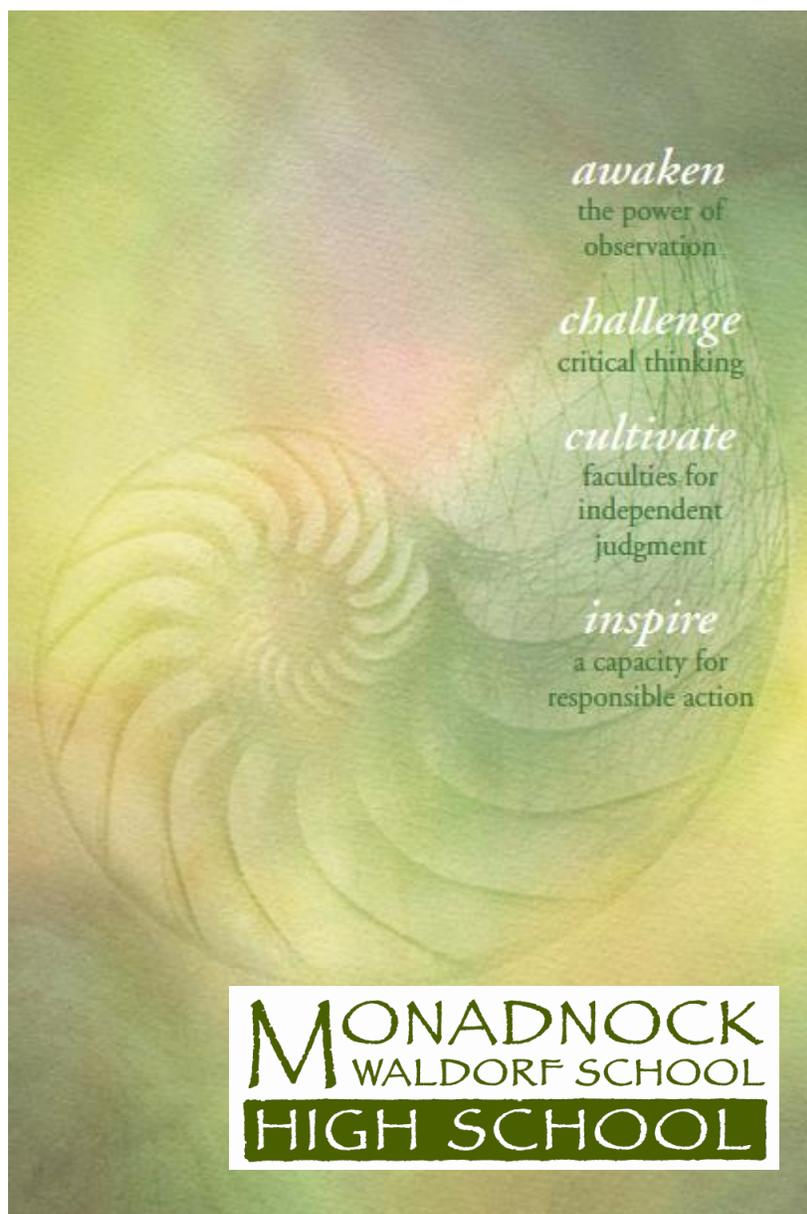


# *Parent and Student Handbook*

## *2015-2016*



Monadnock Waldorf High School: 146 School Street, Keene, NH 03431  
603-903-0064

Administration and Admissions Offices: 98 S. Lincoln Street, Keene, NH 03431  
603-357-4442, fax: 603-357-2955

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

## *Welcome*

to Monadnock Waldorf High School. We look forward to working with you to ensure that you will benefit fully from what the school has to offer. The purpose of this Handbook is to provide some basic information about the policies and procedures of the High School in particular and about the philosophy, policies, and procedures of Monadnock Waldorf School as a whole. If, after reading this, you still have questions, please contact your Class Advisor, Individual Advisor, or High School Chair.

## *The Mission of Monadnock Waldorf High School*

- Awaken the power of observation
- Challenge critical thinking
- Cultivate faculties for independent judgment
- Inspire a capacity for responsible action

Monadnock Waldorf School is dedicated to nurturing young human beings who will be capable of contributing fully to the tasks of life with courage, compassion, and conviction. We strive to foster wholeness and lifelong well being through awakening an abiding love and interest in the world while cultivating the gifts and strengths that are unique to each individual student.

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## Morning Verse

I look into the world  
In which the sun is shining,  
In which the stars are sparkling,  
In which the stones repose;  
Where living plants are growing,  
Where sentient beasts are living,  
Where humans, soul-gifted, give  
A dwelling to the spirit.

I look into the soul  
That lives within my being.  
The World-Creator weaves  
In sunlight and in soul-light;  
In wide-world space without,  
In depths of soul within.

To Thee, Creator-Spirit,  
I turn my heart to ask  
That strength and grace and skill  
For learning and for work,  
May ever grow within me.

~Rudolf Steiner

## Closing Verse

To wonder at beauty,  
Stand guard over truth,  
Look up to the noble,  
Resolve on the good—  
This leadeth man truly  
To purpose in living,  
To right in his doing,  
To peace in his feeling,  
To light in his thinking.  
And teaches him trust  
In the working of God,  
In all that there is,  
In the width of the world,  
In the depths of the soul.

~Verse given by Rudolf Steiner to the  
students of the first Waldorf school

## Birthday Verse

As on the day you were bestowed on earth,  
The sun and planets ranged themselves in greeting,  
'Til on you prospered swiftly and with strength  
In keeping with the fate with which you came.  
So must you be; you cannot flee from yourself:  
Already thus spoke sibyls and the prophets.  
Not time, nor any powers can destroy  
The form engraved, which nurtures self in living.

~J.W. Goethe, "Daemon" from *Primal Words: Orphic* (1817)

# *Waldorf Education in High School*

*The advent of the Waldorf Schools was...the greatest contribution to world peace and understanding in the [20<sup>th</sup>] century.*

~Willy Brandt, Nobel Peace Prize Winner and Former Chancellor of West Germany

The first Waldorf School began in 1919 in Stuttgart, Germany as a Lower and Middle School for children of the workers of the Waldorf-Astoria cigarette factory. The workers had approached the Austrian philosopher Rudolf Steiner to create an education based on his ideas of human development. Steiner created a *freischule* (free school)—a revolutionary idea for its time in that it was open to all children no matter what their social, religious, racial, and economic backgrounds, that it was coeducational, and that teachers had primary control over the pedagogy of the school with minimum interference from government or economic interests. He also specified that it needed to be a unified twelve-year school.

As children grew up through the grades, Steiner helped to form the first Waldorf High School. Working with colleagues from many subject areas, he developed basic outlines for the high school curriculum. Steiner desired that students be exposed to a wide variety of natural and cultural phenomena and that they learn to become independent thinkers. He wanted their thinking to be illuminated by the light of the heart, cultivated through the arts, and to be of service to mankind.

In adolescence, young people begin to search for truth and to experience the power of thinking. Adolescents ask, “Who am I?” and “How can I make a difference?” In response to such questions, a Waldorf High School strives to prepare students for higher education and the whole of life by fostering:

- ❖ *self-discipline and self-confidence,*
- ❖ *a capacity for discernment,*
- ❖ *real-world competencies, and*
- ❖ *a lifelong desire to learn.*

A Waldorf high school faculty is composed of many specialty teachers who recognize that behind every question stands an inner quest, and whose task it is to help young people recognize wholeness in the diversity and unifying principles throughout the subjects: visual and performing arts and physical education support the sciences and humanities; careful observation and attentiveness trained in the sciences serve the growing artist or craftsperson in his or her skill.

Because of its visionary philosophical base and its innovative teaching methods, the original Waldorf school grew, gaining international recognition and popularity and inspiring the creation of new schools. Today there are over 1000 independent Waldorf schools and numerous initiatives flourishing in 36 countries all over the world, with 160 Waldorf schools (including forty-one high schools) in North America alone. Waldorf schools are independent in every sense, with ties to neither church nor state nor any other institution, but are linked with one another through common educational ideals. To further understand Waldorf education, see the appendix at the back of the handbook for a list of books or visit the website of the Association Waldorf Schools of North America (AWSNA): [www.whywaldorfworks.org](http://www.whywaldorfworks.org).

# *Support and Communications*

## **Individual Advisor**

Upon enrollment at MWHS, each student is assigned an Individual Advisor who tracks the student's academic progress and social well-being, and arranges support as necessary. This advisor is the adult resource for student and parent concerns regarding school life such as homework, relationships with other teachers and students, and academic questions.

Individual Advisors are the adult advocates for their advisees in all areas of their education—academic, social, and emotional. The Advisor is the personal link between parents, the student, and the school, and the person who monitors individual needs, concerns, and triumphs. He or she conveys any issues particular to a student—such as learning differences or special accommodations—to the rest of the faculty, and in turn receives other faculty members' observations, to be shared with the appropriate people. Advisors meet with their advisees regularly; however, students are encouraged to request a meeting with their Advisor any time questions or concerns arise.

We urge continuing students to remain in the same advisor relationship throughout the four years of high school. However, requests for a change in advisor will also be honored when possible. After ninth grade, students may submit their preferences for an Advisor at the start of the school year, using the appropriate Advisor request form obtainable through the HS office. These preferences are honored to the extent possible.

## **Class Advisors**

The role of Class Advisors is best defined as caretakers for the group. Class Advisors lead the students in class meetings, hold parent evenings, organize class functions, help fundraise, and arrange for group trips, including the Senior Trip. Advisors oversee the group as a whole, inform parents of class activities and responsibilities, work with group issues, and look to see that the group learns how to effectively communicate with one another.

Class Advisors 2015-2016:

- ❖ Class of 2016 (Grade 12) Mary Kay Costello and Kristin Powers
- ❖ Class of 2017 (Grade 11) Karl Schurman
- ❖ Class of 2018 (Grade 10) Dan Houghton and Daniel O'Connors
- ❖ Class of 2019 (Grade 9) Mick Falconbridge and Hillary O'Brien

## **Parent Conferences**

Parent conferences typically take place once a year in November, prior to Thanksgiving. All Fall Trimester teachers of the student attend the conference. Parents or teachers may request additional conferences with the student's Individual Advisor or other teachers at any time.

## **Reports and Transcripts**

After the end of each trimester—November 18<sup>th</sup>, March 11<sup>st</sup>, and June 10<sup>th</sup>—the High School Office sends out final grade reports, in December, April, and July. Parents may request an official transcript from the High School Office with two weeks' prior notice.

## **Academic Concerns**

**In keeping with our mission statement, the faculty of MWHS encourages students to take appropriate responsibility for their progress in school.** Any teacher concerned about a student's academic performance in a specific class will speak directly to the student and, if more support is necessary, contact the parents by telephone or email. We make every effort to relay concerns *at the first sign* of a pattern of work below potential, consistently late homework, or issues with health or attention. We endeavor to communicate such concerns no later than halfway through a morning lesson block or a trimester of an ongoing skills class. The teacher will inform the student's Individual Advisor of all communications, and a written record will be maintained. The Individual Advisor may subsequently initiate a conversation with the student and/or parents to devise a plan for remediation.

Any student encountering ongoing challenges in organizing or completing homework assignments will need to keep a Daily Record of Assignments, to be signed by each teacher, taken home for parent review and signature, and returned to the Individual Advisor the following morning.

## **Parent Evenings**

We schedule several parent evenings each year. Meetings typically begin with a discussion of a topic of interest to parents in all grades of the High School, and end with separate meetings of each class with the Class Advisors. MWHS, above all, depends upon parental support. As such, we hope all parents find a way to attend as many meetings as possible.

## **College Counseling & College Visits**

College Counseling services include annual meetings for parents and students on topics such as standardized tests, college selections, the admissions process and financial aid, as well as regular meetings with Juniors and Seniors through their search and application process. Strategies for College (Howard Verman and Todd Weaver) provides MWHS's college counseling services. SFC has many years of experience counseling Waldorf high schools. This year, Karl Schurman serves as MWHS's "in-house" guidance counselor to handle day-to-day questions students may have and to oversee the application schedule.

We encourage students to visit and apply to a range and variety of colleges to find the best match for the individual. We recommend visiting colleges during winter and spring breaks junior year and during the summer before senior year. Return visits to a few schools during the senior year can be important, and seniors should be prepared to use fall break and the first part of winter vacation for such purposes. MWHS supports judiciously planned, limited visits to colleges during the school year.

Visits must be approved, first by the appropriate Morning Lesson teacher, and then by the student's individual advisor. A completed college visit form must be returned to the Office at least one week in advance of the student's departure. Seniors will be allowed up to three missed days without penalty, but are still responsible for all assigned work.

## **Parent Communications**

### **School to Parent Communications**

Most high school messages of an informational nature are disseminated by email. In addition, the Monadnock Waldorf School newsletter, the *Weekly Notice*, is available by email (upon request, we can provide hard copies to students). We ask that parents keep us notified of their current email addresses, and that they check regularly for school communications. Further, we recommend that parents take the necessary steps to ensure that High School email is not diverted to junk mail.

We e-mail packets of information about the upcoming school year to each family during the summer. These packets include a welcome to all students, a calendar of school events, staffing and program information, schedules, a list of supplies, and a reminder of necessary forms due before school begins.

### **MWHS Administration**

Day-to-day practical questions can be addressed by contacting the High School Office at 603-903-0064 and speaking directly to Carol Renzelman, HS Office Coordinator. She also can be reached by email at [crenzelman@monadnockwaldorfschool.org](mailto:crenzelman@monadnockwaldorfschool.org). General HS faculty and pedagogical concerns or other larger issues may go to the High School Section Chair, Kristin Powers ([kpowers@monadnockwaldorfschool.org](mailto:kpowers@monadnockwaldorfschool.org)), at 603-903-0064 or Tari Steinrueck, School Director, at 603-357-4442x637 ([tsteinrueck@monadnockwaldorfschool.org](mailto:tsteinrueck@monadnockwaldorfschool.org)).

## *Curriculum*

In broad strokes, each of the four years in the high school curriculum embodies an underlying theme that helps guide students not just through their studies of the world, but through their inner growth as well. These themes are adapted to each specific group of students and take account of the fact that teenagers grow at their own pace. And yet, one can identify the struggles common to most any teenager. Even though adolescents pass through developmental landscapes at varying speeds, nonetheless they will cover similar terrain.

One can summarize the Waldorf High School curriculum by grade in the following way:

Grade 9 trains the student's power of **observation** with the question: *What?*

Grade 10 trains the student's power of **comparison** with the question: *How?*

Grade 11 trains the student's power of **analysis** with the question: *Why?*

Grade 12 trains the student's power of **synthesis** with the question: *Who?*

## Diploma Requirements

MWHS diploma requirements and curriculum are college preparatory. Requirements for transfer students and students with special considerations will be determined by the High School Faculty. Requests for waivers on graduation requirements should be made to that student's Individual Advisor and the HS Chair.

### A MWHS 4-year HS diploma consists of 29 credits, awarded as follows:

English	4
History & Social Studies	4
Languages	4
Math & Information Technology	5
Physical, Life, and Earth Sciences & Health Education	5
Arts, Crafts, & Music	4
Movement/Physical Education	2
12 <sup>th</sup> Grade Studies: Senior Project, Senior Play Production, Human Development, Service Learning trip	1

### Required credits according to the New Hampshire State Board of Education

Required Subjects	Credit(s)
Arts education	1/2 credit
Information and communications technologies	1/2 credit or demonstrate proficiency
English	4 credits
Mathematics	3 credits, including Algebra I
Physical sciences	1 credit
Biological sciences	1 credit (2 total credits for Sciences; 3 as of 2015)
US & NH history	1 credit
US & NH government/civics	1/2 credit
Economics	1/2 credit
World history, global studies, or geography	1/2 credit (2 1/2 total credits for Social Studies)
Health education	1/2 credit
Physical education	1 credits
Open electives	6 credits
<b>Totals</b>	<b>20 credits (21 as of 2015)</b>

## **Academic Grading Standards**

### **A-/A (90-93/93-100)**

Excellent performance in relation to course objectives with strong evidence of a thorough grasp of the subject matter; observations well articulated, ideas organized, all material analyzed and concepts synthesized as can reasonably be expected of students at a given stage of development; thoughts expressed clearly and convincingly both in speech and in writing, creative solutions found to challenging problems.

### **B-/B/B+ (80-83/84-86/87-89)**

Sound performance with strong evidence of a comprehensive grasp of the subject matter; key observations articulated, central ideas organized, important material analyzed and key concepts synthesized as can reasonably be expected of students at a given stage of development; thoughts expressed effectively both in speech and in writing, progress made on solving challenging problems.

### **C-/C/C+ (70-73/74-76/77-79)**

Performance that meets basic requirements with evidence of a good grasp of just the essential components of the subject material; important observations articulated in fairly clear terms, most central ideas organized; analysis and synthesis of a number of ideas and concepts as appropriate for developmental stage; thoughts expressed adequately in speech and in writing; development of skills necessary to solve basic problems.

### **D-/D/D+ (60-63/64-66/67-69)**

A barely acceptable performance with evidence of a familiarity with the subject material; partially successful efforts to meet course expectations; minor effort to articulate observations, to organize and integrate ideas, to analyze, and/or to synthesize ideas and concepts, as can reasonably be expected of students at a given stage of development; partially successful efforts to express thoughts both in speech and in writing, and/or to solve basic problems related to the subject material.

### **F (0-59)**

Below any satisfactory standard of performance, with evidence of an unsatisfactory grasp of the basic subject material and insufficient effort to meet course expectations.

## **Fine Arts Grading Standards**

In addition to the above Academic Grading Standards, MWHS Arts Teachers apply the following criteria when considering the grading of Arts Blocks:

- Dedication to discovery through the creative process as shown through participation, engagement and sustained effort.
- Level of ability to understand and use critical analysis as a path to improvement. (Constructive criticism of self and others during critiques.)
- Originality of thought and imagination.

- Attention to the care of the medium, the tools being used, and the cleanliness of the workspace.
- Respect of fellow classmates' work.

While artistic talent can produce beautiful work, it does not guarantee a good grade without active participation, engagement, and effort. Conversely, students who may be less naturally gifted artistically can still obtain high grades *through* active participation, engagement, and effort.

### **Music Grading Standards**

In music classes, where progress and achievement relies on the full participation every group member, teachers take the following into consideration:

- Engagement in the ensemble: that the student shows an interest in the sound of the ensemble as a whole and works to blend his or her own part with musical sensitivity. That the student displays willingness, motivation, and ability to make musical progress as an individual within group.
- Preparedness: that the student comes to class with their instrument and music.
- Home practice: that it is evident that the student works on the music independently, outside of school, so that class time can be put to maximum use as an ensemble rehearsal.
- Attention to technique: that the student works to play and/or sing with proper diction, breathing, articulation, posture, and technique.

While innate artistic/musical talent can produce beautiful work, it does not guarantee a good grade without active participation, engagement, and effort. Conversely, students who may be less naturally gifted artistically/musically can still obtain high grades through active participation, engagement, and effort.

### **Additional Diploma Requirements**

Students also carry responsibilities in other areas of the program including School Jobs, Assemblies, Concerts, Intensive Trips, Community Service and several special events where attendance is required. Seniors, in addition, must pass all of their classes in the spring trimester as part of MWHS diploma requirements.

## *Experiential Program*

Equally important in a student's daily life as their academic coursework, an experiential program forms a critical element of an MWHS education. We require students to participate in the school's trips weeks, work jobs programs, music programs, elective, and community service programs throughout their careers at MWHS. Numerous other community events and expectations fill our educational program—some required and some optional. The following section outlines some of the more prominent elements of the experiential program.

## **International Exchange**

During 10<sup>th</sup> grade (or 11<sup>th</sup> grade as special exception), students in good academic standing (a GPA of 2.5 or higher in the previous trimester) and who have *the recommendation/approval by the faculty* can spend three months abroad, attending classes at a Waldorf school in a country that speaks the language the MWHS student has been studying. Timing and length of exchange are subject to faculty approval, although we generally recommend three months for an effective experience of the language.

We expect the student to participate fully in classes comparable in academic content to those required in MWHS's curriculum and to complete to the best of their ability all work that may be assigned by the host school. Host schools submit reports that become part of the student's record. In addition, MWHS teachers may provide support materials for the student to complete while away in order to ensure the continuity of the MWHS curriculum once he or she returns. We also expect the student to bring his or her musical instrument (if transportable) and to participate in the host school's music program as fully as possible.

The International Exchange Coordinator (IEC) helps students identify countries that they would like to visit on exchange and arranges matches with international students who wish to initiate an exchange at MWHS. For more information, please speak to Céline Gendron, IEC.

## **MWHS Music Program**

The MWHS music program is all-inclusive (everyone participates). All students (including international exchange students) audition to play in either the Chamber Ensemble, Jazz Band, or *A Cappella* Ensemble. In order to maintain an effective program with a high level of performance, we expect all students to take private lessons on the musical instrument they play in their school ensemble and practice regularly during the week. Upon application, some private lesson scholarship support is available.

- Since regular practice at home is the only way to make progress on an instrument, we ask students to practice consistently. We ask parents to support their son or daughter's musical efforts by ensuring regular practice.
- Please be aware of scheduled music periods. Needless to say, students must bring their instruments and music to school on those days. Failure to do so will reduce the grade by one increment in any given grading period (e.g., A → A-).
- We schedule three HS Concert evenings—a Middle-and-High School Choral Concert in mid-December, an Instrumental Concert in January, and a High School Concert in May—which all students are expected to participate in or attend as applicable.
- Students who do not audition or have no musical experience will use music periods for service learning (separate from any community service requirements). In the case of seniors, these periods may be used for work with senior project mentors.

### **Intensive Trips Weeks**

An important aspect of growth in adolescents comes from meeting the world in a meaningful way. MWHS provides to students a unique series of opportunities for such meetings through our Trips Week program. Twice a year, in the fall and spring (and often in conjunction with other Waldorf high schools), all students leave campus for a weeklong field intensive related to their current subject area. For example: 12<sup>th</sup> grade Zoology students work in the tidal pools of coastal Maine; 11<sup>th</sup> grade *Parzival* students spend time in a special needs community; 10<sup>th</sup> grade *Odyssey* students undertake a water journey along the inland sea of Lake Champlain; 9<sup>th</sup> grade Organic Chemistry students experience plant growth on a biodynamic farm. Many students have commented that trips like these have been pinnacle experiences in their time at MWHS.

### **School Work Jobs**

Work for the school is a significant part of the MWHS program, and students take responsibility for a great deal of the physical day-to-day running of the school. For example, each student has responsibility for daily cleaning jobs. This program is run by a group of students and a faculty advisor who assigns and supervises these jobs.

### **Community Service**

Service is an integral component of Waldorf education and essential for students to enter into new relationships with their community. In order to connect with and honor the wider world around them, all students in Grades 9, 10, and 11 perform a minimum of five hours of community service per trimester with outside organizations of his or her choosing. Advisors must approve projects in order for students to receive credit. Students in Grade 12 have the same requirements but only for the first two trimesters. These hours may be integrated with Senior Project work.

Student community service has included Big Brothers Big Sisters, The Woodward Home for Assisted Living, Miracles in Motion, Monadnock Humane Society, Cheshire Medical Center, and work for the historic Troy RR Depot. In addition, we add a service component to all our pedagogical trips.

In addition, and as part of general support of the school community, students are expected to participate in all-school events such as—but not limited to—Michaelmas, the Crafts Fair, Pumpkin Fest, Orchard Hill Pizza Night, and various 12<sup>th</sup> grade fundraising activities, many of which require Saturday commitments. Service to the school beyond this may be considered part of a student's community service requirement as long as such credit does not exceed half the required community service hours. Service requirements for each trimester must be fulfilled by the end of that trimester. Community service hours are included in each student's academic record and trimester reports.

# *Extracurricular Activities and Athletics*

All students participate in extracurricular activities, available through MWHS and elsewhere. MWHS activities have included our student newspaper, the *Tilden Tribune*, Model UN, OWLI: One World Leadership Institute, Photography Club, Poetry & Journaling, Mountain Biking, Circus Arts, Naturalists Skills, and the Fencing and Ultimate Frisbee teams. Other electives and activities such as yearbook, drama, literary magazine, and social service committee may be coordinated based on student interest and the availability of faculty or parent sponsors.

Students also participate in supporting the school by representing MWHS in various ways, hosting visiting students, and assisting at school functions. 11<sup>th</sup> Grade students host the 12<sup>th</sup> Grade graduation reception.

## **Sports & Club Meetings**

Students who attend Monadnock Waldorf High School remain eligible to participate on sports teams at their local public high schools and our students have excelled in soccer, hockey, track and field, baseball, basketball, swimming, alpine and cross-country skiing for Keene High and other regional schools. We support student participation in KHS athletics through early dismissal (2:45pm).

- Parents and students need to inform the school in advance of practice and game schedules for any given season.
- Please note that athletes leaving early, but not driving themselves, must remain in the lobby area until the parent or responsible person arrives to sign out the student.
- All student athletes must take full responsibility for obtaining any assignments and/or making up any work missed due to practices, games, or meets.

All the above equally applies to Club Meetings at Keene High, also open to MWHS students who are SAU 29 residents.

## **Social Events**

Social events are a vital part of the life and spirit of the high school. They provide welcome opportunities for students across the grades to plan and celebrate festivities together in a wholesome and warmly inclusive setting.

Our students look forward to a number of “traditional” in-house social events, including the senior/freshman luncheon, the Christmas party, the Valentine’s Day party, Poetry Café, and Spirit Week.

We maintain relationships with other New England area Waldorf schools, and engage in hosting or promoting social events sponsored by our various schools. In turn, the MWHS community hosts

New England area Waldorf high schools at our annual Winter Ball, a grand semi-formal dinner and dance held at Heberton Hall.

These multi-school gatherings sow the seeds of enduring friendships among the participating schools, and lay the foundation for collaborative learning opportunities, both within and beyond the classroom. Throughout the year, we make every effort to combine courses and class outings with other area schools to widen our students' social experience and enrich the program overall.

### **Requirements for Participation**

In order to participate in extracurricular activities, a student must maintain regular school attendance and a grade point average of 2.0 in the prior term and no grade lower than a C in the current term. All major assignments and morning lesson books in the current term must be kept current.

In order to participate in any extracurricular or athletic activity on a given day, including competitions or practices, a student must have attended a full day of classes that day. To attend weekend activities, a student must have attended a full day of classes the Friday before. The High School Chairs may give consideration for special circumstances on a case-by-case basis.

Students who leave school early due to any extracurricular event must sign the sign-out book prior to departure (in the case of a parent's written or verbal permission submitted beforehand) or have their parents do so at pick up.

## *Academic Issues*

### **Academic Deadlines**

MWHS hopes to cultivate good work and study habits in our students. Completing assignments and Morning Lesson books by assigned deadlines is a rhythmic activity that develops self-discipline that will serve students well throughout their high school years and long after. Therefore, it is in the student's best interest for teachers to expect timely work.

Late work may be acceptable only with prior permission from the teacher. An extension must be *requested by the student prior to the due date of the assignment*. If an extension is granted, a new due date will be set at that time.

Students should be aware that if prior permission has not been obtained, late work will receive one-third grade reduction for each day late. After five school days, late work will *not be accepted*. Morning Lesson Block books or final Block assignments are due on the last day of the block. Work from a previous block may not extend into the next.

### **Academic Assistance and Probation**

Every effort will be made to inform parents of consistently late work, lack of engagement in class, or poor test and quiz scores, which can affect the course grade. When a student has a grade of D or lower at the end of a grading period, the student's Individual Advisor will implement the following Academic Assistance measures:

- Facilitate meeting with appropriate teacher
- Meet with student and parents
- Report to High School faculty
- Require the student to meet more frequently with his or her Advisor
- Notify parents of missing assignments and/or schedule weekly check-ins with parents and with student
- May curtail extracurricular activities

Upon consultation with the High School Faculty, the Individual Advisor may request a learning assessment at parent's expense.

If a student shows consistently low academic performance and/or effort or if the student has two or more Ds (or lower) in one academic year, the High School faculty will implement the following Academic Probation measures:

- Measures taken for Academic Assistance continue
- Student, teachers, and parents agree to a plan for improvement, which is placed in the student's file; follow-up to be carried out by student's Advisor
- Student may not be able to participate in extracurricular activities (refer to pg. 10)

If the student fails to meet the conditions of academic probation by the next grading period, faculty members and parents will meet to decide upon appropriate remedial steps or whether it is in the student's or school's best interest for the student to continue at MWHS.

### **Academic Honesty**

The integrity of Monadnock Waldorf High School depends upon student honesty in academic work. Cheating, plagiarism, and misrepresentation or falsifications of records or academic work are all violations of the Academic Honesty policy of our school. The following are examples of academic dishonesty. Other actions not listed here may also be considered academic dishonesty.

*Cheating:* A student may not use notes or study aids on a test without the permission of the teacher, copy another's work and submit that work in his or her own name, or hand in identical or similar papers for credit in more than one class without prior permission from teachers.

*Plagiarism:* A student may not present words, ideas, artistry, or data of another person as his or her own. This includes copying another's work (including unpublished material) without giving appropriate credit, presenting another's opinions and ideas as one's own and, in particular, unattributed use of the Internet as a source. Credit must be given to the sources of opinions and

ideas even when a student has changed the original wording. Plagiarism also includes submitting one's own assignment that was used for credit in another class.

All students are expected to maintain orderly records of notes and handouts. However, some students may need assistance with note-taking. In such a case, appropriate arrangements should be made in advance with the approval of the teacher and the student's Individual Advisor. Parents will be notified of all such accommodations.

For any violations of Academic Honesty policies in any form, a student will face the following consequences:

- First offense: fail assignment; student issued an Academic Warning.
- Second offense: fail class; student placed on Academic Probation.
- Third offense: fail assignment and class, and review by High School Faculty for further action.

Written record of an offense will be placed in the student's file. A second offense becomes part of the student's permanent record.

Academic dishonesty results in particularly serious consequences whenever compounded by lying or covering up. Students should consult with their teachers or advisors to be sure they understand what is—and what is not—academic dishonesty for each class, teacher, and assignment.

## *Student Conduct*

### **Dress Code**

Students at MWHS are expected to wear clothing and footwear appropriate for the school setting, school activities, and the day's weather conditions. Changing fashions often promote clothing trends inappropriate for school. The MWHS dress code continues to develop as trends change, but for school or school-sponsored events students are expected to wear clothing that is:

- Clean and in good repair
- Appropriately sized and fitted for full participation in movement
- Modest

Appropriate dress contributes to a positive learning environment. Faculty and staff reserve the right to determine whether a student's appearance has the potential to attract undue attention or distract from the educational process, or whether the student's health or safety are at risk.

In particular,

- Garments must be modest, allowing no obvious undergarment to show.
- Tops must have a discreet bust line while standing, sitting, and leaning over.

- Skirts and dresses must fall at a minimum to fingertip length (mid-thigh), even if worn with tights.
- Leggings must be worn with a shirt, overshirt or sweater, or skirt that covers the hip/derrière.
- Pants are to be clean and in good repair (no holes, rips, or torn seams).
- Any writing or images on clothing must be in good taste and non-distracting and must not draw undue attention to the wearer.
- Shoes or sandals are to be worn at all times.

Violations of dress code include:

- Beachwear, gym wear, “muscle” shirts, strapless or halter tops and dresses, or any attire that reveals or bares the midriff while standing, stretching, or bending over.
- “Short” shorts (shorts with less than a five-inch inseam) that cover only the derrière when standing or sitting; shorts that are not cuffed or hemmed.
- Clothing that advertises or promotes politics, corporations, or products (modest corporate logos or brand trademarks are permitted).
- Billed hats/caps, hoods, or sunglasses worn indoors. (Knitted hats for warmth *are* acceptable as long as both eyes are fully visible.)
- House shoes/slippers.
- Excessively thin or tight yoga pants or skirts.
- Anything deemed vulgar, insulting, or demeaning to a particular person or group.

If found in violation of the dress code, a student will be required to change, cover, or layer a particular item of clothing with alternative clothing of his/her own or that MWHS maintains for such occasions. A student may be sent home if appropriate clothing is not readily at hand. Repeated violations of dress code may warrant first a conference with the student and his/her individual advisor and then a conference with the student, advisor, and parent.

We ask that parents support students in assuring that clothing worn to school adheres to the school’s guidelines.

### **Assembly/Concert Dress Code**

Students are expected to dress up for assemblies and special events. Boys must wear solid color slacks and dress shirts. Girls must wear dress pants, skirts, or dresses. For concerts, students are expected to wear flat or low-heeled dark shoes, black pants or skirts, and white or black (determined at the discretion of the music ensemble teacher) shirts or blouses with short or long sleeves. For instrumentalists, skirts or dresses must, at a minimum, reach the knee when seated. High-heeled and platform shoes, in particular, are not appropriate for school concerts. T-shirts, sleeveless top or tops that leave shoulders bare, blue jeans, and athletic shoes are not acceptable wear for special events, assemblies, or concerts.

MWHS students will take into consideration and adhere to the Elementary School dress code when visiting the Elementary School for classes or events. Please note that, in addition to the above, clothing with any pictures or writing is not acceptable for school events.

### **Physical Education Class Procedures**

- Students are required to dress for physical education classes in accordance with the following guidelines. Failure to dress appropriately will affect the student's PE grade.
- Students need to maintain a full set of athletic wear (including shoes) in school, which they can store in their lockers. Students will be given adequate time to change before class.
- Tops: T-shirt and sweatshirt for cool days outside; a waterproof shell is recommended for rain.
- Bottoms: Athletic shorts, sweat pants, or athletic pants. (Waterproof pants are recommended for rain.)
- Socks: Socks are required; athletic socks are recommended.
- Shoes: Clean athletic shoes with non-marking soles and good traction. Students must have a change of athletic footwear.

Indoor PE takes place at the Keene Recreation Center. As part of this class, students run the three-quarter-mile distance to and from the Recreation Center except in the most inclement or icy weather. Exceptions must be arranged in advance by request from a doctor or parent.

### **Media Policy**

Monadnock Waldorf High School is dedicated to nurturing capacities for imagination, healthy feeling, independent thinking, and active willing. We recognize that media—including television, movies, social networking, and video games—can have debilitating effects on the development of these capacities. Therefore, high school students are strongly discouraged from engaging in these activities during the school week.

### **Electronics Use Policy**

MWHS is an educational community that thrives on person-to-person interaction among students, teachers, and staff. Our electronics use policy is designed to foster a humane educational environment and community for all students. We recognize the benefits of personal, networked electronic devices (such as computers, cell phones, and digital music players), and we appreciate the benefits of the Internet. At the same time, we believe that their use should not interfere with, or substitute for, the development of our own capacities and our involvement with others in our learning community. For this reason, we have adopted the following rules for the use of electronics in the High School:

#### Cell Phones and Portable Music Players

In order to avoid disruptions in our school day, we restrict the use of cell phones and personal music players. During the school day (7:45am—3pm, or at school events outside those times), cell phones, or any device using headphones, may not be used in the school building **or anywhere on**

**school grounds.** Cell phones and digital music players must be turned off **before** the start of the school day and stowed away—not on the student’s person. **These devices may not be turned on again until the end of the school day, after work jobs.** If such devices are improperly used, heard, or are within sight, even when not in use, they will be immediately confiscated. The only exception to this policy is if the devices are being used for class work with a teacher’s approval. The approval must be explicit and current. Students must complete their after-school jobs *before* using their phones, and only make calls outside the buildings.

- First lapse: phone or device returned to the student at the end of the *school day*.\*
- Second lapse: phone or device will be returned to parent, only upon parent coming to pick up the phone and speaking with the student’s advisor.\*
- Third lapse: phone or device banned until the end of the trimester.\* (*Students may bring their device to school but it must be checked at the front desk for the duration of the school day.*) Should a student be found with their device, they risk potential suspension for up to three days.
- Should a student be in non-compliance after three lapses, the student may be suspended for up to three days.

\*Parents will be notified by telephone before day’s end if their son or daughter’s device has been confiscated that day.

Students are permitted to recharge cell phones at school only with permission. If permission is not obtained, the above consequences will apply.

**For all school trips we require that all electronic devices be left at home** unless the attending faculty member directs otherwise, in which case all rules set by the attending faculty member applies and the above consequences will be in effect should those rules be broken

Students who need to call home may use the HS Office telephone line (with permission) only at Morning Break, Lunch, or outside of school hours. We ask that parents who need to reach students during school hours call the HS office telephone. We also ask that parents respect our endeavors to create an environment for focused learning by not calling or texting their children’s cell phones between the hours of 7:45am and 3:15pm. Students who need to call home may use the HS Office telephone line (with permission) only at Morning Break, Lunch, or outside of school hours. We ask that parents who need to reach students during school hours call the HS office telephone. We also ask that parents respect our endeavors to create an environment for focused learning by not calling or texting their children’s cell phones between the hours of 7:45am and 3:15pm.

### Laptops and Personal Computers

In general, Morning Lesson work in the High School will be done by hand—at least through the 10<sup>th</sup> Grade. Some teachers may make exceptions to this rule for specific curricular reasons. The use of

computers and the development of keyboarding skills will be gradually introduced into the student's curriculum and course work at the direction of individual teachers.

Students may use the school's computers in specific classes for specific purposes as instructed by their teachers. This permission must be explicit and current. Students should not leave their work on school computers, nor alter in any way the set-up and configuration of the computers, without explicit and direct permission from a teacher. In order to use the school computers, students are required to have a personal flash memory device (a USB "memory stick") on which to save their work.

A student is allowed to bring his or her own laptop to school for use in school *by that student only* and then *only with the permission of individual teachers for specific reasons*. Laptops may not be kept in locker areas but must be stored in the teacher's conference room cupboard until needed for use and returned when done.

Students who use a computer at home for their work need to have all the necessary equipment to support their computer use. *The printers at school are not available for personal use*. If in extreme circumstances a student is unable to bring in a printed assignment, the assignment can be brought to school on that student's flash memory device and printed at school. Students should not email assignments to print out at school as this can become very complicated and time consuming for teachers and staff.

Students with particular learning challenges or and IEP may request an exception to this policy if using a computer will provide them with a long term educational benefit. Their request(s) will be reviewed by the High School Faculty.

### The Internet

During the school day (7:45am-3pm), no student may access the Internet whether using a personal computer, smartphone, or other communication device unless specifically instructed to do so as part of a class activity, or with a teacher's specific permission. This permission must be explicit and current. Any student who violates this policy will have his or her device confiscated. In the case of repeated violations the student will be referred for disciplinary action.

### **Restricted Items**

The following items are not permitted on campus, except as provided by the school and used under the direct supervision of a teacher: fire-igniting material such as matches, lighters, or lighter fuels; aerosols; flammable substances; weapons or toys such as knives or guns (except as provided or permitted by the school and used under the direct supervision of a teacher). Students are not permitted to bring or use any illegal items or substances on campus. The school reserves the right to suspend or dismiss a pupil for serious transgression of this policy.

## **Food, Beverage, and Chewing Gum**

We do not permit food in classrooms during class times unless allowed by the teacher of that class. A 15-minute morning snack time is provided. Standard 5-minute transitions between classes are not for food consumption. The school has no food service; therefore, students should bring to school ample healthy food and drink for snack and lunch. On Wednesdays, pizza is available for purchase.

The school strongly discourages student consumption of soda, caffeinated beverages, or drinks with excessive amounts of high fructose corn syrup. Only water is permitted in classrooms, and only in closed containers, so we ask students to keep water bottles at school. Since we expect students to have water bottles with them, they are not permitted to leave any class in session in order to get a drink or to fill bottles, which should be done during transition times. The school provides spring water in dispensers on every floor.

Gum chewing is not permitted on campus during school hours or in the school building at any time.

## **Student Driving and Parking Policy**

### **Driving**

No licensed student who drives to school is allowed to drive—alone or with other students—during school hours.

However, an approved student driver may drive his or her own vehicle if dismissing early or signing out and back in again for an approved appointment. In these cases, explicit parental notification to do so must be provided to the school in writing, by phone call, or via email.

Parents/guardians are fully responsible for granting or denying permission to their children to be or ride with a student driver.

### **Parking**

Since MWHS has an in-town campus, only limited parking is available. Faculty and staff have priority for these spaces. Students who drive may apply to the High School Office for a space but are not guaranteed one. The few spaces in front of MWHS are reserved for deliveries, very brief visits, drop-off or pick-up *other than at the beginning or end of the day* and when the driver remains with the vehicle or for handicapped students or visitors. At the start and end of the school day, students may be dropped off or picked up at the turnout in front of the school. To avoid congestion, we ask that parents do *not enter the black top area* at these times. The turnout accommodates only two vehicles at a time, so please do not use it to wait for your student. In addition, the city does not allow cars to “queue” on School Street, even if drivers remain with their vehicles. We therefore ask all visitors to park on Court Street and walk the half block to school. Except in snowy conditions, there is parking on the north side of Leverett St., but please do not park anywhere on School Street.

## **Social Event Policy**

As our high school develops stronger relationships with other New England area Waldorf schools, we find ourselves increasingly engaged in hosting or promoting social events sponsored by our various schools. These events provide welcome opportunities for our students to build enduring friendships across school lines, and we intend to support them whenever possible. When we invite students from area Waldorf schools to attend our social events, or when our school responds to invitations in kind, MWHS will adhere to the following protocols:

Students from area Waldorf schools who attend an MWHS-sponsored event must be accompanied by faculty or parent chaperones who will be available for the duration of the event as contact persons in case of emergency or other concerns. Alternatively, for MWHS-sponsored events, our students may make private arrangements to host guests from another school, as long as they have permission in advance from the MWHS faculty.

MWHS students invited by another Waldorf school to attend one of its school-sponsored events will be accompanied by MWHS faculty or parent chaperones. Chaperones will be available for the duration of the event as contact persons in case of emergency or other concerns. If MWHS students are invited to attend a Waldorf school sponsored event, and we are unable to secure the requisite chaperones, the faculty will decline the invitation, with regrets. MWHS will assume no further responsibility or obligation to inform our students of the school's invitation or the event, itself.

At the same time, we acknowledge that friendships formed by these shared experiences are both desirable and valuable, and we will encourage the inviting school to extend the invitation to our students privately through their student body. Such arrangements made between students and their families are beyond the purview of our school, and the parents of the students involved must assume full responsibility for their student.

## **Social and Behavioral Issues**

The High School faculty expects students to cooperate in creating and maintaining a healthy social environment in the school. The faculty does not desire to police students. We encourage and rely on the students' own initiative in responsibly supervising themselves and each other. We are convinced that this cooperation helps students develop a sense of social responsibility and responsiveness to their inner moral convictions.

When this inner authority fails, the life of the school suffers, and the faculty together must resolve the resulting difficulty with the student and his/her parents. The High School faculty assumes that students intend to do their best in all areas of school life. The atmosphere most conducive to learning can only be achieved with parents and students who willingly support the philosophy, policies, and values of the school. The faculty expects high standards of behavior, citizenship, and care for others from all students, including appropriate language between students as well as with teachers, without the burden of a large number of specific rules. The faculty reserves the right to judge the seriousness of impropriety of behavior during school and may ask students to participate

in a social inclusion program or in counseling to resolve social and behavioral difficulties that arise in the daily life of the school. All proceedings are confidential. Parents and key faculty will be informed of the outcome of any such intervention.

### **Serious Incidents**

Serious incidents involving a student (i.e., incidents that will require a meeting between the student, his/her parents or guardian, Individual Advisor, Class Advisor(s) and other High School Faculty) may lead to a suspension prior to the student returning to school and attending classes.

Serious incidents include:

- Vandalism
- Possessing, using, distributing, or being under the influence of alcohol or any illegal substances of any kind
- Possession of firearms, weapons of any kind, or explosives
- Fighting, physical violence, or any kind of psychological intimidation
- Use of obscene, inappropriate, or anti-social language
- Harassment or bullying behavior
- Smoking on school grounds at any time, or off-campus during school hours
- Being dishonest, including lying, stealing, cheating, plagiarism, or copying the work of other students
- Leaving campus without permission (except for seniors in good academic standing)
- Not attending a scheduled class or High School event without first obtaining permission to miss the class or event
- Being present in buildings after hours without supervision or permission

Suspensions are noted in the student's permanent record.

### **Student Withdrawal**

The school reserves the right to ask a student to withdraw under the following circumstances:

- A suspension that is not successfully resolved to the satisfaction of all parties.
- The specified fees are not paid.
- Socially, the student's behavior is destructive to the life of the school or the student does not willingly abide by the rules of the school.

Before being fully accepted, new students—including all freshmen—undergo a nine-week probationary period beginning on his/her first day of attendance. If during this period the student and parent(s) and/or the High School Faculty determine that MWHS is unsuitable for that student for any reason, the student may withdraw or be asked to withdraw. Withdrawal during this first quarter evaluation period will result in a tuition refund of payments made beyond that first quarter.

# *Alcohol, Drug, and Tobacco Policy*

As articulated in our mission statement, the faculty at MWHS commits our fullest efforts to provide an education for our students that *awakens the power of observation, challenges critical thinking, cultivates faculties for independent judgment, and inspires a capacity for responsible action.*

The use of drugs and alcohol hinders the development of these capacities and prevents students from reaching the full potential of their unique gifts and strengths. We believe it is incumbent upon the entire school community to promote the health and well being of the young people in our care—to create a wholesome social and learning environment based on communication, trust, and commitment to the highest ideals of a Waldorf education. To that end, we expect each student to make the commitment to abstain from drugs and alcohol year-round while a student at MWHS, and that the parents support all of our students in this commitment.

The school's response to drugs and alcohol infractions is two-fold. The first is educational and health-oriented: in our chemistry, physiology, and health classes we teach the properties of tobacco, alcohol, and drugs and their effects on health and well-being. The second is disciplinary. We believe both responses are essential to the well-being of the individual student and the school community.

## **Our Policy**

No student may possess, use, sell, or exchange tobacco products, alcohol or drugs, or be under the influence of alcohol or drugs on school grounds, or at any school-related activity including, but not limited to, field trips, dances, sporting events, or performances, either on or off campus. Any student in the presence of others who are violating drug and alcohol policy is also considered accountable and subject to appropriate consequences.

A student found using or possessing drugs, alcohol, tobacco, or related paraphernalia will be subject to disciplinary action including suspension for a minimum of three days; the student's parents will be notified immediately. Students may be required to undergo an evaluation by a certified substance abuse counselor and further required to adhere to the recommendations of that counselor. A second drug or alcohol infraction may be grounds for expulsion regardless of when the first infraction occurred.

Any student found distributing drugs or alcohol under any circumstances will be subject to immediate dismissal. Sharing, even without compensation, may be considered distribution. If students are found smoking or consuming illegal substances and/or alcohol on field trips, they will be sent home at the family's expense.

Parents and legal guardians are advised that serving alcohol or providing tobacco or illegal drugs to minors (those under the age of 21 in the case of alcohol and under 18 in the case of tobacco) is illegal and, according to the laws of the State of New Hampshire, can result in arrest, prosecution, and incarceration. Consumption of any of these illegal substances and/or alcohol that takes place on

private property, even without the permission or knowledge of the property owner, subjects the responsible adult(s) to the same penalties.

### **Drug and Alcohol Intervention**

The purpose of this policy is to hold students accountable for their behavior and performance at school and to confront problems proactively. There are two levels of intervention based on concerns about possible substance use; they may include both confrontation and professional drug and alcohol assessment.

**Expression of Concern** is communication by a member of the community to a student about his/her behavior and possible substance use. Expressions of concern are private and non-disciplinary. Students are also encouraged to informally express concern when apprehensive about another student's substance use—either directly to that student or to a faculty member. Faculty members are expected to express concern about a student's possible substance use if there are indications of use. Faculty members also are expected to keep a record of expressions of concern and notify the parents of any such conversations.

**Formal intervention** signifies that the student has lost the confidence of the faculty and staff regarding drug and alcohol use. The purpose of formal intervention is to help the student confront the issues that have become the focus of our concern. A formal intervention may or may not be preceded by informal interventions.

The student and the student's parents will be fully informed of a formal intervention and the conditions that may be placed on the student resulting from such intervention, which may include a professional drug and alcohol assessment, counseling, and random drug screening. If the student does not agree to the conditions of a formal intervention, the alternative is medical leave or withdrawal from the school. The faculty and staff are not required to work with students whose commitment to being substance-free cannot be monitored.

### **Sanctuary Policy**

The main purpose of the sanctuary policy is to promote safety, individual responsibility, and trust. It is not meant to promote or enable substance use. If a student judges that the health of another student or his/her own is in jeopardy, he/she can contact a faculty member with the intention of requesting professional help for the impaired or addicted student(s). Such contact is called "sanctuary."

- The student claiming sanctuary will retain anonymity except to the informant and the High School core faculty.
- No disciplinary consequences will be put on the reported student's record.
- The impaired or addicted student will receive no disciplinary action.
- The impaired or addicted student must take these actions:
  - a) Call his/her parents, inform them of the incident and direct them to call the HS Chair.

- b) Meet with designated faculty members and arrange for a substance use assessment and long-term support plan.

Sanctuary cannot be claimed by a student if confrontation or discovery by a faculty member occurs first or is imminent.

Sanctuary may be used by students for events occurring off or on campus. In the case that law enforcement becomes involved, the school's sanctuary policy does not release students from whatever legal action ensues.

If a student believes that he or she has a substance abuse problem, or if a parent has concerns about his or her son or daughter, or any other student, he/she can contact a member of the faculty without fear of initiating a disciplinary response. The information will be held "in sanctuary" and our sanctuary policies will apply.

### **Tobacco**

Given the addictive nature of nicotine, the school treats tobacco products much like any other drug. Therefore, in the case of a student caught using tobacco products, the school will respond with appropriate educational and disciplinary measures. Note that, in NH, "no person under 18 years of age shall . . . use or possess any tobacco product, e-cigarette, or liquid nicotine." Please note that MWHS is a non-smoking campus.

### **In conclusion**

The school will make an effort to work with students who have developed habits around use. However, the ultimate burden rests on the student; no one can break substance habits for them.

## *Attendance*

### **Attendance Policy**

Attendance and participation in class are essential to the learning process.

School begins at 7:45am, morning assembly at 7:50am. Students arriving after 7:50am will be considered late. Students are expected to arrive on time for school each day, to attend school daily, and to be prompt in arriving for classes. There is a five-minute time between classes *for transitioning only*. We ask students to limit outside recess or games to Morning Break and lunch periods.

Parents **must** notify the High School Office at 603-903-0064 of a student's absence by 7:45am *that day*. Parents' notification responsibilities continue after the student turns 18. Attendance records become part of a student's permanent records.

In the case of a planned absence, parents are asked to notify the High School Office by handwritten note with parent signature two weeks in advance for an absence of two days or more, or one day in advance for a partial or single day.

Parents or guardians and students are asked to refer to the published MWHS School Calendar in matters of vacations and non-school days; *please note the High School is in session some days the Elementary School is not.* MWHS requests that parents not take students out of school for family vacations or other non-emergency situations when school is in session.

In the event a student is taken out of school for reasons other than illness, the student and parent are fully responsible for any special assignments, tests, or other measures to make up for what is missed in class during this type of absence as well as any academic consequences. **Students are responsible for communicating with their teachers about tests and assignments missed during their absences.** Any missed work or assignments that can be brought home will be left in that student's mailbox for pickup by 3:30pm of that day.

If a student misses more than one-fifth of a morning lesson block (3 classes per 3-week block; 4 per 4-week block) or of a skills class (approximately 6 classes per trimester), he or she receives a grade but no credit. Students with extenuating circumstances for absences may appeal loss of credit to the teacher of that class or the High School Faculty.

**MWHS reserves the right to define any absence or tardy as “excused” or “unexcused,” regardless of written or oral parental approval.**

**Unexcused Absences:**

- Failure of parent to notify school of an absence
- Sleeping late
- Having to do homework
- Broken alarm clocks
- Lateness due to family members
- Leaving school without permission or “skipping” class

A student having an unexcused absence on the day an assessment is given or a major project is due may receive a zero for that work or other consequences. These are left to the discretion of the individual teacher. If the faculty notes a pattern of absences on such occasions *for any reason*, the Individual Advisor will initiate a conversation with the parent(s) to determine appropriate action.

In case of absence for medical reasons of five or more consecutive days, parents or guardians may be asked to present to the High School Chair a physician's written release attesting to the medical situation. For students whose absence from school is due to a contagious disease (hepatitis, mononucleosis, etc.), the student may be asked to provide a written medical release before returning to school.

When absences are due to illness or significant hardship, the student's teacher and Individual Advisor will work with the student and family to determine the best course of action with regard to Morning Lesson, appropriate credit, and enrollment status. We encourage students and families to work closely with their Individual Advisor and Class Advisor(s) when planning leaves of absence.

### **Excused Absences**

The following are legitimate and excusable reasons for lateness:

- Student illness (with parental notification)
- Dental or medical appointments (with parental notification)
- Weddings or funerals (with parental notification)
- Family emergencies
- Car trouble or impassable roads due to natural disasters
- Approved athletic events
- Juniors/Seniors – college visits or on-campus college rep interviews up to a maximum of three per academic year
- Activities associated with a student's leadership responsibilities
- Sessions with Student Assistance Coordinator or College Counselor

### **Punctuality**

Students are expected to be at school and ready to enter the movement room for morning assembly by 7:50am. Therefore, we recommend that students plan to arrive at 7:45am or earlier, so that unforeseen circumstances will not make them late. Any student arriving at school after 7:50am must check in at the High School reception desk before proceeding to class. The building opens at 7:30am.

We recognize that unavoidable circumstances may occasionally make the best-intentioned and best disciplined student late to school. Therefore, each student is permitted to arrive late to morning gathering up to three times per trimester without consequence. **Any subsequent late arrival during the trimester will be noted and will appear on the student's transcript unless it is erased in one of the following ways: 1) school-related service for thirty minutes during one of the time periods allotted for such service (generally 3:30 - 4:00pm on a Thursday) or 2) an early arrival, that is, the student arrives at school by 7:30am (verified by the HS Office Coordinator).** Students will only have until the end of a given trimester to apply these "erasing mechanisms." *It is up to each student to make their own arrangements to have tardies erased from their transcript.*

Consequences for tardiness to individual classes are at the discretion of the teacher, and may include reduction of the course grade and/or other measures. **At the very least, tardies will appear on school reports.** We request that parents notify the High School Office in advance by handwritten note with parent signature if a student will arrive late for a pre-arranged reason, such as a medical or dental appointment. These instances will be counted as excused tardies, and not subject to school-related service.

### **Temporary Guardianship**

In the event a student temporarily does not reside at home, or the parents or guardians are absent from the home, the parents or guardians are asked to notify the High School of their absence and provide the name and contact information of the adult responsible for the student.

## *Administrative Matters*

### **Building Hours**

Building hours are 7:30am to 3:30pm. The building is locked at 3:30pm, except in cases of school-supervised activities. The school can assume no responsibility for supervision of students before and after school hours except at scheduled and supervised activities.

### **Snow and Emergency Closings**

Monadnock Waldorf School follows the Keene School District (SAU29) in regard to snow days. However, because of the widespread area covered by our students' and teachers' homes, we must reserve the right to cancel school at our discretion. Families will receive a Calling Post announcement about delays or cancellations. School cancellations also will be announced on the WMUR Channel 9 website ([www.wmur.com/closings/index.html](http://www.wmur.com/closings/index.html)) and on local radio stations WKBK (1290 on the AM/ radio), WZBK (1220 on the AM/radio), WOQL (97.7 FM), WINQ (98.7 FM), WKNE (103.7 FM) in Keene, WNHI and WJYY in Peterborough, and WKVT in Brattleboro, WYRY (104.9 FM) in Brattleboro by 6:30am. There will also be a pre-recorded message placed on the school phone.

School will not be canceled for inclement weather developing during the school day. However, parents should feel free to pick their children up before dismissal if they are concerned about conditions.

### **Incidental Expenses**

Although the materials and activities fee covers most items, parents should expect some incidental expenses for such events as field trips, class trips, social events, extra-curricular activities, school supplies, etc., to occur throughout the year. The school obtains some high quality or hard-to-get personal supplies at a discount, which can be provided to parents and students at significant savings in time and money. We try to keep all additional costs at a minimum both in frequency and amount. We also make every effort to give ample advance warning of such charges.

### **Visitor Policy**

All visitors are required to obtain prior permission from the faculty and the High School Chair. The faculty discourages visits that are not arranged through the Admissions Office. An occasional visit by a friend of a student may be considered when that student has made a request to the High School Chairs and alerted each of the teachers whose class the visitor is planning to attend.

## Head Lice Policies and Prevention

In the charming children's tale *Little Louse and Little Flea*, overly quick judgment leads to an hysterical reaction that results in the mixing bowl jerking itself off the shelf, the door lifting itself off its hinges, and the tree pulling its roots right out of the ground to totter along behind this whole unhappy parade before the objective facts reassert themselves and allow all to come back to order. Many of us who have received the call informing us that lice or nits have taken up residence in our lives have experienced a bit of this same disorienting need to react without clear direction or accurate knowledge.

Lice are a common nuisance and can be upsetting and frustrating for families. Head lice do not carry diseases and they are not related to poor hygiene; they are fragile creatures that require a human host to survive, and they will eventually die of inbreeding and are thus self-limiting.

### If your child is found to have lice or nits at school:

1. You will be called immediately. Early dismissal to begin treatment is a requirement for an active case of head lice. Early dismissal is an option—although not a requirement—if nits are seen but no live lice are detected. In either case, parents are expected to begin treatment that day.
2. Children who are found to have lice or nits may return to school only after they have begun treatment, including daily head checks, nit-combing, and manual removal of all lice and nits.
3. Parents and care-givers must commit to a full course of treatment.
4. The Office Coordinator will follow up with children and parents for three weeks after lice/nits are found to ensure that treatment is on-going and effective and to offer support and education.
5. If a child is not clear of lice/nits after three weeks of treatment and combing, the school will require that the child be seen by a professional and certified free of nits before returning to school.

**If you become aware that your child has lice or nits, but the school is not yet aware, please notify the Office Coordinator of the appropriate campus immediately.**

### Treatment and Preventative Advice for Head Lice and Nits

As members of a community, we all share responsibility for controlling the spread of communicable conditions such as head lice. What follows are tested and recommended treatment and prevention measures.

### Treatment Measures

Toxic treatment for lice, including any sort of fumigation of your home, is not recommended. Lice are becoming increasingly resistant to chemical pediculicides; systematically smothering them with oil may be a far more effective treatment.

- The website [headlicetodeadlice.com](http://headlicetodeadlice.com) is excellent resource. It is comprehensive and calming, and provides a “5-Step Battle Plan” calendar developed with the help of entomologists,

which will give form and direction for treatment steps to take without overreacting to the situation. Although the site is presented in a cartoonish way and does offer certain products for sale, it also provides succinct and thorough information.

- The Centers for Disease Control website also has a lot of information, some of which you may find useful: [cdc.gov](http://cdc.gov)
- Hylands *Quit Nits* is a non-toxic complete treatment and offers a preventative spray, also.
- Cover the hair with coconut or olive oil for several days. Cover with a scarf during the day and a conditioning cap at night. For best results, consider following a treatment calendar such as the one outlined in [headlicetodeadlice.com](http://headlicetodeadlice.com). (For easy application of olive oil to the head, consider purchasing an inexpensive applicator bottle, available for under \$3 at a beauty supply store. Also, consider having on hand conditioning caps, which are thinner and more comfortable to wear than shower caps, and are available in inexpensive multi-packs at drugstore.)
- Check all family members and treat any affected members at the same time.
- It is very important to become nit-picky! Check for nits and lice. This is a wonderful opportunity to develop the habit of spending time each day—or, at minimum, as a weekly routine when lice/nit-free—touching and grooming your child. If you need help in knowing how to check for nits, view this video clip: <https://www.youtube.com/watch?v=deqxyz6G1RnE>. You may notice that many of the viewer comments about the clip attest to how relaxing and therapeutic undergoing a nit-check can be. It is a wonderful time to nurture the human connection, converse calmly, have your child look at or read a book, or add a neck massage to the head-check ritual.
- If you are conducting head checks because you have discovered nits or lice, remember that nits can continue to appear after successful treatment; regular nit-checks are paramount to successfully overcoming a lice problem. Ten days after the initial treatment is a common time for recurrence. Nits can also hatch from a hair that has fallen or been pulled out of the head, and the hatched louse will seek a host.
- A bright light, magnifying craft glasses (which can be worn over eyeglasses), a wooden knitting needle for parting hair, and clips to hold back hair are helpful tools when nit checking. Remove each nit by snipping or tweezing out its host hair shaft, or by pulling the nit down and off the hair shaft. Place any nit you find in a Ziploc baggie and place the baggie in your freezer for two days, then dispose of the sealed baggie.
- Wash bedding and recently worn clothing in hot water and dry in a hot dryer. Soft toys and other items that you cannot or choose not to wash can be sealed in a plastic bag. Advice on the timing of this varies from two days to two weeks, but very cold porches are believed to speed this process. Head lice require a live host and frequent feedings to survive.
- Vacuum frequently and store/dispose of used vacuum bags in a sealed plastic bag. Pay special attention to sleeping and sitting areas. Vacuum your car, especially the seats and head rests. You may also use a lint roller for frequent preventive nit nabbing.
- Head lice need a human host. There is no need to check or treat family pets.

### Preventive Measures

- Regular, thorough head checks of children and other family members!
- Tec Labs Licefree Spray – reported to be non-toxic, easy, and effective.
- Fairy Tales Rosemary Repel Conditioning Spray

- Babo Botanicals Lice Repel Conditioning Spray
- Hylands Quit Nits products
- Please remember that essential oils, while natural, can be very strong for a young child, so it is best not to make your own remedies unless you have expertise in this area. Use common sense. Avoid huddling together; do not share hats, hair ties, pillows, combs/brushes, neck scarves, etc.
- If your child has long hair, pull it back and cover it with a scarf or hat. Tidy hair and adult bodily care of children can have positive effects beyond the management of lice!

### **Fever Policy**

If, during the school day, a student is experiencing a fever (99.5 degrees Fahrenheit or higher) or signs of a fever (chills, flushed skin, sweating), we will call parents/guardians to come to pick up the students, allowing him or her to be cared for at home.

A student experiencing any of the fever symptoms mentioned above should stay at home until fever-free for 24 hours without fever-reducing medicine.

### **Prescription Medications**

*It is critical that parents inform the School of any and all prescription medications their student is taking.* If a student needs to take prescription drugs at school, parents must notify the HS Office and the student's Advisor *in writing*. The drugs will be held in the High School Office and must be handed from an adult to the HS Office Coordinator or the faculty member who will monitor their use. No medications should be kept in student lockers or cubbies. All medication must be in its original packaging and fully labeled.

This policy applies to all over the counter medications as well. No pain relievers (acetaminophen, ibuprofen, or aspirin), homeopathic, naturopathic, anthroposophic, and allopathic medicines or remedies, including asthma inhalers, can be dispensed without the written permission of the parent.

### **Legal signatures**

For all fully enrolled MWHS students under the age of 18, only the responsible parent(s) or guardian(s) may sign permission slips and forms.

Students 18 or older need to sign a Consent for Release of Personal Information before the school can release financial information (including records of payment or non-payment), academic information (including but not limited to course schedules, grades, attendance records, copies of academic warnings), and medical information to parents or guardians. This form additionally authorizes the sharing of student confidential information between staff members at Monadnock Waldorf School in order to best facilitate support for the student as (s)he completes her/his high school education.

### **Alterations to the Handbook**

This handbook sets forth the rules, regulations, and philosophies of The Monadnock Waldorf School. The High School Chairs are the final arbiters of proper interpretation of the language in this handbook. It is inherent in the nature of a dynamic institution that things may change from time to time during the course of the school year. Therefore, the Chairs, acting on behalf of the school, reserve the right to alter provisions in this Handbook.

## *To Conclude...*

We ask each parent and student to read this handbook in its entirety.

In addition, we ask each student to sign a statement that he or she has read this handbook. Your signature indicates you understand all the policies and consequences contained herein.

# *Rudolf Steiner (1861-1925) and Anthroposophy*

Rudolf Steiner, an Austrian philosopher, scientist, educator, and artist, recognized the need to reconcile the realities of the material world with those of the spiritual world. He schooled himself in modern science and philosophy and developed Anthroposophy as a “spiritual science.” Steiner was active in the cultural and social life of his day and shared the results of his research in over 6,000 lectures and 40 books. Throughout his life, he sought to help individuals develop their higher capacities through a process of self-teaching and self-learning. He is increasingly recognized as a seminal thinker of the 20<sup>th</sup> century and one of humanity’s great spiritual teachers.

Steiner called his view of the human being *Anthroposophy*—literally, *wisdom of the human being*. Anthroposophy embraces a spiritual view of the human being and the cosmos, but its emphasis is on knowledge, not faith. It is a path that emphasizes the importance of thinking, feeling, and doing. It leads, in Steiner’s words, “from the spirit in the human being to the spirit in the universe.” Humanity (*Anthropos*) has the inherent wisdom (*sophia*) to transform both itself and the world. Today, when many aspects of our culture are in crisis and people are easily drawn into cynicism and despair, Anthroposophy’s vision of human potential is a source of hope and renewal. Through Anthroposophy, a deep respect for each human being as a unique individual permeates life in the school and within the classroom.

Steiner felt the primary function of education to be the exercise of pupils’ faculties of *thinking, feeling, and willing*, and that—properly cultivated—these basic human qualities manifest in civilization as the eternal verities of *truth, beauty, and goodness*. These verities in turn become the basis of *science, art, and a sense of awe and reverence*.

## *Waldorf Education: A Brief History*

Shortly after World War I, Rudolf Steiner visited the Waldorf Astoria cigarette factory in Stuttgart, Germany. He was there at the invitation of Emil Molt, a leading German industrialist who had asked Steiner to establish a school for the children of his employees. Molt’s request arose from his belief that Germany’s future rested with the post-war generation of children. He believed that if these children were to create a brighter future, they would need an education beyond traditional intellectual skills in order to encompass capacities that would address their essential humanity. Rudolf Steiner responded with a radical proposal that turned the common educational practices of the day upside down. Five months after Steiner’s visit, the Independent Waldorf School (*Die Freie Waldorf Schule*) opened its doors in Stuttgart in 1919.

## *Results of Waldorf Education*

Waldorf graduates are accepted at the nation's most selective colleges, where they are prized for their genuine intellectual curiosity, their can-do attitude, and their ability to engage fully in their learning.

Over 94% of Waldorf graduates attend college, with 88% completing their degrees. This compares favorably with the 90% of private high-school graduates that attend college<sup>1</sup> and the 76% of private-school graduates that complete their college careers.<sup>2</sup> Waldorf graduates are three times as likely to study social and behavioral sciences, and two times more likely to study science and math, than the general US population.<sup>3</sup>

Waldorf graduates go on to careers in such varied fields as law, politics, teaching, information technology, the arts, social services, business, and medicine.

Well-known graduates of Waldorf Schools include: Matthaus Atkinson (Project Engineer, NASA), Kenneth Chenault (CEO and Chairman of American Express), Julianna Margulies (Emmy and Golden Globe Award-winning actress), Ferdinand Alexander Porsche (automotive engineer and designer for Porsche), Charles Rose (internationally known award-winning architect), Aram Roston (investigative journalist, Newsweek, Daily Beast, & CNN correspondent, Daniel Pearl Award winner), Jens Stoltenberg (former Prime Minister of Norway), and Thomas C. Südhof (co-awardee of the 2013 Nobel Prize in Medicine).

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<sup>1</sup> US Department of Education, Digest of Education Statistics, 2002.

<sup>2</sup> National Educational Longitudinal Study, 2002.

<sup>3</sup> Survey of Waldorf Graduates Phase 1, Research Institute of Waldorf Education.

# *Monadnock Waldorf School: A Brief History*

Monadnock Waldorf School originated in southwestern New Hampshire in the mid-1970s when two young women knocked on strangers' doors in the small towns of Sullivan and Nelson to ask the question: *Would young families be interested in joining a Nursery program based on the insights of early childhood education from the Waldorf tradition? The program would be play-based and nature-orientated, offering children a chance to unfold at their own pace.*

Named after Tomte Gubben, a beloved Swedish storybook character (the name means *little men* or *little people*), the school opened as the Tomte Gubben School in Sullivan in 1976, with an early childhood program of eight children and two teachers. In 1979, the school opened its first 1<sup>st</sup> grade in Nelson, NH. In 1982, the school moved to the former Lincoln School building (the current site of our Elementary School) in Keene—with three early childhood classes, a 1<sup>st</sup>, 2<sup>nd</sup>, and combined 3<sup>rd</sup>/4<sup>th</sup> grade—and changed its name to Monadnock Waldorf School. MWS continued to grow, graduated its first 8<sup>th</sup> grade in 1987, and purchased a beautiful site on Old Walpole Road in 1992 to house its early childhood programs.

For many years, MWS considered when and how to bring our curriculum to completion by adding a high school. In the fall of 2009, a group of committed parents worked with MWS faculty to launch Ashuelot River High School with seven 9<sup>th</sup> grade students in the historic Tilden School building in Keene. In fall 2010, Monadnock Waldorf High School opened with a 9<sup>th</sup> and 10<sup>th</sup> grade and twenty-seven students, and graduated its first 12<sup>th</sup> grade in June 2013.

Under the sponsorship of the Garden City Waldorf School, MWS became a full member of AWSNA (Association of Waldorf Schools in North America) in 1989. We are also a full member of NEASC (New England Association of Schools and Colleges). Monadnock Waldorf School now serves over two hundred students, Nursery-Kindergarten through High School, on three campuses.

## *Books on Waldorf Education & Adolescence*

*Between Form and Freedom*, Betty Staley  
*Lifeways: Working with Family Questions*, Davy and Voors  
*Recovery of Man in Childhood*, A. C. Harwood  
*Thirteen to Nineteen*, Julian Sleigh  
*Towards Wholeness: Rudolf Steiner in America*, M. C. Richards  
*Youth Longs to Know*, John Fentress Gardner

This handbook should not be considered a legal document or contract.

## HANDBOOK SIGNATURE PAGE

2015-2016

We ask each parent and student to read the Parent and Student Handbook in its entirety.

In addition, we ask each student to sign the following statement:

I, \_\_\_\_\_, have read the MWHS Parent and Student  
(student name)

Handbook in its entirety, and as such, understand all the policies and consequences contained therein.

\_\_\_\_\_  
(Student signature) (Date)

I, \_\_\_\_\_, parent of \_\_\_\_\_,  
(parent name) (student name)

have read the MWHS Parent and Student Handbook in its entirety, and as such, understand all the policies and consequences contained therein.

\_\_\_\_\_  
(Parent signature) (Date)