognitive, and practical lessons nurture the potential and uniqueness of each child.

The curriculum of a Waldorf School is designed to meet the developmental stages of the child. Out of the teacher's initiative and sensitivity, the subject matter is shaped to suit the background, varying academic abilities, and individual qualities of particular classes and students. Whatever the subject matter of a particular lesson, the teacher's art is to make it come dramatically and vividly alive.

Teachers are deeply engaged with the curricular decisions of the school.

- A strong connection between parent, teacher, and community is fostered.
- Evaluations of the children are based on each student's individual growth and progress. This includes the areas of kinesthetics, practical skill, emotional, social, and intellectual/academic work.

II. ORGANIZATIONAL STRUCTURE

■ SCHOOL GOVERNANCE

● HAWTHORNE VALLEY ASSOCIATION BOARD OF TRUSTEES

Legal and financial authority for Hawthorne Valley Waldorf School rests with the Board of Trustees of Hawthorne Valley Association (HVA) which is a 501c3 nonprofit corporation. HVA includes Hawthorne Valley Waldorf School, Hawthorne Valley Farm, the Place Based Learning Center, the Farmscape Ecology Program, Alkion Center for Adult Education, the Center for Social Research, Walking the dog Theater, Free Columbia, and Adonis Press. The Board of Trustees maintains the focus on the school's mission, has the legal responsibility to provide oversight of the legal and financial affairs of the school, strategic planning, budget approval, fundraising leadership, and risk management. The Board of Trustees meets at least four times per fiscal year.

The executive director is Martin Ping, mping@hawthornevalley.org, 518-672-4465. He is the liaison with the Board and serves as an ex-officio member of the Board.

■ SCHOOL LEADERSHIP

The importance of clear, consistent leadership that serves the needs of the students and families is foremost in the structure of Hawthorne Valley Waldorf School. Our school leadership works to assure that curricular decisions are carried in a manner that provides for a positive, supportive, and safe learning environment that meets the standards of Waldorf education and serves the particular mission of Hawthorne Valley Waldorf School. To that end, there is an Executive Team consisting of the School Director, the Council of Teachers Chair and the Kindergarten, Lower School and High School Chairs (Level Chairs). This group is responsible for oversight of day-to-day management of the school.

- **The School Director (SD)** serves as the administrative and educational leader responsible for overseeing the faculty in their teaching and non-teaching duties. This position is a member of the Council of Teachers. The SD chairs the Executive Team. All faculty and staff report to this position, which is also responsible for ensuring that faculty are supported through access to appropriate professional development and are evaluated. This often involves engaging an experienced Waldorf Teacher from another school to undertake a formal external evaluation. The SD is responsible for following up on parent concerns that have not been able to be resolved with the class teacher or Level Chair. The SD is also responsible for overseeing the administration of the school, including working in collaboration with the HVA Directors on budget, marketing/admissions and development. This position is a member of the Interbranch Management Group, which is composed of managers from across the Hawthorne Valley Association. The School Director is responsible to the Executive Director of the Hawthorne Valley Association.
- **The Council Chairperson** serves as the facilitator and leader of the Council of Teachers. As such he/she brings to the Executive Team the insights of the COT regarding the guiding principles of the school: adherence to the founding principles of Waldorf education, curriculum development, and program change.
- **The Executive Team**, which is chaired by the School Director, meets regularly to oversee and coordinate the week to week activities, events, and tasks across the entire school. The Executive Team also works in collaboration with the Council of Teachers to review and plan the school's resources, including employment needs within the context of the school's annual budget planning process. Membership includes Chairs from Kindergarten, Lower School and High School, the Council of Teachers Co-chairs and the School Director. The Executive Team meets weekly and is chaired by the School Director.

- **Level Chairpersons:** Each Level of the school (early childhood, Lower School, and High School) has a chairperson or co-chairs. The responsibilities of these positions include managing the scheduling and day-to-day oversight of their Level. They chair their Level meetings, are members of the Council of Teachers, and participate on the Executive Team in a weekly meeting.
- **Waldorf Teachers** are dedicated to generating an inner enthusiasm for learning within every child. They are responsible for making the pedagogical (the study and practice of how best to teach) decisions for each grade. Teachers are responsible for planning their lessons with reference to the Waldorf curriculum (which is referenced by all Waldorf schools internationally) and a pedagogical approach informed by an understanding and appreciation of the milestones in child development and the importance of age appropriate learning. With this as a basis, Waldorf teachers strive to transform education into an art that educates the whole child – head, heart, and hands. Therefore, the evaluation of students that teachers undertake is also based on holistic and multisensory set of criteria. Early years teachers, class teachers in the lower school and advisors in the high school take a lead role in fostering regular communication and a positive working relationship with the parents in the classes they are responsible for overseeing.

■ **THE FACULTY AND THE COUNCIL OF TEACHERS (COT)**

At Hawthorne Valley Waldorf School, the administration and development of the educational pedagogy is faculty led. This means that the COT is responsible for reviewing and planning educational programs in the school. The COT reviews and affirms the mission of Hawthorne Valley Waldorf School. They uphold the vision and values in support of the mission.

There is a weekly full faculty and staff meeting. There are also weekly meetings of the High School, Lower School, and Kindergarten levels led by their respective chairpersons, where specific issues dealing with those three areas of the school are discussed.

■ **STANDING COMMITTEES**

Standing committees are responsible for researching, recommending, or making decisions in specific areas. For issues that have impact on the direction or vision of the school, the Council (COT) and the Executive Team will review recommendations. Board members may sit on committees marked with an *. School parents may be part of the Development, Restorative Practices, and Festival & Fair committees, as well as the PTA.

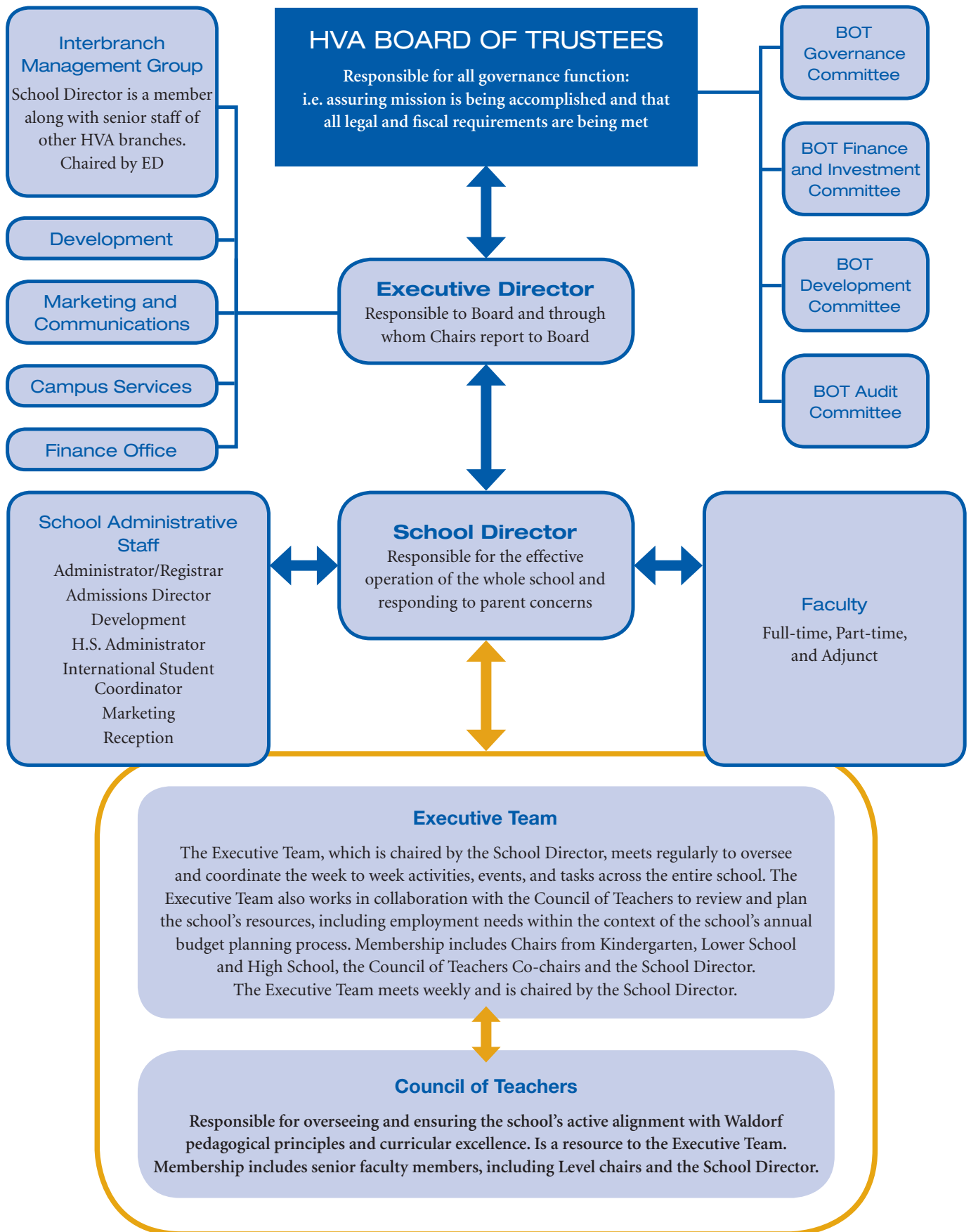
- | | |
|-------------------------|-----------------------|
| Development* | Teacher Development |
| Integrated Curriculum | Festival and Fair |
| Safety | Learning Support |
| Marketing & Admissions* | World Languages |
| PTA* | Restorative Practices |

■ **ADMINISTRATIVE SERVICES**

- | | |
|--------------------------------------|--|
| School Director | School Administration |
| Student Accounts Manager | High School International Student and Exchange |
| Athletic Director | High School Administrator |
| Director of Admissions | HVA Director of Marketing |
| HS College Guidance Advisor | School Nurse |
| School Administration - Receptionist | HVA Director of Development |
| School Administration - Enrollment | |

- **School Administration & Enrollment:** Amy Flaum, works closely with the administration team in the school to support the effective operation of the school. Amy's role is also specifically responsible for overseeing and carrying out the administrative processes linked to enrollment, contracts and tuition assistance.
- **School Administration - High School:** Eileen Lee supports the daily administration of the High School, including working closely with the High School Chair. Also responsible for administratively supporting the College Guidance Counsellor, for producing High School student reports and transcripts, and coordinating the school's community service and practicum programs.
- **School Administration - Reception:** Marla Silverstein, serves as the school's front of house welcoming students, parents and visitors. This role is also responsible for phone coverage for general and most parent inquiries, maintaining attendance, the weekly newsletter, and undertaking a wide range of daily administrative tasks to support students, teachers and parents.
- The **Director of Admissions:** John Darby, is responsible for all new admissions, and school marketing working together with the HVA Director of Marketing. This position is responsible for organizing and conducting tours of the school, fielding inquiries for applications to the school, accompanying families through the admissions process and keeping teachers informed of applicants to their classes. The Director of Admissions is also responsible for outreach activities with the greater community, especially as it relates to enrollment..
- The **Athletic Director:** Taylor Race provides oversight of the after- school athletic program. The responsibilities include scheduling of games and practices, interface with local athletic leagues, interface with coaches, and support for students and families with questions about the after school athletic program.
- The **High School's College Guidance Advisor:** Melissa Robinson meets with High School Students, particularly in grades 11 and 12, to support and guide individual students and their parents in the full college application process. This work is supported by the High School Administrator, Eileen Lee.
- The **HVA Director of Development:** is responsible for all internal and external development work at the school. This position also works closely with development personnel in the other branches of the Hawthorne Valley Association. The development office is located on the second floor of the HVA administration building.
- The **School Director:** Michael Frosch oversees the administrative staff. The School Director's office is located on the second floor of the administration building.
- The **Student Accounts Manager:** Irene Davis processes all contracts and the payments of the student tuition accounts of the school. She works with the Hawthorne Valley Association finance office under the supervision of Cliff Keyes, Director of Finance. These offices are located on the second floor of the HVA administration building.
- The **School Nurse:** Kara Desiderio, is responsible for supporting the first aid and medical needs of students during the school day. She is also responsible for students' medical records. Kara also teaches health classes to each grade level in the High School.
- The **International Student and Exchange Coordinator,** Eileen Lee, oversees the coordination of all international students, including providing orientation, visa management, interfacing with host families, and facilitating exchanges.
- The **HVA Director of Marketing** is Heather Gibbons, who is responsible for the marketing and promotion of all of HVA's activities and services. Heather works closely with the Admissions Director and the School Director with regard to the school's marketing strategy and implementation.

ORGANIZATIONAL STRUCTURE



■ ORGANIZATIONAL AGREEMENTS

1. Those who take up the responsibility of leadership roles at Hawthorne Valley Waldorf School do so in the spirit of servant leadership, guided by the principle of service to the whole.
2. The Hawthorne Valley Waldorf School exists by virtue of the support of a wide community of parents, alumni, friends, and all who share our vision of Waldorf education. The health and growth of our school depends on the strength of these relationships.
3. The Teachers work to bring the educational insight and pedagogical principles inspired by the work of Rudolf Steiner to the highest possible standards of excellence in the education of students at Hawthorne Valley Waldorf School.
4. Teachers work together in the spirit of professionalism, collegiality, and respect.
5. Parents entrust teachers with the responsibility of bringing Waldorf Education to the students. To accomplish this, parental support of the principles of the education is essential.
6. All employees of HVS will carry out their duties in support of the school's mission.
7. The Executive Team facilitates policy and decision making in collaboration with the Council of Teachers.
8. The Executive Team is responsible for assuring that Committees and Levels are aware of their respective duties and ensures that they are fulfilled.
9. Level Chairs are members of the COT and take leadership roles in matters pertaining to their specific area of the school: Early Childhood (Pre K-K), Lower School (Grades 1-8), and High School (Grades 9-12).
10. Level Chairs will keep the Level Faculty aware of their respective responsibilities.
11. The Council of Teachers creates the vision regarding matters of pedagogical principle.
12. The Executive Team brings significant matters of principle arising from the day-to-day operation of the school to the Council of Teachers.
13. The Parent Teacher Association (PTA) offers a formal social structure for all adults in the HVS community. It provides a conscious framework for the school community and actively encourages each of us to participate in community life. It supports the parent/teacher partnership and the development of community.
14. The PTA Chair may attend monthly meetings with the Executive Group.

PARENT INFORMATION

■ SCHOOL COMMUNICATION WITH PARENTS

Parent Orientation - The Kindergarten, Lower School, and High School host parent orientations within the first weeks of school. All parents are strongly encouraged to attend. Information regarding school administration and programming is presented in these evenings.

The school newsletter - The school newsletter is published weekly and contains pertinent information for parents and students regarding upcoming events, important reminders, PTA and administrative announcements. This publication, as well as some school notices to parents, is sent out via e-mail.

Class Evenings - These class meetings are the essential communication vehicle between parents and teachers on behalf of children. There are three class evenings scheduled for each class. A specific class may decide to hold additional meetings as needed. Parents are asked to inform the class teacher if they are not able to attend a scheduled meeting.

Parent-Teacher Conferences - There are two evenings during the school year for high school parent-teacher conferences. The lower school holds individual parent-teacher conferences in November and follow up conferences in the spring as needed. Please see the school calendar for dates and times.

Teachers welcome discussion with parents and are always willing to schedule additional meetings as needed. Do not hesitate to contact your teachers should any questions arise about your child's social or academic life at school.

■ PARENT PARTICIPATION

Parents play an essential role in the life of the school. Trust is the foundation of our community. Vital community life arises through parent participation in school activities. This participation takes many forms, including: attending school assemblies, festivals, concerts, and plays; volunteering for school fundraising events; attending parent/teacher conferences and class evenings; coming together for all-school meetings, lectures, and special events; taking advantage of opportunities for adult education; supporting the athletic program; helping on class trips; offering other volunteer support; and becoming class PTA representatives.

■ PARENT QUESTIONS

For questions about calendar events, class evenings, parent involvement, volunteer opportunities, adult education offerings, etc., please contact the school receptionist or the administrator, or see the school's website.

If you have a question or concern about your child's experience in the classroom, please contact your class teacher or subject teacher. In the case of High School students, you may contact either the subject teacher or your child's advisor, depending upon the nature of your concern. Barring extraordinary circumstances, you may expect a response within one day.

If you have difficulty getting in touch with your class teacher, or after speaking with him/her you still have unresolved questions, please contact the Level Chair. After communicating with the Level Chair, if the matter is unresolved, please contact the School Director at 518-672-7092 ext. 121 or mfrosch@hawthornevalley.org

For questions regarding billing, please contact the Finance Office: Irene Davis, 518-672-7500 ext. 280.

■ PARENT TEACHER ASSOCIATION

The Parent Teacher Association (PTA) serves as a vessel of support and nourishment for faculty, families, and our school community. As a vehicle of parent involvement in the life of the school, the PTA seeks to:

- Foster communication within the school,
- Provide a forum for discussion of school-wide issues,
- Support fund-raising activities,
- Encourage and support parent understanding of Waldorf education, and
- Support social life within the school community.

III. BUSINESS AFFAIRS

■ ADMISSIONS POLICY

For all admissions information (parent child program, Kindergarten, Lower, Middle, and High School), contact Director of Admissions John Darby, who will send information and arrange tours and visits.

The school must have the following documents on file for each family/student in grades Pre K–12 prior to starting school. All forms are available on our school website at the Parent Portal (no password is necessary):

1. A signed and countersigned contract.
2. An emergency contact/treatment form.
3. A physician's report (for all new students entering the school and those in Pre K, Kindergarten, and grades 1, 3, 5, 7, 9, 11, and all students involved in after-school sports).
4. An immunization form. Please note: some parents in our school community based on a physician-determined medical condition or religious beliefs choose not to immunize their children. For these families we must still have an immunization form on file with a written explanation of spiritual/religious beliefs or medical condition.
5. An early dismissal form for Kindergarten and Lower School students.

Transition to High School - During the Fall Term, in preparation for the transition to the High School all Grade 8 HVS students will participate in a variety of introductions to the High School - the curriculum, classes, and teachers. As a part of this introduction Grade 8 students will meet individually with the High School faculty to discuss future High School goals and expectations, and before Thanksgiving will be formally welcomed to join the High School the following fall term. In the very rare case the faculty determines it can not serve a student's HS needs, the student's parents will be contacted for a conference to discuss alternative HS options.

Parent/Child Program - Families participating in the Parent-Child program need to register for each session (Fall, Winter, and Spring) unless they choose to enroll for the entire year. Please contact the Admissions Office for applications and registration forms. If you have a new child in your family who you wish to have join the school, they will need to apply through the Admissions Office.

■ TUITION PAYMENT POLICY

Hawthorne Valley Waldorf School stands firmly in the tradition of independent education in America. Without state funding, the financial responsibility to support Waldorf education falls on families, who support the school through tuition payment and generous donations.

Tuition payments can be made several ways:

- One payment in July in advance of the school year
- Half tuition in advance in July, 2nd half due by end of January
- 10 month payment plan, July through April (\$100 billing fee is added)
- Monthly automated account withdrawal (July through April)
- Weekly automated account withdrawal (July through April)

All payment plans have to be approved by the student account manager of the HVA Finance Office. The school sends out monthly billing statements for the tuition amount plus other fees. Payments are due by the end of the billing month. It is very important that tuition payments be made promptly according to the payment schedule that is set in place with the Finance Office.

Late payments (more than 30 days after the bill date) are subject to a 2% per month finance charge. Only one late charge will be forgiven per school semester and has to be requested in writing to the student account manager. The school is unable to extend credit. Extension of credit beyond 30 days is at the discretion of the Finance Office. Students whose accounts are more than 60 days overdue will not be allowed to attend classes until all arrears have been satisfied. All previous year's tuition has to be paid in full before a new contract is accepted for a student to attend Hawthorne Valley Waldorf School the following academic year.

■ TUITION ADJUSTMENT

Hawthorne Valley Waldorf School is committed to economic and social diversity in its student body. There is Tuition Adjustment (TA) available for families with demonstrated economic need. We are committed to a need-blind admissions policy and a purely need-based TA policy. TA is awarded based solely on a family's ability to pay tuition and has no merit based component. Tuition adjustment policies are reviewed each year. Tuition levels are set each December after the budget is prepared, based on projected student enrollment. All school families are welcome to apply for an adjusted tuition. All applications must be submitted through www.TADS.com. For returning school families the application process begins in January. Families applying for an adjusted tuition must adhere to the deadlines in order to be considered. Both parents (if separated or divorced) must fill out the forms in order to be considered. For more detailed information about the TA process please see the Tuition Adjustment FAQ link on the school's website.

■ TUITION REFUND INSURANCE

In view of the contractual financial obligations incurred in signing the tuition contract, Hawthorne Valley Waldorf School offers an optional Tuition Refund Insurance Plan under which our tuition fees will be insured according to the terms of the policy in the event that a student becomes separated from the School. The School strongly encourages all parents to purchase the Tuition Refund Insurance Plan. This plan is underwritten by A.G. Dewar, Inc. The premium rate is 3.3% of the total tuition amount due.

■ FUND DEVELOPMENT AND ALUMNI OFFICE

The Annual Fund is a yearly effort to raise unrestricted funds to help bridge the gap between tuition income and total operating expenses. It is administered by the Development Committee and is accomplished by a hard-working group of volunteers in conjunction with the Development Office. All school community members are encouraged to participate in contributing to the Annual Fund.

The Children of the Future Scholarship Endowment Fund's interest income supplements our tuition assistance program and provides student scholarships. Donations to the Fund are warmly welcomed.

Alumni events and activities are coordinated through the Development Office. All former Hawthorne Valley students are considered to be alumni and receive alumni communications. When a student graduates, we enroll them in our alumni association and gather their contact information.

For information about these and other donation opportunities, please contact the Development Office.

IV. THE LIFE OF THE SCHOOL

Hawthorne Valley Waldorf School is committed to building a safe and supportive social life that embraces a culture of respect, reflection, and restorative practice. It is our hope that capacities for positive engagement, renewal, and resilience will be engendered within each individual of our school for the benefit of our greater community as a whole.

The following details are set out to provide essential guidance for parents, students and faculty about the basic protocols and expectations, that when followed, will help to engender and maintain a safe, enjoyable, fulfilling learning experience for students and their families.

■ CELL PHONE USE

Hawthorne Valley Waldorf School is a cell phone free environment during school days (7:30 a.m.-4 p.m.). Please do not use your phone inside school buildings, nor immediately outside of the buildings.

■ VISITORS

All visitors, including parents dropping off items for their children, must report to the school reception.

- Please note: all articles being dropped for students or others need to be left with school reception for pick up.

■ FESTIVALS

Accompanying the life of Hawthorne Valley Waldorf School is a commitment to the celebration of the rhythms of nature - through the days, weeks, months, and seasons. This commitment manifests in many ways, such as in the attention given to the beginning and ending of the school year. On the first day of school, the opening Flower Ceremony acknowledges all the children's arrival, with special emphasis on the entry of first graders into the life of the school. These students are greeted by the twelfth graders, who themselves are acknowledged as beginning their outward path. This relationship between first and twelfth is echoed at the school's closing Rose Ceremony in June. Parents are invited to attend these two gatherings.

There are many internal assemblies in the course of the school year. Parents are encouraged to attend the all-school assemblies prior to the Thanksgiving and spring breaks, the eurythmy assembly, Middle School concert, and science fair. Students should dress appropriately for all these occasions wearing "assembly dress" as defined in the clothing guidelines.

Festival themes for the year are related to the flow of the seasons. Within these grand themes lie special moments reflecting particular days, including Michaelmas (K-12), Halloween, the St. Martin's Pageant (K-3), Hanukkah celebrations, Nativity plays, and the May Day celebration.

In the winter, the school hosts the Yuletide Fair (see below). Along with the Fair, our Open House events are opportunities for friends and family to see the work in progress of the school through demonstrations/exhibits.

In the life of the school, individual events characterize the curricular themes appropriate to the grades.

Class plays are festive moments that present in dramatic pictures the many ideas with which the children have been working. Week-long practica in the third, ninth, tenth, and eleventh grades and various day trips throughout the grades all support the classroom learning. By Middle school and High School, outreach into the wider community includes seasonal choral concerts at local schools, nursing homes, or churches, as well as community service commitments.

■ FALL FESTIVAL AND OPEN HOUSE

Held annually on the second weekend of October, this has many of the elements of an old fashioned harvest festival. Much of the activity occurs on the Farm side of the road, but the School campus is also included, often with a puppet show and with the opportunity for tours and enjoyment of the School facilities. Parents often participate as volunteers in the Farm activities.

■ YULETIDE FAIR

Held in early December, the Yuletide Fair is an important event for the financial and community life of the school. It helps to bring us together in common work. The Fair relies on strong parent, faculty, and student participation and is a longstanding tradition at Hawthorne Valley. One of the largest fundraising events of the year, parents, teachers, students, and friends contribute in many ways: doll-making, woodworking, preparing and selling crafts and food, supervising children's activities, caroling, producing puppet shows, decorating, and making gingerbread houses.

■ EURYTHMY ASSEMBLY

MAY DAY

GRANDPARENTS & SPECIAL FRIENDS DAY

These school events are celebrated in late April or early May. Families, relatives, and friends enjoy watching the students share their eurythmy work, costumed in silk eurythmy gowns. They also enjoy watching (and sometimes participating in) the May Pole dancing and singing with students of all ages. Grandparents and special friends are invited to attend classes on a visiting day just for them, and special programming is available for them.

■ MAGICAL PUPPET TREE

The Magical Puppet Tree is a nonprofit initiative, begun by Waldorf teachers, artists, musicians, and friends in Hawthorne Valley who wish to enrich the festival life of the extended community. Throughout the year, folktales and fairy tales from multicultural traditions are portrayed in a variety of puppetry styles. Proceeds are used to strengthen public outreach and support the work of the school and others who create these productions for children of all ages. www.MagicalPuppetTree.net

■ PHOTOGRAPHY POLICY

We request that parents refrain from photography during school festivals and events, including the use of cell phones. The school controls how photographs are used in our own publications both electronic and printed. However, we cannot govern others' use of photos on social media, and therefore we cannot take responsibility for their actions. We request that all members of our community be sensitive to each other's privacy in this matter.

V. ACADEMIC AFFAIRS

■ ATTENDANCE POLICY -

OVERVIEW

Parents are expected to help students maintain uninterrupted and punctual attendance at school. If teachers and parents maintain punctuality and attendance, the students will learn reliability and respect for others and will experience the strengthening of the will that comes from consistent effort.

Parents are expected to call the school office by 8:30 am on the day of an absence, giving the reason for the absence.

Hawthorne Valley Waldorf School arranges its yearly calendar based on many factors, including meeting the required number of school days, consideration of local school district calendars, and major traditional holidays. We realize that, at times, we will be in session on days when families may have holidays or other days of observance. We request that you contact the class teachers/advisors in advance to notify us when your child might need to be absent or to receive extensions on homework. We try to be aware and respectful of all such situations, but your reminders will help us to be sensitive to your child's needs.

Parents should schedule medical and dental appointments outside the school day whenever possible.

ATTENDANCE RECORD

Chronic or extended absences beyond three day's absence require a doctor's explanation. Should the student suffer from an extended illness or other circumstance requiring extensive absence, additional tutoring or work may be required. Absences due to family vacations are considered unexcused.

Absences will be recorded as either excused or unexcused. **Please note that excused absences still count towards the total number of absences; we track this information to ensure teachers have a full picture of a student's attendance record. What qualifies as an excused absence?

- Absence with a doctor's note
- Absence verified by parent communication before 8:30 am
- College visit (HS only; 3 maximum)

What qualifies as an unexcused absence?

- 3 consecutive absences without a doctor's note
- Absence with no notification by 8:30 am (except in extraordinary circumstances) and no doctor's note
- Absences due to vacation

ACCOUNTABILITY

If a student is absent for a total of 10 days (excused or unexcused), the class teacher or class advisor will be in contact with the parent to remediate the issues that are keeping the child from attending school. If more than 20 absences accrue during the school year, a meeting will be held to see whether or not the student should repeat the current grade or if they can remain at Hawthorne Valley Waldorf School.

Of course, extenuating circumstances will be considered. The rhythm of daily, weekly, and seasonal cycles is important to the well-being of the student. In a Waldorf school, subjects are taught in blocks or units that are built one upon the other. Experiences that are missed are not easily made up at another time.

If specific circumstances make a **lengthy absence** necessary, early consultation with the class teacher or class advisor is essential. In the High School, permission for such an absence must be submitted using a "Permission to be absent" form (kept in the Main Office), including the signatures of your student's

teachers; in the Lower School, permission must be requested in writing to the class teacher. Parents should inform the class teacher or advisor of any circumstances in the home that might affect a child's attendance or behavior, such as planned absences, the need for medication, or the like. A note should be addressed to the class teacher or advisor.

HIGH SCHOOL MINIMUM ATTENDANCE POLICY

High School students must be present for at least 75% of each class in an evaluation period. If a student has absences totaling 25% for any class within an evaluation period they will receive a "No Credit" grade for that class, which corresponds to a GPA credit of 0.0. The grade will be used in calculating the GPA, and the class will count as a 'failed' class.

To qualify for the successful completion of a school year and/or graduation, students need to complete a minimum of 85% of designated classes. If a student fails four classes, they will not be invited back and/or not qualify for graduation.

LATE ARRIVALS & EARLY DISMISSALS

Lower School and High School students must report to the office if they are late, before they go to class, so their status for the day can be changed from absent. High School students must obtain a late pass from the Main Office and present it to their teacher when entering the class. Lateness will be marked as excused with pre-emptive notification from the parent/guardian. Excessive, unexcused occasions of lateness will necessitate parent-teacher communication.

Five unexcused late or early dismissal marks equals an unexcused absence.

If a student has 10 unexcused late or early dismissal marks, the class teacher or class advisor will be in contact with the parent to remediate the issues that are keeping the child from arriving to school on time.

High School students may sign themselves out for the day **only** with written or verbal parent permission. All communication in this regard will go through the Main Office.

Students leaving school **without an excused** early dismissal may not participate in any after school activities.

HIGH SCHOOL CLASS PUNCTUALITY

Every student should be at school no later than 8:10 am to begin class at 8:15 am. Students who arrive late (after 8:15 am) must report to the school office to register their presence and to obtain a late pass. Bells are used in the High School to signify the beginning and ending of Main Lesson as well as other major transition times. Students are required to be in class, ready to work, at the beginning of class. Each unexcused lateness will result in a lowering of the grade that class. Once the door to the classroom is closed, students entering late will be noted by the teacher and reported to the High School Administrator. Excessive lateness may result in detention, a parent/teacher/student conference, or loss of a driving student's driving privileges for a period of time. Teachers and administration may impose penalties, which will affect the student's evaluation for the class. In addition, the High School faculty find it very difficult to support a request by a student with numerous absences for additional time off to prolong a vacation or attend a special event. Continuing problems with absence will result in a parent/teacher/student conference.

Sign-outs - Students may not leave school before the end of the school day without written parental permission or verbal permission to the school receptionist. Only a parent or teacher may initiate this phone call. The faculty needs and expects students to stay all day when they arrive for school. Signing out is an option

that should be used sparingly, if at all. We understand that on rare occasions a student may become ill during school or that a parent has been unable to schedule a medical appointment for a student after school. Such sign-out scenarios, while unfortunate, are also understandable. However, the sign-out policy must not be abused - as in the case of a parent's signing out a student who has stayed up late doing schoolwork and is too tired to work in school. Continuing problems with sign-outs necessitate a parent/teacher/student conference.

■ EVENTS & ACTIVITIES

Attendance is mandatory for all school day events including field trips, assemblies, etc.

Students are expected to participate in their school music concerts and other performances such as class plays. These events, because they are curricular, take precedence over outside events. Student absences weaken the performance as a whole and have a demoralizing effect on the teachers and the other students. Only in emergency situations or illness (with a doctor's note provided) should a student miss such an opportunity to be part of the group's performance; in such cases, written notification must be given to the teacher in charge.

A student who is absent for the day will not participate in ANY extracurricular after school activities that day. If a student arrives later than 10:35 am, or is dismissed before 1:10 pm they will be considered absent in regard to any after school activities that day.

■ STUDENT EVALUATION

Waldorf education is concerned with the whole child as a developing human being. For this reason, Hawthorne Valley Waldorf School does not rely on formal intellectual testing as an evaluation tool. For teachers' purposes, there are more accurate methods of evaluation. A child who is having developmental problems, for example, can show them in many ways in addition to academic performance. Strengths and challenges may actually show clearly through artistic activities, physical coordination, or speech patterns.

Communication between parents and teachers is vital in a Waldorf school. For rising first graders in Kindergarten, a report is mailed home at the end of the year. For students in first through eighth grade parents will receive written reports in January and at the end of the school year. The report conveys, in narrative form, the child's strengths, areas of challenge, areas of progress, and potential for the future. The report may aim at awakening forces of healing and growth within the child's own consciousness or it may be an evaluation primarily for the parents. This report alone cannot take the place of regular discussions between parents and teacher.

High School reports are sent out four times per year. High School advisors meet with individual students to evaluate their progress in school. The High School guidance department works with students in grades 10-12 throughout the year to plan for college and future possibilities. We prepare a graded transcript for students' college applications.

Conferences with teachers may be set up either at the parents' or the teacher's initiative. Without these consultations, parents miss a significant opportunity to learn about their child's progress. The school provides for planned parent-teacher conferences at school but parents are able to schedule conferences with teachers throughout the year. Please see calendar for dates.

The School administers a Second Grade developmental evaluation. The results are communicated to the parents by the class teachers. If a student joins the school later than second grade, an age appropriate evaluation will be administered (during the admissions process and once the student is in school). The purpose of these evaluations is to highlight any possible areas of developmental concern and bring them to the parents' and teachers' attention in order to initiate remediation.

The School will also do an overall assessment of the students' progress at the end of fifth or beginning of sixth grade. This will evaluate all aspects of the students' progress in relationship to their own abilities, the expectations of the curriculum, and the teachers' insights into the individual student's work.

At the discretion of the class teacher, Hawthorne Valley Waldorf School may administer the New York State "PEP" tests in sixth grade and the Regents' Basic Competency Test at the end of eighth grade. The school provides instruction and guidance counseling for students who will take the PSAT/NMSQT in grades 10 and 11. In grade 11 it serves as a qualifying test for the National Merit Scholarship Program. Eleventh and twelfth graders will also be encouraged to take either the SAT or ACT test (or both) for college admission. Students who choose not to take either of these tests will be counseled regarding the choices available to them without testing.

At the discretion of the faculty, a family may be asked to obtain outside, expert evaluation for their child based on the teachers' observations of possible special needs. The School would request copies of these test results in order to best serve the needs of the students and might create an academic accommodation plan specific to the student's needs. This would support a request for extended time testing on standardized tests such as the PSAT, SAT, or ACT.

■ REMEDIATION, TUTORING AND SPECIAL NEEDS

Hawthorne Valley teachers make every effort to meet children's needs within a classroom situation. The curriculum addresses the child's developmental stages and works in a multi-sensory approach to encompass various learning styles. It is, by its nature, supportive and is often considered therapeutic. Nevertheless, some children have needs that require special consideration. In such cases, the teachers, together with the parents, seek appropriate help within a spectrum of possibilities from daily work in the main lesson with the class teacher to individual therapeutic work. The school employs a Remedial Specialist to work with students as needed in conjunction with the class teacher.

The class teacher or High School chairperson, in collaboration with the learning support coordinator, carries primary responsibility for a student who may need special support, initiating a conversation with parents and gathering information from colleagues involved in teaching that student. The High School, Lower School, and Kindergarten meetings devote time on a regular basis to finding the right avenues to address a student's particular needs. Respect for the individual stands at the core of these meetings. Special attention is given to the confidentiality in such conversation. Each level (HS, LS, K) maintains clear referral and follow-up procedures and an overview of all students in their respective grades in need of special support. Evaluation of a specific need may be accompanied by a medical opinion (obtained by the parent from their practitioner) to establish a more complete basis for understanding.

Parents are responsible financially for tutoring, therapeutic work, or other forms of remediation beyond the scope of what the school can provide. Some of these activities may be arranged during the school day, after consultation with the class teacher. Educational assessments or tutoring arrangements with the individual school districts are best made in consultation with the class teacher or High School Chair.

■ WORLD LANGUAGES

World languages are an important part of the Waldorf curriculum. Our language program helps expand our students' understanding of other cultures in the world, and schools them in different ways of thinking. At this time, we offer Spanish and German. English as a Second Language (ESL) is offered to our students for whom English is not their native language. This program largely serves our international student community and exchange students.

■ STUDENT EXCHANGE PROGRAM

Hawthorne Valley High School has an active student exchange program with Waldorf schools in other countries. Sophomores and juniors in good academic standing, with a foundation in the foreign language of the exchange, are eligible for consideration and must apply a semester in advance of the proposed exchange. (The exchange procedure is provided to parents and students in Grade 9 and will involve a written request, signed by the parents and the student, as well as a process of approval through the High School). The International and Exchange Student Coordinator will facilitate the process. Exchanges are contingent upon availability of suitable host families and upon faculty decision as to the number of exchanges that are visiting a class at any given time. By agreement between the schools, both families in the exchange continue to pay tuition to their home schools. Room and board arrangements vary, however all boarding arrangements for our students must be made through the Foreign Exchange Coordinator.

■ HOME-BASED BOARDING PROGRAM

Our Home-Based Boarding Program is structured to provide adolescents with the support and independence that they need to develop into aware, confident, and capable, adults. Wonderful boarding families open their hearts and homes to students who wish to continue their Waldorf journey at Hawthorne Valley Waldorf School, or those who wish to begin their journey with our High School and join us from anywhere in the world. For more information about boarding, please contact the Admissions Office.

■ COMMUNITY SERVICE

We have long recognized the benefits our students receive from reaching out and serving their community. We have strengthened our commitment to community service through our program, which requires every ninth, tenth, and eleventh grader to complete 40 hours of service work per year. Grade 8 students also have a service component in their curriculum. Students are expected to complete the required service hours after school or on weekends. Lack of completion of service work will appear on the students' final transcripts in the case of high-schoolers.

■ SCHOOL MUSIC PROGRAM

Hawthorne Valley Waldorf School strongly encourages private music instruction on orchestral instruments for all students in 4th through 8th grade.

■ AFTER SCHOOL SPORTS PROGRAM

After school sports are an important part of the students' experience at Hawthorne Valley. We are proud that our athletes are fine public representatives of the school. They are expected to be leaders both on and off the field or court. Hawthorne Valley Waldorf School is clear that sports are extracurricular, and are possible only for those students whose school work is up-to-date and whose behavior is top-notch.

Students who fall behind in their school work or fall below their teachers' expectations in their behavior, (i.e. are sent out of class), will be removed from after school sports until such time as their work or behavior meet the teachers' expectations. Students must attend school on the day of a game (or the day before a game if played over the weekend) in order to play in that game, and must participate fully in movement classes.

Team participation does not create an exemption. Students will sign a student conduct contract to be eligible to participate in sports.

• Philosophy

Hawthorne Valley Waldorf School believes that interscholastic athletic activities can play a significant role in the overall development of students in grades 7-12. It can be an important opportunity for social and skill development, while providing a healthy expression of school pride. We believe that middle school athletics should be a participatory experience that stresses teamwork, sportsmanship, skill development, and discipline. Competition in the High School is meant as a serious test of skills against worthy opponents. We expect dignified, focused, strong players who conduct themselves with pride and grace in competitive situations and in representing our school. We require that all students in grades 9 and 10 participate in at least one sport per year.

• Medical Examinations and Parent/Guardian Permission

In order to join a team or participate in any practice or game, students must have a current physical examination on file in the office, and a signed parent permission slip. A student needs to be examined yearly, and parents must provide up-to-date documentation and permission paperwork every year. These must be on file at school prior to the start of the sports season in which the student is participating.

• Making the Team

All students who are eligible to join the team are encouraged to do so.

• Team Event Attendance

It is extremely important that a coach be **notified in advance** if a student is **not** going to be present at a team event (i.e. practice or a game). Practice is where plans for upcoming contests are devised and perfected. The coaches in our program expect their athletes to be present at all team-related activities. Suspension or dismissal from the team may take place because of such absences. Students are excused from team activities for illness, injury, academic help sessions, family emergencies, religious reasons, or reasonable and necessary academic commitments as determined by the Athletic Director (i.e., planned and previously communicated college visits). **Prior notification is strongly recommended and expected of the student athlete.** Every team member is expected to be present for all team practices and games. Because of scheduling parameters, our teams may practice or play during scheduled school vacations. Any student who plans to be absent for an extended time during a scheduled school vacation (i.e. for a family trip), must discuss this situation with their coach prior to the start of the affected season.

- **Playing Times**

Perhaps the most emotional part of a student athlete's involvement in High School athletics centers around playing time. The student athlete becomes involved in interscholastic athletics for the first time and finds that practices and expectations are much more intense and demanding. Factors such as practice attendance, attitude, commitment, and athletic skill enter into the decision of the coach. There are many decisions made on a regular basis by the coaching staff. It is their responsibility to decide which athletes should start a contest, which should play what position, and how long each athlete should play. These coaching decisions, often difficult to make, are made only by the coaching staff and are approached very seriously after having observed the athletes in practice sessions, game-like situations, scrimmages, and actual game competitions.

- **Attendance**

A student athlete must be present in school in order to participate in that day's athletic events. Students must be in school on time and remain in school for the day. Special circumstances - such as medical appointments, family emergencies, school excused absences (i.e. college visits), illness, injury, academic help sessions, and religious reasons that prevent a full day of attendance, will be reviewed by the Athletic Director; in these special circumstances athletic participation may be possible. An absence or tardy on a Friday will exclude the student from any weekend sports events, unless a doctor's note is presented, or in the case of reviewed special circumstances.

- **Transportation**

Many practices are held at a location other than Hawthorne Valley. Parents are responsible for arranging all transportation to and from practices for their children. Students must arrive at practice at the scheduled time and be picked up promptly at the end of the event.

Players are transported to away games via school buses provided by Hawthorne Valley Waldorf School. Players must return back to Hawthorne Valley Waldorf School on the bus unless they leave from the game with their parent or guardian. Students must inform their coach if they are leaving with their parent or guardian. Students who plan to leave a game with another student's parent must have written permission from their own parent and/or have made prior arrangements with the coach. Coaches will supervise their athletes on the bus and will stay at HVS until all students have been picked up.

No non-team students or other spectators are permitted to ride to or from away sporting events on the team bus.

- **Equipment/Uniforms**

Students are responsible for all uniform pieces issued to them by the school and will be charged for any missing or damaged items.

- **Behavior**

All students are expected to exhibit proper school behavior in all athletic activities. The school behavior code is in effect during practices, games, and on buses. Respectful student behavior at other schools and as hosts should be particularly stressed because they are representing our school, its fine athletic program, and Waldorf Education. Any violations of school rules should be reported to the administration and may result in the suspension or exclusion of that student or students from participating in the HVS athletic program or its events. This applies to spectators as well as team members.

• Cancelled Games and Schedule Changes

While the athletic department strives to provide accurate schedules well in advance of any event, changes to the schedule are inevitable. Coaches and players will be notified in the event of postponement or cancellation by the Athletic Director. Parents can check the website for up-to-date changes. Rescheduling will be announced as soon as possible. Any changes in the schedule will be reflected on the website, through email, and will be verbally relayed to players. Students will also be permitted to call parents should a change occur during the day of a scheduled event.

Rules for Games and Contests

Hawthorne Valley Waldorf School is a member of the Central Hudson Valley League, which has the following rules and guidelines for spectator behavior at events:

1. Spectators are an important part of the games and are encouraged to conform to accepted standards of good sportsmanship and behavior.
2. Spectators should at all times respect officials, visiting coaches, players, and cheerleaders as guests in the community and extend all courtesies to them.
3. Enthusiastic cheering for one's own team is encouraged.
4. Booing, whistling, stamping of the feet, and disrespectful remarks shall be avoided.
5. There will be no ringing of bells, sounding of horns, or other noise makers at indoor contests during play. Anyone who does not abide by this rule will be asked to leave the premises.
6. Pep bands or school bands, under the supervision of school personnel, may play during time outs, between periods, or at half-time. Bands must coordinate their play so as not to interfere with a cheerleading squad on the floor or field.
7. The throwing of debris, confetti, or other objects from the stands is prohibited. Offending individuals will be asked to leave the premises.
8. During a free throw in basketball, all courtesies should be extended.
9. Spectators should encourage each other to observe courteous behavior. Improper behavior should be reported to the school authorities.
10. Spectators will observe the rules of the local school concerning smoking, food and drink consumption, littering, and parking procedures.
11. Spectators will respect and obey all school officials and supervisors at athletic contests.

Basically, let the players play, the coaches coach, and the officials officiate. Spectators should spectate. Although it can be difficult, and perhaps different from other spectator venues, we ask that our fans take the above to heart. Please refrain from yelling at the students, issuing directives and/or loudly editorializing while they are playing the game. As any player could tell you, instructions are all but impossible to decipher in game situations. Teams and coaches work together on game plans, and this relationship should be respected. Please ask questions of your coach or Athletic Director at times other than during the game.

Fans are prohibited from talking to officials, coaches, or other athletic personnel from other schools before, during, or after the games. Parents are encouraged to be supportive of our athletic teams as well as visiting teams. Any questions about athletic contests should be directed to our athletic director, and will be taken up with the appropriate authority in the respective athletic league or association.

During contests in our gym, our coaches will supervise their players, **but parents must supervise their other children including keeping them off all gym equipment.** No one should be on the court before, during, or at half time of games. Only approved scorekeepers are allowed to sit at the scorers' table; while there, they are to be focused on the game and are not to use personal electronic devices.

- **Opportunities for Involvement**

Volunteers are helpful and appreciated. We often need volunteer assistance communicating schedule changes, working the scoring table, supervising spectators at events, and hosting visiting schools. If you would like to volunteer to help, fundraise, or apply for a paid coaching position, contact the Athletic Director. Paid positions require an interview process, references, and a background check.

- **Athletic Director**

The Athletic Director is responsible for the scheduling of games, officials, and bus transportation, ordering equipment and supplies, making hiring recommendations for coaching staff, and training and supervising coaches. Parents who have questions about our after school athletic programs should direct them to the Athletic Director

■ AFTER SCHOOL ACTIVITIES

In addition to the sports program, HVS High School offers a wide range of after school activities. Students are required to participate in at least one activity per year. Some activities run for the entire year, others are seasonal. Participation in activities enriches the school experience while contributing positively to school life. College bound students are encouraged to participate in as many as possible.

Activities may include:

- Drama Club
- Drawing and Painting
- Social Action/Amnesty International
- Yearbook
- Student Council
- Homework Help for Lower School Students
- Jazz Club
- Literary Journal
- Creative Writing
- Other activities (i.e. the Photography Club)

VI. ALL SCHOOL RULES AND GUIDELINES

Parents and students need to be aware of the school rules and guidelines. This is especially useful in the face of a child's mistaken insistence that an activity or behavior is allowed.

Please note: in the following paragraphs, "school hours" means the time that a student is on Hawthorne Valley property, from the time of arrival to the time of departure at the end of the day. Terms like "at school" or "school property" refer to the entire Hawthorne Valley Association property and to school trips.

- Students should not be at school before 7:55am or after 3:15pm unless supervised by an authorized adult. Students are dismissed from school at 3pm and need to be picked up promptly. All students who remain on campus after school waiting for music lessons or other activities must be supervised by an authorized adult. The school does not provide childcare for students after 3:15pm unless you have signed up for the aftercare program (this program is only available if there is sufficient interest). Students must be dismissed to an authorized caregiver.
- The Farm Store is off-limits for Lower School children (eighth grade and under) until 3:10pm. Eighth graders may be given store privileges by their class teacher on a year-to-year basis.
- Students should arrive at school prepared for the day with snack, lunch, and musical instruments. Social plans must be made prior to the start of school, and the teacher must receive a note signed by the parent or authorized caregiver indicating any change in normal dismissal routine. Parents may not bring in missing items during the school day except in the case of an emergency. Any item that is brought must be left with the child's name on it in the receptionist's office.
- Chewing gum and candy should not be brought to school. Eating is not permitted during classes.
- Children in the Lower School should not bring money to school unless the need is specific. "Business transactions" among students on school grounds are discouraged.
- Children diagnosed with a transmittable illness or condition, such as head lice, should not attend school until the period of contagion or transmission has ended. In some cases, a letter from a physician will be required before the student will be allowed to return to school.
- If a student does not attend at least 145 days of school per academic year, a meeting will be held to determine whether the student may continue into the next grade. Should the student suffer from an extended illness or other circumstance requiring extensive absence, additional tutoring or work may be required. Chronic absences require a doctor's explanation. Absences due to family vacations are considered unexcused.
- Students may not smoke on school or HVA grounds, or on school outings. Students in violation are subject to suspension.
- When school is in session, only students who are registered and attending Hawthorne Valley Waldorf School are permitted to be on school property or to be using school facilities unless special permission has been given. This policy addresses those students who are not registered, who are suspended or expelled from the school, or who may be home schooling. Applicants to the school are welcomed and, in fact, required to be at school as part of their application process.
- Please limit the use of school telephones to emergencies. Telephones should not be used by students to schedule play dates, confirm previously made arrangements, or just to check in at home. **Please make all after school arrangements before the start of school.**

■ SAFETY AND CIVILITY GUIDELINES

The safety of our students is of paramount importance to us. Our faculty and staff are required to have a background check and to participate in risk management training. It is our policy that faculty and staff maintain respectful boundaries with students.

- Students should bring to school only materials needed for their work and school activities.
- Teachers reserve the right to confiscate any items they deem unsafe, distracting, or inappropriate.
- Farm and Visiting Student Program buildings are off limits without an authorized adult.
- Playing with a hardball (baseball/softball) is allowed only in designated areas.
- Students must follow directions of teachers.
- Students are expected to be orderly in classes, in the halls, and on the school property, and are not to inhibit the educational process.
- Any teacher, staff member, and parent on campus will take it as his/her responsibility to address any infringement of the Safety and Civility Guidelines.
- Physical corrections and reprimands may not be used by a teacher; however appropriate physical intervention will be used to protect the safety of students and others. Faculty may not interact personally with students on any social media sites.
- Students should immediately and courteously respond to any adult pointing out an infringement of school policy.
- The following are not acceptable:
 - obscene or rude language and racial/ethnic/sexual slurs or threats to another person;
 - rough play, such as kicking, tripping, hitting, pushing, tackle football, or “kill the carrier” games;
 - carrying another person;
 - unauthorized use of tools;
 - throwing sticks, stones, mud, snowballs, or any objects that may injure others;
 - playing in or near the stream without a teacher’s consent and supervision;
 - swimming in the pond;
 - skateboarding, rollerblading, or bicycle riding on campus (bicycles may, however, be ridden to and from school);
 - playing on the parallel bars without adult supervision;
 - knives or weapons of any kind on campus, including weapons on a student’s person, in a backpack, lunch pack, locker, or vehicle. This rule applies to any object or device that could cause bodily harm, including pocket and Swiss army knives. Violation of this rule will lead to immediate suspension, and after review, possible expulsion;

■ PARKING AND TRAFFIC SAFETY

In designing the parking, drop-off and pick-up procedures for our school parking lot, we have carefully considered both safety and ease of traffic flow. We have worked in conjunction with the NY State Dept of Transportation, the school districts, and others experienced in traffic flow issues in order to develop this plan. Safety for our community is paramount.

Please park only in designated parking spaces and never in the driving lanes.

The large gate by the first and second grade building is not intended for pedestrian use. It must be kept closed for the safety of our younger children. **Crosswalks should always be used when crossing the street.**

At the beginning of the school day, please remember:

- The lane closest to the school building is reserved for buses; parents dropping children off should pull into the other (outside) lane.
- **Please pull all the way forward past the cordoned off area to drop off your children.**
- Students should not be dropped off in the first parking lot crosswalk, nor should they get out at any point along the roped area.
- Please do not drop children off in the Farm/VSP parking lot; it is not a safe place to cross.
- If you are walking your children into the school, please park in a designated space first, and then walk your children in.

At dismissal time, please remember:

- Please pull all the way forward in the pick-up lane.
- If your children are not immediately available to get into your car, then please park in a designated spot and walk in to locate them.
- Please never park in the driving lane. On school assembly days, please remember:
 - Please park only in designated spaces in the parking lot.
 - If all the designated parking spaces in the lot are filled, please park on the east (school) side of the road, as far off the road as possible. Please never park on the west (Farm) side of the road.

■ SCHOOL EMAIL PROTOCOL AND GUIDELINES

INTRODUCTION

The school recognizes that effective and professional email communication is important to parents, teachers, and staff alike.

The aim of this document is to provide a simple protocol for email communication within the school community so that:

- We know what to expect of each other.
- We can strive to make our email communication with each other as effective and professional as possible.

Please note - although email is essential for communicating relevant and timely information within the school community, it is not the most effective method when people need to communicate or share sensitive and/or challenging topics/issues. When this situation arises please use the following guidelines:

- Parents and/or teachers that need to share sensitive or challenging information please contact the individual directly, and ask to meet with them in person.
- If, after the meeting, it is felt that the issue needs further work please contact the appropriate Level Chair, i.e. Kindergarten, Lower or High School, and ask for an in-person meeting.
- If after the first and second steps, it is still felt that the issue needs further follow up, please contact the School Director and ask to meet in person

EMAIL PROTOCOL

The school administration will provide updated copies of parent email addresses in each class to the class teacher, and the PTA representatives (reps). If the list is updated during the year, it will be redistributed as needed.

1. Emailing formal school information and events

All teachers, staff, and PTA please email the following types of information to the school receptionist for proofreading and checking for accuracy before distribution via Constant Contact:

- Class updates and class announcements
- All school updates and announcements (i.e. fairs, festivals, open houses, PTA events, Annual Fund information and 100% participation drive, etc.)

Note: Faculty and PTA members please advise the school reception whose name the email should to go out under. This is the email that will receive any responses.

2. Emailing class-specific information

PTA reps and/or the Teacher will use the email list to relay all informal class-related information to the parents in the class, for example confirming a meeting time, updating on a class activity, changes to do with weather, reminders, etc.

- PTA reps may also choose to email reminders of information and updates that have previously been communicated via Constant Contact.

Notes

- All emails sent to parents in a class need to be copied to the lead teachers for their information.
- Please send class emails using blind copying (Bcc).

3. Parent-to-parent emailing

The class email lists are provided to parents in each class in good faith for the purpose of arranging play dates, social events, such as birthdays, etc., and should not be used at any time to share sensitive or challenging information related to school matters.

Notes for Parents

- The class email lists should not be used to promote personal businesses, fundraising for personal or political causes, or any other non-school related personal/social purposes.
- Please inform the school receptionist prior to the beginning of each new academic year if you wish to opt out of sharing your email address with other parents in your child's class.

This protocol will be reviewed annually and updated as required - updated September 2018.

■ CONCERNS AND COMPLAINTS - POLICY AND PROCEDURE

Hawthorne Valley Waldorf School is committed to offering a high-quality education to all students and service to parents. We hope that your time and experience at the school will be happy and rewarding. We are aware, however, that concerns sometimes emerge. **If you are concerned about something, we want to know at an early stage, and we will listen to you** and treat the issue sensitively and confidentially.

RAISING A CONCERN

The following procedure is intended to help you resolve any concerns you might have:

1. If you have a concern about an issue in your child's class, we encourage you in the first instance to speak directly to the class' lead teacher (i.e. Kindergarten lead, playgroup lead, class teacher in Lower School, class advisor in High School, etc.).
 - If the lead teacher cannot speak to you immediately, they should be in touch with you to make an appointment within 2 working days.
 - The lead teacher will attempt to respond, clarify, and hopefully resolve the concerns raised.
 - It may not always be possible to resolve a concern immediately. However, following a conversation, the lead teacher will aim to get back to you with a considered response as soon as is practically possible, and not later than 10 working days.
 - The lead teacher will contact you if this time frame needs to be extended due to unforeseen circumstances.
 - If the matter has not been satisfactorily resolved, you can then escalate your concern to the relevant Level Chair.
2. If your concern is not a class issue (i.e. administration, finance, community relations), we encourage you to speak to the member of school staff most directly concerned (i.e. Reception, Administrator, School Accounts Manager, etc.).
 - The member of staff who has been contacted with this concern should acknowledge your concern and respond within 2 working days.
 - Following a conversation, the staff member will aim to get back to you with a considered response as soon as is practically possible and not later than 10 working days.
 - The staff member involved will contact you if this timeframe needs to be extended due to unforeseen circumstances.
3. If your concern relates to a teaching matter, please contact the relevant Level Chair either by email or in person (reception can advise you if you do not know who this is) and ask to have a meeting.
 - The Level Chair should then reply to you within 2 working days and agree upon a time to meet.
 - Following the meeting, the Level Chair will aim to respond to you as soon as is practically possible and not later than within 10 working days.
 - It may not be possible to resolve the issue within this timeframe; the Level Chair will report back to you and give an update on progress.
4. If you do not feel that the concern has been satisfactorily addressed or resolved following the above steps, please contact the School Director to ask for a meeting.

MAKING A COMPLAINT

Please follow the above processes for raising a concern before making a formal complaint. If, however, after raising a concern, you continue to be unsatisfied and decide to make a complaint please:

1. Contact the **School Director** by email or complete the Complaints Form which can be found on our website <https://school.hawthornevalley.org/complaints-form>
 - The School Director should acknowledge your complaint within 2 working days.
 - He may ask another member of staff unrelated to the complaint to investigate, and all information will be held confidentially.
 - We aim to investigate the complaint as soon as is practically possible and no later than within 10 working days. If your complaint is more complex, or involves people who are not available at the time, we may need to extend this. We may contact you within this period to seek further information or clarification (in some instances we may recommend a meeting).
 - At the end of the investigation, we shall write/email to inform you of the outcome.
2. The **School Director** will oversee quality assurance of complaint responses, and you may receive a follow-up call from the School Director or another senior faculty or staff member to ask if you are satisfied with the way your complaint has been dealt with.

■ NON-DISCRIMINATION POLICY

HVS prohibits discrimination on the basis of race, nationality, ethnicity, religion, creed, disability, age, sexual orientation, and gender identity and expression.

HVS will create a safe and supportive school environment for transgender and gender nonconforming students. Students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. Faculty and staff will make sure a student's gender status is confidential and will not share information such as previous or legal name, gender assigned at birth, or other medical information.

Transgender students will be addressed by their chosen name and pronouns that correspond to their gender identity, regardless of whether they have legally changed their name. Students have the right to dress in a manner consistent with their gender identity and expression provided that they comply with the HVS Dress Code.

Students will have access to all gender-segregated activities and facilities such as restrooms, changing facilities, sports, physical education classes, eurythmy, and all school-sponsored activities in accordance with their gender identity. HVS will also maintain a gender neutral bathroom in the main building. HVS aims to create a safe and supportive school environment for all students.

■ STATEMENT ON BULLYING

Bullying is against the ideals of social inclusivity and mutual respect that are among the underlying principles of social relations at HVS. If bullying does arise, it will be addressed, with the goal of stopping the bullying and also diffusing the causes and underlying social dynamics that lead to it. One or many bodies of the school may be asked to be involved in the process: faculty, administration, parents, and students.

Cyber-Bullying has become another form of bullying that has repercussions throughout the school community. The definition and characteristics of cyber-bullying are similar to the more traditional forms of bullying outlined below. Although this type of bullying often happens outside of the school day, it will be addressed in accordance with our bullying policies.

Definition of bullying:

Bullying has been described as an unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential of being repeated, over time. Bullying can occur before and after school hours, in a school building or at locations such as on a playground or on a school bus while a student is traveling to or from school, or on the Internet. Students who are bullied, and those who bully others, may potentially have serious and lasting problems.

All forms of teasing become bullying when pushed too far. The following are examples of teasing that have overstepped the line from playful or friendly teasing to hurtful bullying.

- When someone asks for teasing to stop and it doesn't.
- When someone feels that he/she is being teased even though the original intention is not to tease.
- When teasing is meant to hurt or put down another.
- When teasing becomes habitual.
- When no one will help because they are afraid they will be the new object of teasing.
- When not everyone thinks it is funny.

Characteristics of bullying:

The following are the different types of bullying:

- Excluding someone.
- Physical abuse: causing physical discomfort through hitting, tripping, pinching, etc., or by any other physical means.
- Verbal abuse or name calling, including those thought to be "just a joke."
- Ignoring.
- Disrespect of someone's property or stealing.
- Ganging up on someone.
- Circulating malicious rumors.
- Active intolerance of differences.
- Incitement, or getting someone else to do any of the actions named above.
- Any other behavior where the goal is to intimidate or cause discomfort.

■ DISCIPLINE PHILOSOPHY -

Lower School

In order to create the most positive learning environment for our students, we seek to hold the ideal of mutual respect as the foundation of all social interactions. Teachers and parents are expected to model respectful behavior and establish boundaries and guidelines for student interactions. As adults, we use our authority to ensure the safety, well being and social growth of the children in our charge while encouraging each child to take more and more responsibility for his or her actions. Outwardly, each child's behavior must accord with the safety and civility guidelines described below so that the classroom will provide a safe and healthy atmosphere.

Inwardly, each child must develop the self-discipline to arrive at class on time, to complete assignments, to remember school materials (including a musical instrument), and to focus attention. In most cases the teacher in charge will solve disciplinary challenges immediately. In the youngest classes, breaches of discipline are dealt with by the class teacher or the subject teacher directly involved. Consequences may include taking a time-out, being asked to draw or write an apology, or doing a job. In the older classes, a more self-reflective approach may be appropriate, including the use of a change plan and a discipline step system. In extreme cases, consequences in the Lower School may lead to suspensions or even expulsion. In these extreme cases, the consequences are recommended by the class teacher, and approved by the Lower School body and Council of Teachers. All discipline matters are held in strict confidence by the school.

■ DISCIPLINE PHILOSOPHY -

High School

The High School faculty makes decisions regarding discipline in a collaborative manner regarding all aspects of the school environment. The focus of the decision making process is always the question, “what is best for the students in the context of the school environment?” We make these decisions using as much information as we can gather in a reasonable time. Much of this information is about particular students and is not shared with anyone but the parents of the students involved. Every decision we make is in the spirit of learning. We choose from a wide range of consequences depending on the infraction, the context of the infraction, and on the needs of the students involved. Consequences may range from discussions to suspensions and, in extreme cases, expulsion. The consequences chosen for infractions are held in strict confidence by the school.

Disciplinary Consequences

- **In school suspension** - the student remains under teacher supervision, away from their class, for the duration of the school day.
- **Suspension** - a teacher may suspend a student in the event of a serious offense of the Safety and Civility Guidelines. Suspension releases the student to the parent until such a time as the problem can be properly addressed.
- **Conditional Expulsion** - the Council of Teachers may expel a student from the school with the understanding that upon the successful completion of an individual set of tasks within a period of time, students may reapply to be admitted into the school. Admittance will be at the discretion of the Council of Teachers.
- **Expulsion** - the Council of Teachers may expel a student for persistent violation of the Safety and Civility Guidelines.

Suspension Policy for the High School

Suspension is one of a number of options that may be used when a student has broken a rule or has run afoul of the civility guidelines. Suspension is intended to be a learning experience.

When a student is suspended from the High School, they can expect the following to happen:

- The student will be expected to write a paper stating why the student wants to stay enrolled in HVS.
- The student will be expected to write a paper on the topic related to the reason for the suspension.
- The student will be expected to do all the work the teachers assign during the suspension.
- The student may be asked to engage in a community service project.
- The student will be suspended from all extracurricular and school activities for duration of the suspension.

- The student is not allowed on campus for the duration of the suspension.
- The student may be required to engage with a therapist/counselor.

Depending on circumstances, the suspension may or may not be recorded on the student's permanent record.

The student's work will be graded based on the extent to which it meets the requirements of the teacher. The grade will then be discounted by 10% for the first week or part of the first week for which the student is suspended. The work will be discounted 2% per day for the second week. For suspensions longer than two weeks, the student's grade will be discounted by 20%.

Teachers will prepare assignments for the suspended student to complete by the end of the suspension.

■ DRUG AND ALCOHOL POLICY

Hawthorne Valley Waldorf School's educational mission is to nurture each student's capacities for clear thinking, sound judgment, and strength of will. The use of consciousness-altering substances is an impediment to this development. We work to create a learning environment in which our youth are able to reach the highest possible achievements by following a sober and clear-headed path. We therefore expect students, in harmony with these goals, to remain drug-and-alcohol free while enrolled at Hawthorne Valley.

Any student found with alcohol, illegal drugs, or paraphernalia while enrolled at HVS will be suspended immediately and will face possible expulsion. Any student determined to have provided or distributed alcohol or illegal drugs while enrolled at HVS will be expelled immediately. Authorities may be informed. The Council of Teachers reserves the right to deal with each transgression on an individual basis.

Because experience has shown us that concerns sometimes do arise about alcohol and drug use we have created the following policy as an outline for working effectively together:

The faculty are committed to helping any student who comes forward voluntarily with any kind of difficulty involving drug or alcohol use. Confidentiality will be honored. However, the faculty has seen a need to initiate the following actions to help curb the use of illegal substances.

When a reasonable concern involving drugs or alcohol develops among the faculty, a member of the faculty will converse confidentially with the student about the concern. If the student is in grade 9, a conversation will first happen with the parent. Situations warranting such a conversation might include: 1) reasonable concerns confidentially shared with the faculty by parents and/or peers, or 2) poor or suddenly changing school performance, health or behavior. If concerns are validated, then the parents will be brought into the conversation. Both of the student's parents will be put on notice that random drug testing is an option that the faculty will utilize to support students in their efforts to stay drug free.

- If a drug test proves positive, the student will be suspended until the faculty meets with the parents **and** the school receives confirmation of an appointment to begin a drug counseling program with a professional counselor. The length of the counseling program will be made on a case by case basis. (**Please note:** all expenses related to counseling and programs will be at the parents' expense.) The suspension will extend for a full two-week period from any High School extracurricular activities or events.
- After the student is re-admitted, any subsequent positive test will warrant suspension until an intensive in-patient or out-patient program is completed. All extracurricular activity privileges will be revoked for the remainder of the school year.
- If the student is readmitted after completing the program, another positive test will result in expulsion.

It is our goal to be a drug-free school, and we are dedicated to working with the students and parents in a confidential and supportive manner.

■ CLOTHING GUIDELINES

Students are expected to wear functional and attractive clothing to school. At no time should clothing be distracting from schoolwork. Any faculty or staff member has the authority-and responsibility-to enforce the clothing guidelines. After clear warnings are communicated to a student, parents will be contacted and suspension may follow. The school reserves the right to send a student home who is deemed to be inappropriately dressed.

ALL SCHOOL

This section applies to all HVS students. Specific Lower School and High School rules follow.

Outdoor activities are a regular part of the school curriculum at HVS. Students should have footwear and other clothing appropriate to the season, including gloves, hats, and warm outdoor clothes in the cold weather.

- Students should dress in layers to accommodate changes in a day's weather conditions.
- Clothing may not expose undergarments/underwear.
- Students must wear shoes at all times. Closed shoes are required for Shop and Projects classes. Heels shorter than three inches are acceptable (no stilletos).
- For Games and Physical Education classes, students must have sneakers and clothing that allows for vigorous movement and play.
- For Eurythmy classes, pants or skirts should not drag on the floor; sleeves should not cover up the hands.
- No hats or sunglasses may be worn inside the classrooms.
- Short shorts or short skirts (fingertip rule) are not acceptable with or without stockings.

Lower School (Grades 1–8)

Students are expected to comply with the above all school rules. In addition:

- Clothing worn indoors must be free of writing and pictures. (Brand logos must be unobtrusive.) Exceptions will be made for HVS or other Waldorf school clothing.
- Clothing must not be torn, ragged, or immodest.
- Sheer leggings are not acceptable as pants.
- Fishnet stockings are not acceptable.
- Pants must fit so that pant legs do not touch the ground.
- Students may wear sleeveless blouses in warm weather (but no tank tops, halter tops, spaghetti straps, or undershirts). Shirts may not expose the midriff or have a low-cut neckline.
- Shirt sleeves must not cover the hands.
- Hair must be well groomed, must not cover the eyes, and must be a natural color. No controversial hairstyles, which may distract from the school day, will be allowed. For example: shaved heads (medical reasons are exempt) are not permitted. Please check with teachers before experimenting with a controversial style. Extenuating circumstances may be brought to the faculty.

- Only minimal jewelry is allowed (small earrings are allowed only in the ears, simple necklaces, etc.). Extenuating circumstances may be brought to the faculty.
 - Cosmetics are not allowed.
 - Nail polish is not allowed in grades K–5. Starting in grade 6, students may wear nail polish provided it does not become a distraction. Nail polish may not be applied at school.
 - Hair may not be dyed.
 - Flip-flops are not permitted.
 - Tattoos are not permitted.

High School

Students are expected to dress in compliance with above all school rules. In addition:

- Earrings and a single nose stud or ring are allowed as pierced jewelry in school. Other visible piercings must be removed during the school day.
- Students may not attend school with discriminatory or distracting images on their clothes or skin.
- Tattoos or other designs on skin must be able to be covered by hair or clothing during the school day.
- Students may not wear strapless tops/dresses or shirts that expose the midriff.
- For safety reasons, students must have no exposed skin on legs in the Lab and in the metal forge.

Dress Code Noncompliance Procedure

The procedure below will be followed for students who do not adhere to the dress code.

- **1st infraction:** The student is given a verbal warning by a faculty member or administrator. This warning is recorded. The student must change or adjust clothing to adhere to the dress code.
- **2nd infraction:** The student will be expected to change or adjust clothing to adhere to the dress code. The second infraction is recorded. The student's parents or guardians are contacted by phone or email by the class teacher or advisor. If a student is unwilling to change, the faculty may opt to send the student home. If this step takes place, a meeting with parents, student and the class teacher or advisor will take place to review the situation and agree on a plan going forward.
- **3rd and continued infractions:** The parents or guardians are contacted, the student is sent home and a meeting with parents, student and class teacher or advisor will be take place to review the situation and agree on a plan going forward.
- If after the above steps have been engaged with infractions continue, there is the possibility of further disciplinary action pending a decision by the class teacher or advisor and, at least, the school director. This disciplinary action could range from a relevant assignment to suspension.

■ CONCERT DRESS / ASSEMBLY DRESS

Black-and-white concert dress must be worn on all occasions when the chorus or orchestra is performing. This includes all-school assemblies and concerts as well as public performances. Specifically, this means:

Black pants or skirts (no blue jeans) and white long sleeved shirts with collars, or white blouses, black shoes (no sneakers).

T-shirts and jeans are not appropriate for concert dress.

Assembly dress should be worn for special school occasions (for example, the opening day Flower Ceremony, Thanksgiving assembly, etc.). These clothes should follow the guidelines for concert dress, but may include colors other than black or white. T-shirts and jeans are not appropriate for assembly dress.

■ MEDICAL INFORMATION

Hawthorne Valley Waldorf School follows New York State guidelines regarding dealing with communicable diseases. This includes policies and protocols to deal with diseases from chicken pox to head lice, and addresses treatment and when the child is permitted to attend school after such a condition. A copy of these guidelines is in the main office. Please stop in if you have any questions.

Health and Medical Support - Hawthorne Valley Waldorf School strives to provide health and medical support, to the best of its ability, to all enrolled students. This goal is achieved using a variety of resources.

HVS has a part time Nurse on staff to tend to the physical and social health needs of all students. The nurse has a medically-equipped office and is able to care for chronic and acute illnesses, administer medications and develop school care plans.

As a private school in New York State, we can avail ourselves of the medical staff currently employed at the student's home public school district. The public schools have a full complement of staff including doctors, nurses, and other medical professionals.

We have faculty and staff currently trained in first aid and child and adult CPR. They work in areas throughout the school including Kindergarten, Lower School, High School, and administration. Their certifications will be renewed as needed.

We have several first aid kits, located throughout the school, which are stocked with a variety of bandages, ice and warm packs, and other medical supplies. We have an AED. In the event of an emergency, the Greenport Rescue Squad Philmont Fire Company EMS Response Team can respond to a 911 call within minutes.

■ TRANSPORTATION

A student whose school district lies within fifteen miles of the school (by the shortest available bus route) is entitled to free busing by his or her local school district. (Those districts are Taconic Hills, Hudson, New Lebanon, Ichabod Crane, and Chatham.) If a student lives beyond the fifteen-mile limit, but bus service is provided to Hawthorne Valley Waldorf School for others in that student's district, transportation may be arranged through the district. **Parents must request transportation for their children. Information is available from your local school district. Busing request forms must be returned to the local public school district.** Forms are distributed in the spring for the following year. School districts require that the forms be filed by April 1.

By order of some of the school districts, bus drivers may not transport students who live outside the school district that they serve. We encourage parents to check with their own district.

Repeated misbehavior by a student may lead to a report by the bus driver to the school district authorities, resulting in exclusion from busing privileges.

Students who normally travel by bus and wish to go home by other means must bring a note from home to the class teacher. Telephone arrangements from school are discouraged.

■ LOST AND FOUND

All indoor and outdoor clothing should be marked with the student's name. Parents and students may look for lost clothing at any time in the Lost and Found bin (by the back entrance to TuRose). When the bin is full a notice is posted in the school bulletin as to when the bin will be emptied. After the stated deadline, we remove any clothing left in the bin and give it to charity. Clothing or other possessions left behind over the weekend or vacations cannot be collected until the next school day.

■ ANIMALS IN THE CLASSROOM

Hawthorne Valley Waldorf School is committed to creating and maintaining a safe and hygienic learning and play environment for the students, their families and visitors. In order to achieve this, we ask the following:

- No pets be allowed on any playfields or play areas.
- Pets be walked only on the far end of the school parking lot, and all pets be cleaned up after as needed.
- All pets be leashed and restrained at all times.
- All pets be kept out of all school buildings.
- The following procedure is required for “educational animals”:
 - Levels (K, LS, HS) in which the animal(s) will be utilized will review and approve the use and time frame for all situations. The approval should be announced in Full Faculty meeting (or minimally to the Cleaning and Maintenance staff).
 - In the event that an animal is approved for an educational visit, the following rules apply:
 - Animals in buildings for educational purposes are the responsibility of the teacher for whom the animal serves.
 - Sick or ill animals will be removed and not be allowed in any buildings.
 - When applicable, records of vaccinations be kept on file.
 - Dogs will require sufficient training before being introduced to the classroom. Dogs should not bark at, jump on, or lick people.
 - All animals be housed during class and be restrained at all other times.
 - Persons in contact with animals wash hands with soap and warm water.
 - Cages and bedding be cleaned or washed bi-weekly or when soiled.
 - Animals and classroom be kept clean. Classrooms will be thoroughly vacuumed and mopped with anti-bacterial soap during any extended break (i.e. Thanksgiving, Winter/New Year, Midwinter, Spring) as arranged by class teacher.

■ SCHOOL LIBRARY

The school library, open to students and faculty of Hawthorne Valley Waldorf School, contains a wide range of books appropriate to all grade levels in the school.

Parents are welcome to visit the library often during the year. Library volunteers are most welcome! Students may use the library only with a teacher or adult library volunteer in attendance.

■ HIGH SCHOOL SPECIFIC RULES

- **Plagiarism and Cheating** - Plagiarism includes, but is not limited to, presenting as one’s own work an idea or product taken from another source, or using another person’s ideas, concepts or language without proper documentation. To avoid plagiarism, students must cite everything that is not the direct result of their own thinking. Paraphrases (the translation of facts and ideas into your own words) must also be cited. Single words or phrases that are particularly appropriate or illuminating, the organization of ideas and the ordering of examples given in a source, must all be documented.

The School defines cheating as availing oneself of the means to cheat and facilitating the capacity of another to cheat. Cheating includes, but is not limited to:

1. Taking notes or unauthorized aids (including wireless communication devices) into a test, examination, or quiz.
2. Copying from, or being influenced by, another's work while doing homework or during an assessment of any type.
3. Use of help on homework, tests, or written work which is beyond the limits specified by the classroom teacher.
4. Giving unauthorized aid to another student, allowing another student to copy work, or allowing another student to present "borrowed" work as original. In cases where one student aids another in this fashion, both are subject to disciplinary action. Please remember that it is the responsibility of each member of this learning community to maintain and model the highest standards of personal and academic honor, honesty and integrity. Those with questions about academic honesty/integrity should consult with their teachers, advisor, or High School administrators.

• **Lying With Respect to Academic Matters** -

Students must be entirely forthright in their discussions about academic matters. Any lying with respect to academic matters may subject them to disciplinary action. Examples of lying with respect to academic matters include, but are not limited to, the following: lying about the completion of academic work, lying to avoid satisfying an academic obligation, and lying about the electronic submission of assignments. In addition to a decided-upon consequence, students determined to have lied, plagiarized, or cheated will generally be awarded no credit for the work in question.

• **Sexual Intimacy and Displays of Affection** -

Hawthorne Valley High School is concerned about the physical and emotional health and development of its students. The school recognizes that sexual intimacy is a very private matter, yet it also feels the decision to be sexually intimate requires a high level of mental, physical and emotional maturity for which most teenagers are not well prepared. Therefore, Hawthorne Valley Waldorf School considers intimate sexual contact between students on campus unacceptable and reserves the right for disciplinary action. New York State Law stipulates that any person who engages in sexual intercourse with a person less than 17 years of age is subject to prosecution under state law. Often referred to as Statutory Rape, sexual activity with a person under 17 can never be considered consensual - that is, it is always considered rape. In addition, public displays of affection that are overly physical or explicit are not appropriate in the environment of the School. Students must conduct themselves in a manner in which others are not offended.

- **Harassment** - All members of the community have the basic right not to be harassed. Harassment entails behavior that is inappropriate and that should not take place through ignorance or thoughtlessness. The School recognizes and respects individual differences in background with regard to culture, race, ethnic origin, religion, gender and sexual orientation. Inappropriate behavior, either verbal or physical, that demeans or offends others is unacceptable. It includes unwelcome physical advances, unwarranted verbal remarks, derogatory statements or discriminatory comments, and can occur between two individuals or groups of individuals. Telephones may not be used to harass others through anonymous calls, repeated unwanted calls, text messages, or obscene calls.

- **Bullying** - Hawthorne Valley Waldorf High School adheres to the New York State Dignity for All Students Act that regards hazing and bullying as crimes, which makes it unacceptable at our school.

Bullying has been described as an unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential of being repeated, over time. Bullying can occur before and after school hours, in a school building or at locations such as on a playground or on a school bus while a student is traveling to or from school, or on the Internet. Students who are bullied and those who bully others may potentially have serious and lasting problems. According to the United States Department of Education (USDOE), www.stopbullying.gov/what-is-bullying/definition/index.html, bullying generally involves the following characteristics:

- An Imbalance of Power: Students who bully others use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others.
- Power imbalances can change over time and in different situations, even if they involve the same people.
- The Intent to Cause Harm: Determining the intent of an individual who demonstrates bullying behaviors may be difficult. The perception of the person who is the target of those behaviors should also be considered.
- Repetition: Bullying behaviors generally happen more than once or have the potential to happen more than once.

- **Procedures for Addressing Harassment, Hazing and Bullying** - Individuals might unintentionally act in a manner that others experience as harassing or humiliating. Attempts to justify such behavior as a 'prank' or 'joke' do not change its harassing nature if the object of the joke is not a willing participant. Whenever possible, explaining the unwelcome and inappropriate nature of the behavior to the offender should precede more formal action. Individuals who believe they have been a victim of, or are aware of, unlawful conduct should report the alleged incident to a Hawthorne Valley Waldorf School administrator or faculty member. In all situations which reflect harassing, hazing or bullying behavior, the school will intervene immediately to investigate the situation and respond in a timely and direct manner to address the behavior. In all cases, a prompt, thorough and fair investigation of the circumstances will be undertaken. The utmost discretion will be used, consistent with the requirements of the law in the conduct of the investigation. If an investigation indicates that an inappropriate or unlawful act has, in fact, occurred, immediate and appropriate disciplinary action will be taken, up to and including dismissal. Students should immediately report any incidents of bullying, harassment, hazing, or improper sexual activity to any faculty member or administrator of the School. For more information regarding the School's policies in this area, students are encouraged to meet with an administrator of their choice.

When it has become known that a student has run afoul of any of the guidelines outlined above the following procedure occurs:

- Available teachers meet and share information known at the time.
- The student is met with by those teachers (and possibly someone from the High School administration) to hear the student's perspective on the incident in question.
- Consequence decisions are made based on our policies and the information gathered.
- Parents are will be notified of the incident and the consequences.

- **Evaluation** - If a student fails a class during an evaluation period, a meeting will be scheduled to find out what happened. Present at the meeting will be the parents, advisor, teacher, and student. Goals and outcomes will be established at the meeting with part of the agreement being if the student fails one more class then the student will be put on academic probation (different from behavioral probation), with an evaluation meeting in six weeks. If no improvements are documented, then the spelled out consequences will occur. If a student fails four classes in a year, that student will not be invited back for the following year. If a senior fails four classes senior year, that student will not be able to graduate. Extenuating circumstances may be brought to the faculty.

- **Electronic Communication Devices** - Electronic Communication Devices are not to be used during school hours. Electronic Communication Devices will be confiscated if seen by teachers and returned to the student after school. Repeated violations will result in the device being held until the parent retrieves it from the High School Office.

The faculty and staff of Hawthorne Valley Waldorf School are prohibited from engaging in any social media contact with students. This includes Facebook friends and any other social media interaction between students and faculty or staff. Exceptions are made for school media pages associated with our sports program.

- **Computer Use and Printing** - 11th and 12th grade students are welcome to bring their laptops to school (9th and 10th with permission). In general, laptops may not be used during formal classes but may be used during study halls and recess periods with teacher permission. While much school work is handwritten, some specific assignments may be typed on the computer. If you are typing assignments, you are required to have a printer at home. Printing at school is reserved for emergencies; you must have the documents saved on your USB flash drive in order to be able to print at school.

- **Driving Privileges** - High School students with valid driver's licenses may drive to school and park in the school parking lot. Students must register with the High School office if they drive to school. Driving privileges will be revoked for unsafe driving, or disrespectful behavior in the parking lot, as determined by the High School.

- **Farm Store** - Students are permitted to use the Farm Store during morning break time or at lunchtime. They need to remember that the Farm Store is a place of business and conduct themselves appropriately.

Any shoplifting will be dealt with as follows:

After the first shoplifting incident, the student's parents and the Hawthorne Valley Waldorf School High School chair will be notified. The student will be banned from the store for 90 days. If the same student shoplifts again, the Farm Store may call the police and additional consequences will follow.

- **Lockers** - Lockers are assigned to each High School student (and at times, to eighth grade students as well). These lockers are to be used for coats, books, lunches and other items that the student may bring to school. They should be kept in a neat and orderly manner throughout the school year. When they are emptied in June of all personal belongings, the locker should be left in the same condition in which it was found in September. If additional cleaning is required, a \$25 cleaning fee will be assessed. Any repair work will be billed at actual cost. Hawthorne Valley Waldorf School needs the strong social environment provided by parents and teachers working together to best serve the educational mission. The following expecta-

tions, suggestions, and rules are intended to help create the needed support.

- **Attendance** - It is expected that parents will help students maintain uninterrupted and punctual attendance at school. If teachers and parents have a good relationship around punctuality and attendance, the students will learn reliability, respect for others, and will experience the strengthening of the will that comes from consistent effort.

The rhythm of daily, weekly, and seasonal cycles is important to the well-being of the child. In a Waldorf school, subjects are taught in blocks, or units, that are built one upon the other. Experiences that are missed are not easily made up at another time. If specific circumstances make a lengthy absence necessary, early consultation with the class teacher or High School advisor is essential. Extending regular school vacations by leaving early and/or returning late is strongly discouraged.

Parents should inform the class teacher or advisor in writing of any circumstances in the home that might affect a child's attendance or behavior.

VII. SUPPORTING STUDENTS AT HOME

■ MEDIA EDUCATION AND GUIDELINES FOR USE OF TECHNOLOGY

Hawthorne Valley Waldorf School honors each child's capacity for creative imagination, independent thinking, and positive action. We are dedicated to the healthy development of each individual's physical body, will initiative, social and emotional well-being, and intellectual development. Therefore, Hawthorne Valley Waldorf School is a cell phone free environment during school days – 7:30 a.m.-4 p.m. We ask parents to respect this, and not to use cell phones inside school buildings nor in the immediate surrounds. In order to be most effective, Waldorf Education must be supported by lifestyle choices that appropriately protect and nurture the child in order for the development of multiple intelligences to be healthy and balanced. Inappropriate exposure and unsupervised use of electronic media adversely influences the child's development. Our approach to Electronic Media* Education is based upon the following principles which direct developmental guidelines for the student's appropriate use of technology and media. Most importantly, it is our goal to increase awareness of electronic media's influence on learning throughout the stages of childhood development, as well as how it impacts the human experience of relationship and culture. As an educational institution we are committed to ongoing research and discussion for faculty, parents, and students in this area.

• Seven Principles for Guidelines in Media Education

- Honor and understand the developmental needs of children.
- Create healthy social life in the human experience for each individual, family, and community.
- Support the development of “will” in the education of the young person.
- Study and document current research related to media/technology and the short and long term effects of its use.
- Teach young people responsible use of technological tools and media communications. (Explore the motivations behind mass marketing and advertising).
- Build community awareness to embrace healthy lifestyle choices, capacities for critical thinking, and selectivity skills as they pertain to media.
- Reflect to deepen our understanding and discernment in the area of electronic media education. How do we assimilate experience and information in order to build understanding, knowledge, and wisdom?

*For purposes of this policy, “Electronic Media” includes television, movies, computers and all other video and audio devices including cell phones, personal digital assistants, video games, and music/mp3 players. The scope of this definition may well change as media technology and its applications evolve.

• Media Guidelines that Grow with Your Child

Hawthorne Valley Waldorf School educates its students as they grow and develop. Each stage of development, from early childhood to the adolescent years, is supported and nurtured through an intentional curriculum and pedagogical approach. We have found that electronic media in all forms, regardless of its content, interferes significantly with the children's ability to fully experience their environment. It renders them less capable of taking initiative and participation and attentiveness in group activities.

Researchers from many perspectives now agree that electronic screen media in any of its forms can hinder a child's ability to learn. It is important to realize that it is not just the content of programs we are concerned about, but also the way television, video technology, and computers adversely affect the children's ability to form their own mental pictures, to develop imaginative and creative play and to engage in healthy

movement. Children, especially in the early years, learn so much about the world through direct experiences. The passive nature of media diminishes opportunities for meaningful interaction with the world around them.

• **Nursery through Kindergarten**

Before the age of seven, children benefit from being sheltered from the images and content of television, film, and computer-generated games and entertainment.

Exposure to these images can have a profound, negative effect on the imagination of the growing child. Because the child learns through imitation, all that is experienced by the child is expressed in play. It is our goal to allow the child to participate in healthy social emotional learning through the processing of true life experiences in play, free from the influence of media imagery and mass marketing. For the foundation of life-long health and later academic education, these early years build critical neurological developmental pathways. It is most important that the child has true sensory experience in their environment and real human interaction in their relationships. **The School asks that parents affirm their commitment to keep their children free of exposure to electronic media in order to protect the young child.**

• **Lower School (First Grade through Fifth Grade)**

Maintaining the integrity of the classroom throughout the grades is important everywhere, and at Hawthorne Valley Waldorf School we want our students to come to school uncluttered by excessive images from the media. The importance of a free imaginative life is paramount, and in these years the education relies on pictorial content as a center of the education. To preserve the quality of the education, the School asks families to provide an environment that preferably eliminates or seriously restricts exposure to the images and content of all media for this age group. Our emphasis on hands-on learning without the aid of computer technology in the early grades is a fundamental aspect of our pedagogy.

Today, a diversity of organizations agree on the negative effects of media on growing children. They cite both the passiveness engendered in children from these programs and the connection of the content of the media to anti-social behavior such as bullying and violence. The American Academy of Pediatrics has conducted several conclusive studies that have borne out the negative effects on a child's imagination and behavior through exposure to television programs, films, computer games, and computer entertainment.

Many of the images and content of internet sites are the antithesis of what we are trying to achieve in our education. Parents should be vigilant in understanding the issues and challenges presented to their children at a still impressionable age and guide them to make appropriate choices. Most importantly, before the age of 12, children do not have the inherent capacities for critical thinking and discernment.

We ask that students from first through fifth grade not bring electronic devices such as cell phones to school. If it is necessary for a child in these classes to have such an electronic device, it must be checked into the Main Office upon arrival and remain there during the course of the school day.

Throughout the grades, discussions in class meetings will touch upon child development and age appropriate introduction to electronic media and tools of technology. It is important that, as teachers and parents, our educated awareness regarding the influences of media on learning can be earnestly and honestly discussed. Our media guidelines are created so that Waldorf education can most successfully meet the needs of your child.

• Middle School (Sixth, Seventh and Eighth Grade)

We strongly recommend that students in these vulnerable years of early adolescence be consciously educated in the use of electronic media under the guidance of parents and teachers working together. Internet use at this age should be guided in the presence of a supervising adult, and students should not have private use of the internet or other social media devices without supervision.

The advent of social networking, the prevalence of internet access on cell phones, as well as the quick ability to send photographs to others, including social network sites from both computers and cell phones, has resulted in inappropriate behaviors such as “sexting” or cybernet bullying. Most students do not understand the possible negative ramifications of what they post on the internet and need guidance and support from parents to avoid pitfalls that could have far-reaching consequences for their success in the future.

We ask that parents completely eliminate student access to all electronic networking sites. These sites (such as “Facebook” and “Instagram”) pose a significant and well-documented threat, not only to children’s safety, but to their ability to interact in socially healthy ways.

Video Games: Children of this age should not have access to video games, including online game sites. Video games can be addictive and can adversely impact students’ work as well as the social life of the class.

As a general rule, students in Sixth through Eighth grades should not bring electronic devices such as cell phones to school. If it is necessary for a child in these classes to have such an electronic device, it must be checked into the Main Office upon arrival at school and remain there during the course of the school day.

For this age student, we request limited exposure to recorded music during the week and only selected supervised and limited exposure to television, videos, and films on weekends only (i.e., not on school nights).

With guidance, internet research may be included as a lesson plan by the class teacher during these years but only after an internet safety orientation has been given to the students. Parents will be notified if the use of technological media is being requested by the class teacher in a homework assignment.

• Technology and Media in the High School (Ninth Grade through Twelfth Grade)

Waldorf education strives to develop well-rounded human beings, and gives students the capacity to engage in the world through their imagination, thoughts, and deeds. In the High School years, we recognize the critical importance of delivering an educational program that integrates digital media and technology as developmentally appropriate.

At Hawthorne Valley Waldorf School, High School students have access to in-school computer use (available in the office of the High School Chair). We recognize that technology is an essential component of academic research, a stimulant for intellectual exploration, and a threshold into global inquiry and dialogue. Computers are used for research, writing papers, and to word-process many of the main lesson books created by the students. During daily classes, students may be assigned to prepare presentations in powerpoint, video, or other formats. Students are taught important information about plagiarism, footnotes and citations, and formatting guidelines for college submissions.

We stress to our families that there are still serious concerns for the healthy social and emotional life of the adolescent regarding the content of television, film, and electronic media. We also worry about the access adolescents have to the wide and mostly uncontrolled media available on the internet. Many students do not understand the possible negative ramifications of what they post on the internet, and need guidance and support from parents to avoid pitfalls that could have far-reaching consequences for their success in the future. We ask that High School parents be vigilant in understanding the challenges presented to their children at this impressionable age, and therefore guide them to make appropriate choices.

- **High School students are not allowed to have personal electronic devices in school.**
- **If it is necessary for a student in these grades to have such an electronic device, they must submit their device to their Main Lesson teacher at the start of the school day. The device will be returned to the student at the end of the school day.**
- **Students are encouraged to leave such devices at home. If it is necessary that a student have access to their device directly after school, then the student is to leave the device in the Main Office upon arrival at school.**
- **If a student is found with a personal electronic device while at school, it will be confiscated and we will contact the parents to discuss the situation.**
- **Extenuating circumstances (using device as translator, for example) will be considered on an individual basis.**
- **If a teacher observes a negative impact due to media use on a child's individual or social behavior, or on their academic performance, the parents will be invited to meet with the teacher and the High School Chair to find an appropriate solution.**

• **Healthy Social Life**

The principles directing the evolution of our guidelines for media education and technology are based upon the wish to affirm and facilitate a healthy social life for the individual, family, and community. By following the above guidelines and engaging in ongoing conversation and research, we hope to build a culture that is increasingly sensitive to the developmental needs of the growing child.

It is our goal for the young adult who emerges from this journey of education to be a free thinking individual. To be with the skills and strong will needed to enter adulthood and approach life's tasks with an eye for excellence. The masterful navigation of the tools of technology as well as the appropriate use of electronic media will be part of their capacities.

We are grateful for the insightful guidance (and strength of will!) demonstrated by our supportive parent body in joining with us to achieve this goal. Can we build a culture where there is a balance to the ever present, increasing hold that electronics has over our ability to be present? We are willing to strive toward such a goal. As we engage with this task, we ask that all adults, teachers, and parents as well, turn off hand held personal electronic devices as much as possible when entering the Valley. Such consciousness of presence is a gift to our multi-generational community.

A bibliography of books and research on the impact of electronic media and technology on child development and education is available through consultation with the Media Education Committee. Many of these books can be checked out of our school library. Questions about the above guidelines can be voiced to faculty who are members of our Media Education Committee.

It is the policy of the school that faculty may not interact personally with students on any social media sites.

VIII. HAWTHORNE VALLEY ASSOCIATION

Hawthorne Valley Association (HVA) is a nonprofit 501(c)3 organization promoting social and cultural renewal through the integration of education, agriculture and the arts and is committed to environmentally sound land management as the basis for sustainable economic success. By exploring the dynamic relationships among education, agriculture, the arts, economics, and science, Hawthorne Valley hopes to foster sustainable forms of human endeavor that enhance the quality of life for ourselves and for future generations.

Through the production of food, the integration of people and landscape, sensitive land stewardship, the education of children and adults, the offering of cultural enrichment, and scientific inquiry, Hawthorne Valley Association advances its mission while providing a healthy social environment for those individuals who work, live and visit here.

■ BRANCHES OF HAWTHORNE VALLEY ASSOCIATION

■ HAWTHORNE VALLEY FARM

- **Hawthorne Valley Farm** is a modern, full-scale, diversified 900-acre farm operating in accordance with the biodynamic method, which treats the land as a living organism. The Farm offers apprenticeships in biodynamic farming. The Farm Market Garden grows vegetables for our CSA serving 300 members through four distribution groups, and also for sale through the Green Market. The Corner Garden grows vegetables for our store, deli, and educational programs.
- **Hawthorne Valley Creamery** receives fresh Biodynamic® whole milk from the farm and processes it into a variety of dairy products, including raw milk sold at the Farm Store, whole milk yogurt, aged raw milk cheeses and fresh cheeses.
- **Hawthorne Valley Bakery** produces fresh breads and other baked goods daily using all organic ingredients. Several of the breads are made with grains grown on the Farm.
- **Hawthorne Valley Kraut Enterprise** produces lacto-fermented products from organic ingredients.
- **Hawthorne Valley Farm Store**, a full-line natural food store, is open every day year round (except for a few selected holidays) and offers a unique selection of biodynamic and organic products.

Store hours are: **Monday through Sunday 7:30 am to 7 pm**

■ PLACE BASED LEARNING CENTER

Since 1972, farm-based education has been integral to the mission of Hawthorne Valley and part of our daily work. Over the years, these hands-on, experiential educational learning opportunities have grown from serving visiting school groups to offering weekend workshops for children and adults, providing farmer training, and crafting special family and group activities. All of our programs seek to reconnect people of all ages to the living land. The full range of programs include:

- **Visiting Students Program:** One of Hawthorne Valley's founding place-based educational programs, the Visiting Students Program (VSP) embraces its mission to nurture a child's innate interest in the world around them. Children are engaged in hands-on farm experiences while they work, play, learn and live together on a biodynamic farm. Classes from Waldorf schools and other independent and public schools

from throughout the Northeast and Mid-Atlantic stay on the Farm for a one-week immersion integrating farm and nature experiences. Hawthorne Valley Waldorf School students in grades 3 and 9 each spend a week at the VSP Main House participating in this unique farm experience.

- **Overnight Farm Summer Camps:** The summer camp program at Hawthorne Valley Farm welcomes 8 to 16-year-olds for 1 to 3 weeks of camp at the farm. The younger children engage in farm and nature activities such as riding horses, farm animal care, swimming, archery, hiking and enjoying our children's garden. Teenagers from ages 12 to 16 spend their days working on the commercial farm, alongside Hawthorne Valley farmers and apprentices, learning about farms, food systems, and sustainable agriculture, and challenging themselves through hiking, canoeing and living in the outdoors. All of the campers eat whole organic meals prepared from scratch and are able to fully appreciate the rhythm of the farm.
- **Farm Beginnings:** Aspiring and current farmers, farmers in transition, second career farm entrepreneurs, and landowners interested in developing farming enterprises on their land attend the various courses and events. The Farm Beginnings Whole Farm Planning Course includes 63 hours of class time over four months, along with field days and individual mentoring sessions. Sessions include creating strategic timelines and financial plans, marketing and distribution planning, developing farm enterprises, and learning about land access and lease agreements
- **Farm Tours:** Farm tours are offered upon request. Visitors get a "behind-the-scenes" glimpse of a working farm, touring the food production units, our barns and greenhouses, and meet some of the livestock. Visits can be customized to meet the interests of individuals, families, and groups.
- **Children's Day Program:** Our programs engage children of all ages in meaningful agricultural experiences both on the farm and in the classroom. We work with schools to develop custom-tailored agricultural experiences both on and off the farm. We welcome field trips to the farm, which typically include a tour and a chosen farm-based educational experience. Students participate in real farm work catered to their age group. Programs during the school year include in-school visits, Classroom Connection field trips, and the Farm Explorers After-School program. In the summer months, Kids Can Cook connects children ages 8 to 13 to the wonder and beauty of nature through food, nutrition, farming, and participation in traditional crafts.
Visit www.HawthorneValley.org for more information about all of our farm-based education programs.

■ FARMSCAPE ECOLOGY PROGRAM

The Farmscape Ecology Program does research and education relating to the ecological role of agriculture in our landscape. In collaboration with the Columbia County Land Conservancy and the Nature Institute, it explores and promotes the inclusion of farming in future regional land use. The FEP's main offices are located in the Creek House on Harlemlville Road. For more information, contact Conrad Vispo at 518-672-7994, e-mail fep@hawthornevalleyfarm.org, or consult www.hvfarmscape.org.

■ ALKION CENTER

The Alkion Center is pleased to offer two distinct adult education programs. The first is the Foundation Studies in Anthroposophy, and the second is the Teacher Training in Waldorf Education. The Foundation Studies in Anthroposophy program is designed to guide the participants through a cohesive sequence of group study, artistic practice, and specialized seminar/workshops. Grounded in the path of inner development outlined by Rudolf Steiner, the goal of these courses is to awaken the individual to the working of the spirit in the human being, nature, and society. The Teacher Training course offers a comprehensive study of Waldorf education, based on Rudolf Steiner's profound insight of human needs and of the growing child. For further information on our programs, please contact Martina Müller at mmuller@hawthornevalley.org, or consult www.AlkionCenter.org.

■ ADONIS PRESS

Dedicated to science, art, and the human spirit, Adonis Press publishes books and other materials. For further information contact John Barnes at 518-325-1100 or adonis@fairpoint.net or visit www.AdonisPress.org.

■ CENTER FOR SOCIAL RESEARCH

The purpose of the Center for Social Research is to conduct empirical research and to confirm the value and efficacy of social threefolding, the principles of associative economics, and the social laws of consciousness that Rudolf Steiner and others have established, in order to contribute to the current debate about the redesign of the Western economic and social systems. Current areas of research include education issues, local food economies, currency reform, and the Fundamental Social Law. For information contact Gary Lamb (glamb@thecenterforsocialresearch.org) or Christopher Schaefer, Ph.D., (christopherschaefer7@gmail.com) or visit www.TheCenterForSocialResearch.org.

■ FREE COLUMBIA

Free Columbia Art courses are intensive explorations into art. Currently an eight month painting course is available, as are week-long intensives in the summer and winter, after school classes for children, once a week practical arts classes, evening lectures, a study group, music performances and once a month movie nights. For more information contact freecolumbiaart@gmail.com or visit www.FreeColumbia.org.

■ TUROSE

Turose is a gift shop located in the administration building of Hawthorne Valley Waldorf School. It carries a wide variety of children's toys (traditional games, cooperative board games, creative card games, and hand-made wooden toys), school supplies (beeswax crayons and wax, paper, colored pencils, and watercolor paints), handwork supplies (wool and cotton yarn, pearl cotton and embroidery thread, silk ribbon, wool, felt, recorders, and tone drums), and locally handcrafted toys (beadwork, dolls, hand-felted toys, and wooden toys).

■ WALKING THE DOG THEATER

Walking the dog Theater creates theater events that inspire, entertain, and build community. Vital aspects of this purpose include: engaging children, youth, and adults in their own creative potential, stimulating artistic life in underserved areas, supporting the work and growth of professional artists, and staging plays, with a special passion for the works of William Shakespeare. Since its founding in 1997, WTD has reached over 50,000 children and young people with its performances, work-shops, and education programs. For more information, visit www.wtdtheater.org

■ PROPERTY USE GUIDELINES

Hawthorne Valley Association is committed to sensitive, responsible land stewardship that fosters opportunities for healthy, balanced interaction between people and landscape. To remain true to our mission and to ensure the safety and enjoyment of all, the following rules and guidelines should be adhered to by any and all who make use of Hawthorne Valley Association properties.

- **For the safety and well-being of all, children under fourteen years of age must be supervised by, and in the presence of, a responsible adult at all times while anywhere on HVA property!**
- Hawthorne Valley Association is a day-use facility. With the exception of the VSP Summer Camp, Wilderness Ways, and other officially sanctioned events, HVA cannot accommodate overnight camping, fires or parties. Arrangements for special events should be made through the office of the Campus Services of HVA.
- Use of the Farm Pond is limited to the VSP Summer Camp and the Wilderness Ways Camp under the supervision of their trained and certified lifeguards. For the safety and hygiene of all concerned, HVA must reserve the pond for these programs. The fire pond is off limits to swimming.
- Students of Hawthorne Valley Waldorf School and their guests may use the basketball and volleyball courts until dark, and outside groups may do so by pre-arrangement made with the Hawthorne Valley Director of Campus Services.
- Motor vehicles should use roads and the parking lot unless otherwise directed (e.g., during fairs). Please do not drive or park on the lawns.
- The use of alcohol, drugs, or any other illegal substances anywhere on HVA property is strictly prohibited at all times.
- In respect to the residents of Harlemlville, we ask that due consideration be exercised when it comes to noise. Excessive noise, the use of radios, CD players, etc. are not permitted in any outdoor area.
- Please keep Hawthorne Valley beautiful by responsibly dealing with all of your trash and pitching in if someone else has forgotten the importance of tending our space.
- For the safety of all concerned, including your pet, we ask that all animals be restrained at all times. In consideration of the children and others who enjoy playing on the grounds, we ask that you clean up any mess that your pet may make.
- We warmly invite you to enjoy the beauty and healing qualities of the Hawthorne Valley landscape by exploring the fields, woods, and streams, and we ask only that in doing so, you honor our commitment to sensitive land stewardship and balanced interaction by using established paths, trails, and roads or the edges of fields so as not to harm crops growing in the fields. Please return gates to the position in which you found them.
- Please refrain from feeding any farm animals that you may encounter on your visit.
- At HVF we strive to raise all our animals in as natural an environment as possible. As a result we do not use artificial insemination to breed our cows, we have bulls to do that. Please do not disturb the cattle in their respective pastures as the bull will take offense to that.
- Please respect that you are on private property, and that our ability to share the benefits of the use of this property with future visitors depends on you.
- Responsibility for your actions and ultimate safety rests solely with you.

Please help us keep Hawthorne Valley safe and beautiful!