



# 2023-2024 All-School Handbook

*Welcome to Gathering Waters! We hope this handbook will serve as a guide and answer your questions about our school's values, policies, and procedures. This handbook does not constitute a contract.*

*Our school is always evolving, and our policies and procedures will at intervals be modified in order to ensure the best learning experience and outcome for all of you. You will be informed of any updates as they happen, and the latest version of the handbook can be accessed on our website.*

Lower School: 98 S. Lincoln St., Keene NH  
(603) 352-0659

Upper School: 31 Washington St., Keene NH  
(603) 733-8969

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Dear Gathering Waters School Parents & Guardians,

We are happy that you have placed your student in Gathering Waters Chartered Public School. Our highest goal is to assist you in helping students to reach their full academic and social potential and to develop a lifelong love of learning.

What follows is practical information concerning schedules, policies, lines of communication, and parent involvement in Gathering Waters School. We would like all elements of the school to be as clear and transparent as possible. Please take time to read this handbook carefully. It will help us to work together toward our common goal of an excellent, comprehensive and enjoyable education for the students of the school.

If you have any questions, suggestions, or concerns, we depend on you to let us know. We are committed to working together for the good of each student and for the good of the school community.

# ***ALL SCHOOL***

## MISSION & VISION

The mission of Gathering Waters Chartered Public School is to offer students in the Monadnock region (including Cheshire, Sullivan, and Hillsborough counties) an education that enables them to discover their interests and capabilities; explore the surrounding world; and to cultivate a lifelong love of learning, a sense of community responsibility and understanding of environmental sustainability. We carry out this mission by providing an academically rigorous and engaging curriculum that integrates the arts, meaningful practical work, and service to the larger community.

Our vision is an inclusive school culture of compassion and respect where deep interest in others goes hand in hand with individual growth. The educational environment enables students to develop self-confidence, self-knowledge, intellectual flexibility, and the capacity for creative problem solving that supports ethical action in their local and global communities.

## NON-DISCRIMINATION POLICY

Gathering Waters Chartered Public School will not discriminate on the basis of race, color, gender, gender identity, or gender expression, national or ethnic origin, age, religion, creed, disability, veteran's status, sex, sexual orientation, socioeconomic or marital status, genetic information, pregnancy and pregnancy related medical conditions in the selection of students or staff, access to its educational programs and activities, with respect to employment terms and conditions or in the administration of the school or in any other way that is prohibited by law.

## DIVERSITY STATEMENT

Gathering Waters embraces a wide diversity of individual identities, including those related to race, nationality, gender, religion, socioeconomic status, sexual orientation, and physical/mental abilities. The fundamental principles working throughout this diversity are respect and civility. We are committed to cultivating open minds and hearts so that we may learn from each other and we are committed to treating one another with respect, courtesy, and civility, even when we may at times experience antipathy toward someone's beliefs or attitudes.

## IMPORTANT CONTACTS

At Gathering Waters Charter School we strive to be open and responsive in all dealings with community members. We hope that our educational ideal of respect and deep regard for each individual child is reflected in the way that we approach issues brought by parents or others. We are committed to bettering the school as an organization, and the Faculty, Staff and Board welcome your interest and your questions about Gathering Waters Chartered Public School.

## SCHOOL DIRECTORY

Each summer, parents may opt out of being listed in a school directory which is made available on our Parent Portal system. Parents and family members agree to keep the school directory information and other personal or private information about students and their families confidential, restricted for school purposes only, and not disclose such information to any third party.

When you need specific information or have a question not covered adequately by this handbook, you may find the following directory helpful.

## PEOPLE

### ADMINISTRATION

**Luke Goodwin – School Principal**

[luke.goodwin@gatheringwaterscharter.org](mailto:luke.goodwin@gatheringwaterscharter.org)

**Kirsten Archibald – Upper School Student Life Administrator**

[kirsten.archibald@gatheringwaterscharter.org](mailto:kirsten.archibald@gatheringwaterscharter.org)

**Karen Atkinson – Lower School Faculty Chair**

[karen.atkinson@gatheringwaterscharter.org](mailto:karen.atkinson@gatheringwaterscharter.org)

**Kelly Barker – Marketing, Communications and Admissions Manager**

[kelly.barker@gatheringwaterscharter.org](mailto:kelly.barker@gatheringwaterscharter.org)

**Kevin Barth – Building Engineer**

[kevin.barth@gatheringwaterscharter.org](mailto:kevin.barth@gatheringwaterscharter.org)

**Jed Hart – Academic Support Administrator**

[jed.hart@gatheringwaterscharter.org](mailto:jed.hart@gatheringwaterscharter.org)

**Eliza Komisar – Upper School Office Manager**

[eliza.komisar@gatheringwaterscharter.org](mailto:eliza.komisar@gatheringwaterscharter.org)

**Fiona Laurie – Main Office Manager & Registrar**

[fiona.laurie@gatheringwaterscharter.org](mailto:fiona.laurie@gatheringwaterscharter.org)

**Kristie Poanessa – Bookkeeper**

[kristie.poanessa@gatheringwaterscharter.org](mailto:kristie.poanessa@gatheringwaterscharter.org)

**Dallas Welch – Business Manager**

[dallas.welch@gatheringwaterscharter.org](mailto:dallas.welch@gatheringwaterscharter.org)

**James Williams – Building Custodian**



**FACULTY**

Sondra Nelson - Kindergarten Teacher  
Amy Kleine - Kindergarten Teacher  
Sarah Galligan - 1st Grade Teacher  
Julie Ludvigsen - 2nd Grade Teacher  
Maria Ganio - 3rd Grade Teacher  
Jessie Morin - 4th Grade Teacher  
Annette Kimball - 5th Grade Teacher

Tina Fava – Kindergarten Assistant  
Maria Elena Gonzales – Kindergarten Assistant  
Jeanette Mancini – 1st Grade Assistant  
Elle Stephens – 2nd Grade Assistant  
Spencer Zamboni – 3rd Grade Assistant  
Jillian Bussiere – 3rd Grade Assistant  
Mindy Olsen – 4th Grade Assistant  
Anna Huckins – 5th Grade Assistant

Katie Oswald – 6th Grade Teacher  
Laura Purdom – 7th Grade Teacher  
Perin Ellsworth-Osanya – 8th Grade Teacher

Amanda LeBlanc – Upper School Assistant  
Eric Eaton – Upper School Assistant  
Aaron Mrzonski – Upper School Assistant  
Heather Herring – Upper School Assistant

Kirsten Archibald – High School Humanities Teacher  
Jess Cohen - High School Humanities Teacher  
Finn-ann Cotton – Upper School Gym Teacher & Athletic Director  
Dan Foster – Spanish Teacher  
Shana Frank – Upper School Math Teacher  
Jason Latham – Guitar Teacher  
Joe Lemme – College Counselor  
Kim McCormick – High School Math & Science Teacher  
Signe Motter – Upper School Math Teacher  
Erin Mounce – Lower School Gym Teacher  
Nicole Romer – Handwork Teacher  
Laura Rubiano-Gomez – High School Math & Science Teacher  
Margarita Slavina – Upper School Math Teacher  
Julia Slone – Choral Music Teacher  
Gretchen Thompson – Upper School Art Teacher

Sasha Tobin – High School Humanities Teacher  
Stephan Vdoviak – Eurythmy Teacher  
Nell Wiener – Instrumental Music Teacher  
Tina Zaffrann – Lower School Spanish Teacher

Jed Hart – Academic Support Administrator  
Karen Atkinson – Lower School Educational Support Teacher  
Leah Mrozinski – Lower School Special Education Teacher  
Bridget Noone – School Counselor  
Tracy Vest – Upper School Special Education Teacher  
OPEN – Lower School Title I Paraprofessional

### **BOARD OF TRUSTEES**

Elizabeth Hamshaw – Board Chair  
elizabeth.hamshaw@gatheringwaterscharter.org

Janet Gordon – Vice Chair  
Eliza Murphy – Vice Chair  
Daniel Kurz – Secretary  
Justin Somma – Treasurer  
Jonny Norris  
Katie Oswald – Faculty Representative  
Mark Stehlik

## **CAMPUS TRAFFIC & PARKING**

### **Lower School Traffic Flow and Parking**

**Drop-off** begins at 7:30 am outside on the playground.

Parents can choose to either park on the south side of Church St. (facing the school) and walk their child up to the play yard OR drop off at the car line.

Our drop-off and pick-up lane will be on Wilber St. heading east, up the hill.

**PLEASE REMEMBER TO DRIVE SLOWLY AND CAREFULLY ON WILBER STREET.**

Cars will line up, pulling just off of the street, beginning at the furthest end of the parking lot entrance and down Wilber St. Cars must turn right onto Wilber St. while heading north from S. Lincoln St. Cars must not turn left on Wilber St. from S. Lincoln St. (and thus "cut" in the car line that may reach to S. Lincoln St.)

Faculty and staff will open car doors and help students into waiting cars. Students will only enter their cars on the sidewalk side. Drivers are NOT permitted to get out of their cars on the driver's side and stand waiting--it will not be safe to have drivers standing in the street waiting for children. After your child(ren) is/are safely in the car, drivers will drive east on Wilber St., up the

hill and around to Water St. Drivers are NOT permitted to make a U-turn on Wilber St. or pick up students across the street while driving west, down the hill on Wilber St.

After 8:00 am (for 1st-5th graders) students arriving late need to stop at the Main Office to get a tardy slip and check in with Ms. Fiona before going to their classroom. If your child is going to be more than 15 minutes late or is going to be absent, please call Ms. Fiona in the Main Office at (603) 352-0659.

**Pick-up** begins at 3:00 pm. Students will be waiting in class lines in the parking lot area (Kindergarten will remain inside the gated playground directly next to the Main Entrance door). Faculty and Staff will call students when their ride arrives in the drop-off/pick-up lane.

**Please!**

- DO NOT park on the northside of Church St. (We have a long-standing agreement with the neighbors regarding this.)
- DO NOT turn around in private driveways
- DO NOT leave your car running if parked

**Upper School Traffic Flow and Parking**

**Drop-off** begins at 7:30 am at the Spring St. entrance of our Upper School building. The car line comes from the direction of Washington St. and turns right onto Spring St. We ask that cars pull up as far as they can past the entrance of the building so that we don't cause a traffic jam on Washington St.

After 8:00 am all Upper School students arriving late need to stop at the Upper School Office to get a tardy slip before going to their classroom. If your child is going to be more than 15 minutes late or is going to be absent, please call the Upper School Office at (603) 733-8969.

**Pick-up** begins at 3:15 pm. The car line comes from the direction of Washington St. and turns right onto Spring St. There will be a staff member directing traffic and assisting students with finding their rides. Please do not get out of your cars! We appreciate your help with keeping the carline as quickly paced as possible while being safe and orderly.

**Please!**

- DO NOT turn around in private driveways
- DO NOT leave your car running if parked

## DAILY SCHEDULE

### **LOWER SCHOOL**

Monday - Friday 8:00 am- 3:00 pm  
(Drop-off starts at 7:30 am)

### **UPPER SCHOOL**

Monday - Friday 8:00 am- 3:15 pm  
(Drop-off starts at 7:30 am)

## ON-TIME ARRIVAL

The opening of each school day is a special moment for the teachers and the children at Gathering Waters. When morning exercises and lessons are interrupted by a late child it affects the whole class. ***We feel it is essential for the well-being of the children and their classes that they arrive on time. It is equally important that the children be picked up promptly at dismissal.*** Waiting to go home is hard on the children. Teachers cannot provide adequate supervision after regular hours. If you will be delayed or your child will be absent, please call our office as soon as possible.

School begins promptly at 8:00 am for both the Lower School and Upper School. We request that parents plan to have children arrive 10-15 minutes early so they are ready to begin their morning together with classmates.

## ON-TIME DISMISSAL

Just as there is a form to the beginning of the day, there is a form to the closing of the school day. Dismissal is at 3:00 for the Lower School and at 3:15 pm for the Upper School.

## OFFICE HOURS

Monday-Friday 7:30 am – 3:30 pm

## SNOW AND EMERGENCY CLOSING & DELAY

Gathering Waters generally follows the Keene School District (SAU29) in regard to snow and inclement weather days. However, because of the widespread area covered by our students' and employee's homes, we reserve the right to make an independent decision to remain open or to cancel school at our discretion. School cancellations will be announced by 6:30 am on the WMUR Channel 9 website ([www.wmur.com/closing/index.html](http://www.wmur.com/closing/index.html)) and on local radio stations. An email announcement will be sent out to all enrolled families, faculty and staff.

When a *delayed* school opening is announced due to inclement weather during the morning commute, doors will open at both campuses at 9:30 am and Morning Lesson will begin at 10:00 am. The school day will end at the regularly scheduled times.

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

## ATTENDANCE

### ABSENCES & TARDINESS

If your child is going to miss school, or is going to be late, it is very important that you notify his/her/their teacher through the appropriate office before 8:00 am unless previous

notification has been given. A child missing from class is a matter of serious concern and is cause for immediate attention by staff and teachers. Please help us to avoid unnecessary alarms by your attention to this request. If a child is tardy, he/she/they must first check in at the office and be marked tardy, and receive a tardy slip to bring to their teacher.

**You may leave a message regarding absence 24 hours a day by calling:**

**(603) 352 - 0659 Lower School Main Office**

**(603) 733 - 8969 Upper School Main Office**

## ILLNESS

Each day at Gathering Waters includes many different kinds of activities for all students. A child who is ill, or even over-tired, simply cannot be present in a strong enough way to benefit from all of these opportunities. The faculty suggests that you ask yourself whether or not your child will be able to participate fully in the school day. If you are unsure, it probably means he or she isn't well enough and needs to rest at home. The school has no adequate facilities to care for a sick child. Children with contagious or infectious illnesses may not attend school unless given a doctor's written permission.

## EXTENDED ABSENCES

The block teaching curriculum method and the nature of the Waldorf classroom as a learning community make extended absences a challenge for both the student and the class. Gathering Waters does not, in principle, support extended planned absences for family vacations that fall within the school calendar. In cases where parents take children out of school, class teachers cannot provide make-up work or home-study materials. In high school, such extended absences may lead to the loss of class credit. There is no substitute for work covered by the teacher with the class as a whole; therefore, we encourage all families to make vacation plans based on our established school calendar.

Please review the following important points:

1. Notification: Please notify the school Office by 8:00 am the day of the student's absence. If you notify the teacher, please carbon copy the school office in the email.
2. Planned Absences: Please give a two week notice for absences greater than two days. We suggest referring to the School Calendar to plan time away during school vacation days.
3. If a student reaches 5 days of unexcused absences: Parents may be contacted in writing to request an in person attendance meeting. See the "Gathering Waters Attendance Policy" for full details.

## ABSENCES FROM EVENTS OUTSIDE OF SCHOOL HOURS

Please be aware that students are expected to attend events listed on the school calendar that occur after school or on weekends unless prior arrangements are made with the class teacher. We strive to keep weekend events to a minimum.

## ATTENDANCE POLICY

*NH Attendance Law: 193:1 Duty of Parent; Compulsory Attendance by Pupil.*

*I. A parent of any child at least 6 years of age and under 18 years of age shall cause such child to attend the public school to which the child is assigned in the child's resident district. Such child shall attend full time when such school is in session unless: The child is attending a New Hampshire public school outside the district to which the child is assigned or an approved New Hampshire private school for the same time; The child is receiving home education pursuant to RSA 193-A and is therefore exempt from this requirement; The relevant school district superintendent has excused a child from attendance because the child is physically or mentally unable to attend school, or has been temporarily excused upon the request of the parent for purposes agreed upon by the school authorities and the parent. Such excused absences shall not be permitted if they cause a serious adverse effect upon the student's educational progress. Students excused for such temporary absences may be claimed as full-time pupils for purposes of calculating state aid under RSA 186-C:18 and adequate education grants under RSA 198:41; The child is attending a public or private school located in another state which has been approved by the state education agency of the state in which the school is located; The pupil has been exempted from attendance pursuant to RSA 193:5; The pupil has successfully completed all requirements for graduation and the school district is prepared to issue a diploma or the pupil has successfully achieved the equivalent of a high school diploma by either: Obtaining a GED certificate; or Documenting the completion of a home school program at the high school level by submitting a certificate or letter to the department of education; The pupil has been accepted into an accredited postsecondary education program; or 1 The pupil obtains a waiver from the superintendent, which shall only be granted upon proof that the pupil is 16 years of age or older and has an alternative learning plan for obtaining either a high school diploma or its equivalent. Alternative learning plans shall include age-appropriate academic rigor and the flexibility to incorporate the pupil's interests and manner of learning. These plans may include, but are not limited to, such components or combination of components of extended learning opportunities as independent study, private instruction, performing groups, internships, community service, apprenticeships, and on-line courses. Alternative learning plans shall be developed, and amended if necessary, in consultation with the pupil, a school guidance counselor, the school principal and at least one parent or guardian of the pupil, and submitted to the school district superintendent for approval. If the Superintendent does not approve the alternative learning plan, the parent or guardian of the pupil may appeal such decision to the local school board. A parent or guardian may appeal the decision of the local school board to the state board of education consistent with the provisions of RSA 21-N:11, III.*

*II. A child who reaches the sixth birthday after September 30 shall not be required to attend school under the provisions of this section until the following school year.*

*III. In this section, ""parent"" means a parent, guardian, or person having legal custody of a child.*

*NH Truancy Law: 189:34 Appointment. School boards shall appoint truant officers for their districts. School board policies on truancy shall include but not be limited to: A definition of "excused absence" and a process for considering exceptions to absences not otherwise excused.*

*A process for intervention designed to address individual cases of truancy as quickly as possible and to reduce the number of habitual truants in the school district. The board shall provide for the participation of parents in the development of the policy. The policy shall include early parental involvement in the intervention process. The policy shall also designate an employee in each school as the person responsible for truancy issues. 189:35-a Truancy Defined. For the purposes of this subdivision, "truancy" means an unexcused absence from school or class and "unexcused absence" is an absence which has not been excused in accordance with RSA 189:34, II(a). Ten half days of unexcused absence during a school year shall constitute habitual truancy. A school district shall define the term "half day of absence." Nothing in this section shall affect or limit a school district's power to adopt bylaws concerning truancy pursuant to RSA 193:16. 2 Nothing in this section shall affect or limit the duties of a parent pursuant to RSA 193:1. School district attendance records shall be presumed to be true and accurate unless evidence to the contrary is presented. 189:36 Duties. Truant officers shall, when directed by the school board, enforce the laws and regulations relating to truants and children between the ages of 6 and 18 years not attending school or who are not participating in an alternative learning plan under RSA 193:1, I(h); and the laws relating to the attendance at school of children between the ages of 6 and 18 years; and shall have authority without a warrant to take and place in school any children found employed contrary to the laws relating to the employment of children, or violating the laws relating to the compulsory attendance at school of children under the age of 18 years, and the laws relating to child labor. No home school pupil nor any person between the ages of 6 and 18 who meets any of the requirements of RSA 193:1, I(c)-(h) shall be deemed a truant. A truant officer or school official shall not file a petition alleging that the child is in need of services pursuant to RSA 169-D:2, II(a) until all steps in the school district's intervention process under RSA 189:34, II have been followed.*

### **Gathering Waters Attendance Policy**

Attendance and participation in class are essential to the learning process. Students are expected to arrive on time for school each day, to attend school daily, and to be prompt in arriving for classes. School begins at 8:00 am. Students arriving after 8:00 am will be considered late. There is a five-minute time between classes for transitioning.

Parents must notify the Office of a student's absence by 8:00 am 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 formally notify the Office and the student's Class Teacher/Advisor 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 Gathering Waters School Calendar in matters of vacations and non-school days.

The Principal may excuse a child from attendance because the child is physically or mentally unable to attend school, or has been temporarily excused upon the request of the parent for purposes agreed upon by the school authorities and the parent. Such excused absences shall not be permitted if they cause a serious adverse effect upon the student's educational progress.



Students excused for such temporary absences may be claimed as full-time pupils for purposes of calculating state aid under RSA 186-C:18 and adequate education grants under RSA 198:41

### **Excused Absences**

The following are legitimate and excusable reasons for absences:

- 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 representative
- Religious Reasons
- Activities associated with a student’s leadership responsibilities

### **Unexcused Absences**

The following are not excusable reasons for absences:

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

If students are absent for more than ½ of a school day (3 ½ hours) they are considered absent for that day. If a student misses more than one-fourth of a morning lesson block (approximately 4 classes per 3-week block; approximately 5 per 4-week block), or of a skills class (approximately 10 classes per semester or 20 classes during the school year), they may receive no credit. If students miss more than 15 minutes of a Morning Lesson or track class, they will be considered absent for the class. Students with extenuating circumstances for absences may appeal loss of credit to the Class Teacher or Advisor.

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 Class Teacher/Individual Advisor will initiate a conversation with the parent(s) to determine appropriate action.

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

In case of absence for medical reasons of five or more consecutive days, parents or guardians may be asked to present to the Principal or Faculty Chair a physician’s written release attesting to



the medical situation. For students, whose absence from school is due to a contagious disease, the student may be asked to provide a written medical release before returning to school.

### **Protocol for Excessive Unexcused Absences**

After five days of unexcused absences the Administration may contact the parent(s)/guardian(s) in writing regarding the continued unexcused absences. This correspondence shall provide the parents with documentation outlining the unexcused absences and a copy of the Attendance Policy regarding attendance and a date, time and location for a meeting with parent(s)/guardian(s), student (if appropriate), faculty and staff and applicable youth serving agencies to develop an attendance plan. The administration shall confirm parent receipt of this correspondence. A meeting shall be convened to develop an attendance plan. If parents are not able to attend the meeting the draft of the plan shall be sent to parents. The written attendance plan shall minimally include that if the absences continue, one or more of the following shall take place: A referral to the truant officer, DCYF, court, diversion program, Department of Health and Human Services, filing of an educational neglect petition with the Court, or loss of credit. At this time the parent or student may appeal the unexcused absences. The appeal should be sent in writing to the Principal within 5 days of receipt of the attendance plan. It will be left to the Principal's discretion whether or not to excuse the absences.

If the Administration of Gathering Waters has reasonable belief that the student is enrolled in another formal educational setting or an approved homeschool program, we will unenroll the student. If a parent intends to homeschool their student, Gathering Waters will provide information regarding registering with the state, and will unenroll the student. If the parent declines to follow the attendance plan, we will unenroll the student. If there are extenuating circumstances which affect a parent/guardian's ability to comply with the attendance plan, the school will work with DCYF or other youth serving agencies to support the attendance plan of the student.

Students at Gathering Waters can be unenrolled by their parents/guardians at any time. The school requires the request for unenrollment to be made in writing to the Main Office Manager and Principal.

### **Change of Student Grade Placement**

In some situations the question of proper grade placement of a student can be raised by the parent/guardian and/or teacher. This question can only be considered if the age of the student would be developmentally appropriate for the new class placement and there is enrollment space in the new class placement under consideration. If the question is considered, the Class Teacher/Student Life Administrator, Special Education Teacher(s), Academic Support Administrator and Principal will assess the student and meet with the parents to discuss a placement plan. If the school and parents/guardians agree to a new grade placement the student can be moved to a new grade.

### **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
- 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
- A student is not meeting the minimum academic standards of their grade level and/or has failed to meet the academic assistance and/or probation plans determined by the Faculty, Level Chair/Student Life Administrator and Principal

### **Punctuality**

Students are expected to be at school and ready for Morning Lesson by 8:00 am. Therefore, we recommend that students plan to arrive at 7:45 am or earlier, so that unforeseen circumstances will not make them late.

We recognize that unavoidable circumstances may occasionally make the best-intentioned and most disciplined student late to school.

We request that parents notify the Office in advance if a student will arrive late for a pre-arranged reason, such as a medical or dental appointment.

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.

### **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 Main Office of their absence and provide the name and contact information of the adult responsible for the student.

## **LUNCH & SNACKS**

Students bring their own lunches and beverages. Water is available at the school. Since mealtimes are essentially social, we request that children do not bring lunch boxes bearing pictures of characters from comics or movies, etc. These often distract the children and change the nature of their conversation and interaction with their peers.

## **PERSONAL PROPERTY**

### **ITEMS NOT TO BRING TO SCHOOL**

Candy, toy weapons, radios, video games, music players, and role playing games (magic cards, or any type of trading cards, for example) should not be brought to school. Matches, lighters, jack knives, and other potentially dangerous objects also have no place in school and will be confiscated.

Sexually explicit material has no place in our school and will be immediately confiscated if found. If a parent becomes aware at any time that this type of material has been present at school, we ask that the class teacher or the school administration be notified.

## CELL PHONES

Cell phones and all other electronic media are ***not allowed to be used on campus during school hours***. Students may bring cell phones to school if they are needed for afterschool activities or if they are needed for students who come and go to school independently. Cell phones must be turned off and kept in the student's backpack or locker in the Upper School for the entire school day. Parents are asked to support this school policy by not sending electronic devices and cell phones with their children to school unless needed. Do not try to communicate with your children during the school day on their cell phones or electronic devices. Parents can contact the Office if they need to communicate with their children. Please further see the Upper School Cell Phone Policy.

## LOST AND FOUND

*PLEASE LABEL ALL CLOTHING WITH YOUR CHILD'S NAME*

Unidentified clothing and other items left at school will be placed in a box and kept in a designated place for parents and students to look through at their convenience. If your child is missing clothing, please check there. The school will donate unclaimed clothing to local charities.

## DRESS CODE

Students at Gathering Waters are expected to wear clothing and footwear that is appropriate for a broad range of school activities, including physical education, games, eurythmy, walking field trips, and woodworking and art classes, depending on the grade level. Because outdoor time is a part of each school day, children should come to school with outdoor clothing that protects them from the elements. Hooded rain jackets, rain pants, and waterproof rain boots, as well as snow jackets, snow pants and snow boots, depending on the season, are expected for all children in 1st-5th grade, and as needed for outdoor activities and field trips in 6th-11th grade.

The primary consideration in the dress code is functionality. For safety, hygiene and freedom of movement we ask that outfits for school are chosen to allow for the highest level of participation in class, keeping in mind the active nature of our curriculum. It is not our intention to shame students or families for clothing choices, but rather to partner with parents to help students focus on schoolwork. Clothing that is not functional and therefore detracts from a lesson will be dealt with at each teacher's individual discretion in an age-appropriate manner but will be viewed as an opportunity for conversation and not a cause for punishment.

These are general guidelines for clothing at school:

- Gym shoes are the best choice for footwear, and are required for gym
- Clothing of flexible breathable natural fibers is best for freedom of movement

## OUTDOOR PLAY

Outdoor play is a big part of our school day. Teachers and staff monitor outdoor temperatures, heat index, and wind chill factors and we adjust our time outdoors accordingly.

When the temperature with wind chill is a factor, children will be required to have all

necessary clothing including hats, gloves and warm layers to protect them from the cold, and time outside will be limited. Children without the necessary layers will not be permitted to go outside. In extreme heat, teachers and staff will monitor the heat index and will adjust the activities accordingly.

## EVENT AND SPECIAL OCCASION DRESS

Certain occasions – festivals and special assemblies, for example – call for “best dress” to reflect the mood of the event. Students may choose from dress pants, dress shirts, polo shirts, skirts, and dresses, as appropriate. Students may wear simple dress shoes, or other clean, non-distracting footwear.

## SHOES

Students should be ready to participate fully in the activities of their school day. Whether for outdoor or indoor use, please select shoes that protect and support the feet. Flat-soled, supportive shoes are required – platforms, backless clogs, flip flops and “cros” are not acceptable. Shoes that tie are preferred, especially in the younger grades. Rain boots should be waterproof, and snow boots should be adequately insulated to keep the feet dry and warm.

## CLOTHING SIZE & CONDITION

Clothing that is too tight or restrictive hinders healthy movement and can promote self-consciousness. Over-sized and loose clothing and shoes hinder movement and may lead to injury. Warm-up pants, and other athletic wear are acceptable if they meet other criteria of the dress code.

## MEDIA POLICY

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

From radios and TVs to smartphones and tablets, media of all kinds fill our world these days. More and more parents carry the same concerns about over-exposure to media and the consequent decline of direct, un-mediated experiences for young people. In general, we strive to create a media-free environment while students are in our educational care. Observation of the children by their teachers leaves us with concerns about excessive exposure to media. A reliance on ready-made pictures reduces the child's ability to visualize both the written and the spoken word. Students who are accustomed to passively receiving have difficulty making the inner effort necessary to sustain an imaginative train of thought. There is a growing body of research supporting this position.

Essential to the Waldorf approach to education is the daily activity by students of reviewing the previous day's work. As the children sleep, the stories, subject material, and experiences of the

day are transformed and become their own. This process sparks the individual development of thinking. When a child is exposed to strong, fixed impressions, such as the media presents, this overnight process of taking in is compromised to a point where we know it cannot work at all as it is intended.

Aside from what is used for instructional purposes, we strive to create a media-free zone during the school day. In the event that a child's media experiences are affecting his or her ability to benefit from the curriculum and thereby causing disruption to the daily life of the class, the teacher will request a meeting with the parents/guardians of the student. A child whose media experiences are disruptive to the class, classroom activities, or educational process is of serious concern to the faculty.

## DISCIPLINE

All children are expected to observe standards of behavior based on an attitude of respect for themselves, their teachers, parents, fellow students, and their environment. Behavior that interferes with the education process is not tolerated.

Behavior that is considered to fall outside these standards may include, but is not limited to:

- Rudeness or disrespect toward classmates, teachers, staff or parents
- Physical aggression toward any individual
- Mistreatment of property
- Absence from classes or parts of classes without prior permission
- Use of foul language
- Leaving campus without permission

### **LOWER SCHOOL: KINDERGARTEN THROUGH 5th GRADE**

Discipline will be handled in an age appropriate manner at the discretion of the class teacher, with support from the faculty and administration. The class teacher will keep in close contact with parents of children with behavior problems. In the case of repeated behavior difficulties, a child may lose the privilege to be at school for a period of time.

### **UPPER SCHOOL: 6th GRADE THROUGH 8th GRADE**

In cases of repeated rule breaking, especially in the case when physical or emotional aggression is involved, there will be a program of strict monitoring of the situation. The program will include a conference with parent, teacher, and Principal (and may include the child) to set clear and consistent guidelines and goals for behavior improvement. A time-frame to accomplish this improvement will be set. Dates will be set for the teacher and parents to meet to review the situation. There will be frequent communication between teacher and parents on the progress of the situation.

If all such measures fail and improvement in behavior is not significant in the specified time frame, the Principal, School Counselor and the class teacher will meet to determine whether the child's permanent dismissal from the school is necessary.

Physical and verbal aggression are grounds for immediate suspension. Should a student show disrespect by using caustic or foul language to school staff or fellow students, or by physically endangering others, s/he may be immediately suspended. The class teacher, upon conferring with the Principal, will notify parents of such a situation. A plan for addressing the situation will include consideration of the severity of the behavior, the context of the incident, and the student's overall behavior. The student will not be allowed to return to school until a meeting of class teacher, Principal, and parents takes place.

## **BULLYING**

Bullying is not tolerated at Gathering Waters. Respect for oneself and others are core elements of Waldorf education. Teachers at Gathering Waters are deeply committed to this principle and use every opportunity to bring an understanding of this to their students. Teachers observe the social fabric in their classrooms closely and make use of all community-building opportunities to help students resolve conflicts and support one another.

\* Please see complete Gathering Waters School Discipline Policy on P. 44

## **STUDENT EVALUATION**

Each class in our school is considered a community in which each member has strengths and talents to share with all. Children are not compared or encouraged to compete with one another. High individual standards will be expected and demonstrated in many areas by multiple assessment methods. Evaluation of a child's progress will be shared with parents through meetings with the teacher and through written reports.

Parents will receive written assessments of their child's progress twice a year (and quarterly with 9th-12th Grades). Individual conferences with parents/guardians will also be scheduled during the fall and mid-winter. All students in 3rd-8th & 11th Grade will participate in required state NH SAS assessments.

## **FIELD TRIPS & VOLUNTEERING**

### **FIELD TRIPS**

Field trips are an important part of our educational program. To make them possible takes cooperation on the part of parents and teachers. Parents give permission for their students to participate in all class trips when they complete their annual Back-to-School forms on the Parent Portal. Although we inform parents about upcoming class trips, we do not send home individual permission slips for class trips involving driving. We do not require written parental/guardian permission for students to be taken on school field trips that involve walking in the neighborhood.

## VOLUNTEERS

All volunteers working with students, including chaperones and drivers on trips, must undergo fingerprinting and a criminal background check. With safety in mind, we owe it to our parents and our students to make sure that any adult volunteer, driver or chaperone accompanying them does not have a criminal background. All volunteers should call our Business Office to receive the proper paperwork and instructions on completing the one-time background check process.

State law (RSA 508:17) requires that school volunteers, including drivers, be 'approved' by the school to act on behalf of the school. A form, signed by a representative of the school and the volunteer, must be on file in order to provide immunity from liability. Drivers must have a clean driving record and adequate insurance.

1. State law requires that all children under age 18 wear seat belts.
  - a. All children must ride in an appropriate child safety seat until they are seven years old or 57 inches tall (4'9"), whichever is reached first.
  - b. On field trips, an appropriate child safety seat should be provided by the parent/guardian.
  - c. Additionally, no student under the age of 12 may ride in the front seat of a vehicle.
  - d. Students over the age of 12 may ride in the front passenger seat only with parental/guardian permission.
2. The effects of alcoholic beverages are of serious concern to many individuals and families. The consumption of alcohol by a chaperone or any adult on any school sponsored trip is prohibited.
3. All school rules for appropriate behavior are in effect during field trips.
4. Drivers/chaperones must be fully prepared to support and enforce school rules as communicated by class teachers. Drivers are asked not to play music and to be sure conversations are appropriate. Students are encouraged to express their thanks to the driver.
5. Parent/guardian chaperones should not take siblings out of school to join a class trip.
6. Chaperones must stay with their student groups at all times during class trips.

## SCHOOL COMMUNITY

### RELIGION

Gathering Waters does not provide religious instruction, nor does it advocate for a particular religious belief. Gathering Waters observes the cycle of the year through both traditional and lesser known festivals, some of which have their roots in the world's religions. We feel they embrace the qualities of hope, courage, joy, gratitude, love, and reverence which are part of religions around the world. Other holidays are celebrated by the school through the preparations of individual classes and in special assemblies. Your child's teacher will have more specific details to share. Teachers welcome the opportunity to work with parents in bringing other festival events to their classes.



## EVENTS

Through the school year there will be assemblies, festivals and other scheduled events. We encourage parents/guardians to join us on these occasions when we can share the children's accomplishments and their ongoing work. Please watch the school newsletter for announcements of upcoming events.

Events outside of the school day, such as school plays, demand the same guidelines for behavior that we would expect at school, particularly concerning personal safety and respect for the property of others. At events outside of the school day, parents/guardians are fully responsible for the care and supervision of their children. Our children behaving with consideration, respect, and courtesy toward others is a strong recommendation of our school as a whole, and a true reflection of the core values we share as a school community.

## FESTIVALS

Throughout the year, we celebrate festivals to connect us with the cycles of nature, establish a yearly rhythm for the children, and strengthen our community. Festivals help us to nourish our souls through the sharing of stories, food, songs and activities linked to the seasons and expressed with beauty and reverence. In addition to the community-wide festivals, teachers celebrate other festivals in the classroom, including those connected to different cultures being studied or the cultural traditions of the students in the class.

## PHOTOGRAPHY AT SCHOOL EVENTS

We would like all of our guests, students and staff at events to enjoy events without distractions. Parents/guardians are therefore requested to please refrain from taking still or video images during special assemblies and class plays. Teachers will arrange for a photography session at dress rehearsal or after the assembly.

## THE SCHOOL NEWSLETTER

Once a week we distribute the school newsletter *the Ripple* through email and on our website. Don't miss it! It is the place to look for calendar reminders, notices, parent-to-parent/guardian communications, and more.

We welcome your contributions. Please email your articles, community classifieds, etc to: [kelly.barker@gatheringwaterscharter.org](mailto:kelly.barker@gatheringwaterscharter.org). ***Copy deadline is 12 noon on Friday.***

## COMMUNITY CONDUCT

Our school community is a living thing. Its health and vitality, its life-force, radiates from relationships: teachers with students, parents/guardians with teachers, colleagues with colleagues. Our community reaches beyond the boundaries of our buildings and includes alumni, grandparents, friends of the school, alumni parents/guardians and even those who deliver our wood pellets or our mail. We all know that human relationships are exhilarating, transforming, and life-giving. Human relationships can also be frustrating, are almost always complex, and, if we're honest, so human! At Gathering Waters we strive to respect each individual and forgive



the human errors that could occur. Though we may not know when or how, we do know that somewhere along the way we will hit a rough spot. It is the nature of deep, meaningful human relationships. A teacher may make an error in judgment. A parent/guardian might overlook a teacher request. Student behavior might be seen differently by teacher and parent/guardian. A sensitive decision by the school leadership, necessarily confidential, might not meet with understanding in the parent/guardian community. Mismatched expectations might lead to misunderstanding.

The challenge at these times is not so much that we have a difficulty to face together; the challenge is in how we will work with each other now that a difficulty has come up. These are the very times when our commitments to respectful communication, active listening, and engaged, solutions-orientated communication are really put to the test.

Here we want to outline for you what you can expect from your school at times like these and we want to be clear about what we expect from you on the good days and on the challenging days, as well.

What you can expect from your school:

- Clear and timely communication of information
- A timely response to your questions and concerns
- A call back or conversation with your teacher within 48 hours (or sooner)
- Thoughtful listening to your concerns
- Non-judgmental, respectful inquiry
- Clear plan for ideas, solutions, and next steps
- Follow-through on action steps
- Review to be sure the action steps are showing desired results
- Maximum appropriate transparency in communicating school decisions

What your school expects from you:

- Willingness to meet as an equal partner in your child's education
- Clear and timely communication about challenges or concerns
- Concerns brought directly to the teacher, administrator or other school leader who is designated to receive and respond
- Thoughtful listening
- Non-judgmental, respectful inquiry
- Active participation and follow through in developing and implementing solution-oriented action steps
- Commitment to not "rush to judgment" when you receive information and news about school decisions, realizing you may not have knowledge of all the facts and processes that went into the decision
- Willingness to demonstrate and assume goodwill, good intent, appropriate confidentiality

## CONFLICT RESOLUTION

Gathering Waters is committed to providing the best possible working conditions for its employees and educational environment for students and families. Part of this commitment is encouraging an open and frank atmosphere in which any conflict, complaint, suggestion, or question receives a timely response within the school. Gathering Waters strives to ensure fair and honest treatment of all employees, students, and families. All school community members are expected to treat each other with mutual respect and are encouraged to offer positive and constructive criticism.

Internal grievances or disputes arising from within Gathering Waters, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, partner organizations, and governing board members, will be resolved pursuant to policies and processes developed by the school.

If a community member disagrees with established rules of conduct, policies, or practices, they can express their concern through the conflict resolution procedure described below.

1. Community members present conflict in written form to the Faculty Chairs and/or Principal after the incident occurs. In situations involving a classroom teacher or other faculty member, they are encouraged to first bring their complaint to the teacher or employee in question. If they feel the issue is not resolved or it is not appropriate to bring to that person, they shall bring the concern in writing to the Faculty Chairs and/or Principal, and/or the Board Chair as above.
2. If that person is unavailable or the community member believes it would be inappropriate to contact the Faculty Chairs or Principal, they may present the conflict to the Board Chair.
3. The Principal or Board Chair responds to conflict during discussion or after consulting with others, when necessary, and documents discussion.
4. Any grievance or dispute that is not resolved by the above steps shall be brought before a subcommittee of the Board for hearing. This subcommittee will make recommendations to the full Board for action regarding the grievances and/or complaints brought forth.

In the case of grievances and/or complaints against the Board that cannot be resolved through informal conflict resolution, a neutral third-party mediator shall engage the Parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. The cost of such mediation shall be split between the parties. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.

Not every conflict can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual conflicts can members of the Gathering Waters community develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment.

In the case of disputes between the LEA and Gathering Waters, an attempt will always be made to resolve them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise. In the event of a dispute between Gathering Waters and the LEA, the involved parties agree to frame the issue in a written

format to be submitted to the Superintendent of the LEA and Gathering Waters Principal. The Principal and Superintendent shall meet informally and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Principal and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Principal will identify a neutral third-party mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the LEA and Gathering Waters. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.

## ADULT EDUCATION & ENRICHMENT

We hope all community members, parents/guardians and teachers alike, will want to actively deepen their understanding of Waldorf education and the insights and philosophy that stand behind it. Many have an interest in learning more about child development, parenting, and family life. Others are interested in the crafts and arts offered in our curriculum and wish to broaden their experience in this way. Dance, music, and drama offerings build our community life together. Book groups and study groups offered by community members are opportunities to explore a subject area in depth and with others.

## PETS

To protect parents/guardians, staff and students pets should not be on school property unless secured in a vehicle. Thank you!

## PARENT GROUPS

### CLASS PARENTS/GUARDIANS

A parent/guardian from each class may be asked by the class teacher to help in organizing class trips, plays, and social activities throughout the school year. These Class Parents will notify other parents/guardians of their class about special events and also act as liaisons between busy teachers and busy parents/guardians.

## ACCREDITATION

Gathering Waters is actively working on becoming a full member of the Alliance for Public Waldorf Education. As a member of the Alliance, Gathering Waters is committed to the seven core principles of the Alliance:

- Image of the Human Being

- Child Development
- Social Change through Education
- Human Relationships
- Access and Diversity
- Collaborative Leadership
- Schools as Learning Communities

## ALLIANCE for PUBLIC WALDORF EDUCATION

In 1991 Waldorf education first entered the public realm in the United States at the Milwaukee Urban Waldorf Elementary school. After the establishment of public charter schools in 1994, Public Waldorf education has expanded rapidly. The Alliance for Public Waldorf Education was founded in 2006, and by 2020 had nearly 60 member schools and initiatives operating in over 14 states.

### **Mission of the Alliance**

It is the mission of the Alliance to revitalize public education through innovation that is developmentally sound, to support the development of high-quality Public Waldorf education that meets the needs of the students of our times. In short:

- Promote and support the development of high-quality Public Waldorf Education
- Strengthen the community of schools guided by the Core Principles of Public Waldorf Education
- Increase the visibility of Public Waldorf Education in the greater educational landscape
- Make Public Waldorf Education accessible for all
- The Alliance supports collaboration within and among its members in the formation of strong learning communities that will ensure that Public Waldorf education itself remains “ever evolving and continuously renewed”

As a part of the world-wide Waldorf educational movement, the Alliance seeks partners beyond its membership that similarly wish to revitalize education to create a more harmonious social future. The Alliance seeks to expand the availability of this educational approach to all sectors of society.

## HEALTH & INSURANCE

### HEALTH & ACCIDENT INSURANCE

Carrying health and accident insurance for students is the responsibility of parents/guardians. Parents/guardians accept all medical expenses arising from injuries or other emergency medical treatment.

### HEALTH RECORDS AND IMMUNIZATIONS

In accordance with the requirements of the New Hampshire State Department of Education and the New Hampshire State Department of Public Health, a cumulative health record is maintained on each child in grades 1-12. This includes a record of the required physical examinations as

well as documentation of state mandated immunizations. A complete listing of immunization requirements can be obtained from your child's primary care provider. All families must comply with State of New Hampshire statutes related to physicals and immunizations including RSA Section 141-C:20-c and RSA 200:38.

## MEDICATIONS BROUGHT TO SCHOOL

Gathering Waters does not have a nurse on staff. All Employees have basic First Aid and CPR training. If your child requires medication during the school day, the following steps must be followed:

1. Medication must be handed from an adult to an administrative member or teacher to be dispensed by the administrative member or teacher.
2. All medication must be in its original packaging and fully labeled.
3. If necessary, your physician must provide a note describing when and how the medication should be administered and for how long.
4. This policy pertains to all medicines, including homeopathic, naturopathic, anthroposophical, and allopathic, as well as asthma inhalers.

## ILLNESS

Each day at Gathering Waters Public Chartered School includes many different kinds of activities for all students. A child who is ill, or even over-tired, simply cannot be present in a strong enough way to benefit from all these opportunities. The faculty suggests that you ask yourself whether your child will be able to participate fully in the school day. If you are unsure, it probably means he or she isn't well enough and needs to rest at home. The school has no adequate facilities to care for a sick child. Children with contagious or infectious illnesses may not attend school unless given a doctor's written permission.

## FEVER POLICY

If, during the school day, a child is experiencing a fever (100.2 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.

## COVID HEALTH & SAFETY POLICY (Updated August 2023)

The following policies are those that have been updated per guidance and requirements from the New Hampshire DoE.

- Layers of Protection:

1. Sanitize Hands. Faculty & Staff will reinforce the habit of hand washing and hand sanitizing before and after most activities. Hand sanitizer will be located throughout the buildings.
  2. Maintain Distance. Student desks will be arranged 3 feet apart when possible. Students are encouraged to maintain social distance when possible. A good guideline is maintaining an arm's length distance.
  3. Air Circulation. Proper air circulation and ventilation is important to decrease transmission of the virus. We will utilize air-purifiers in the Lower School. The Upper School is equipped with a new HVAC air circulation system. We will utilize open windows on both campuses to the greatest extent possible.
  4. Masks cannot be required inside or outside of the building. As of March 2, 2022, masks are optional at Gathering Waters School. Masks will be made available to any community member who would like one.
- Safe Building Practices:
    1. Hand Sanitizer: Hand sanitizer will be available throughout the building and in classrooms.
    2. Water coolers: Water coolers will only be used for filling water bottles.
  - COVID-like Symptoms:
    1. Any student with the following COVID-like symptoms will be sent home until symptom free, and must provide a negative COVID test or fulfill the required quarantine period.
      - Cough
      - Shortness of breath or difficulty breathing
      - Fever (100.2 degrees Fahrenheit or higher)
      - Chills
      - Fatigue
      - Muscle pain
      - Sore throat
      - Congestion or runny nose
      - Nausea or vomiting
      - New loss of taste or smell

Sick Students will be isolated and under the care of faculty or staff in the office until their parent/guardian arrives to pick them up from school.
    2. Community members that test positive must isolate for 5 days, following DHHS isolation and quarantine recommendations. Isolation can end after 5 days if fever and symptom free. If fever or symptoms continue then continue to isolate until fever and symptom free or after 10 days of isolation.
    3. Gathering Waters is strongly recommending that those students that are eligible for the vaccination consider getting the shot and booster.
  - Communication:
    1. Principal and Office Managers will be the spokesperson to the family by phone.

2. Principal will send out communications to the class parents/guardians if a student or faculty/staff member has tested positive for COVID (protecting the identity of the individual) that has had exposure to the class. These communications will be previewed with the faculty and staff.
3. Principal will not send out communications to the relevant class community if a student or faculty/staff member has tested positive for COVID.

## HEAD LICE POLICY

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 or nits.
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 caregivers must commit to a full course of treatment.
4. 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.**

## ADMINISTRATIVE MATTERS

### VISITOR POLICY

All visitors are required to obtain prior permission from the Faculty and the Lead Administrator. The faculty discourages visits that are not prearranged. An occasional visit by a friend of a student may be considered when that student makes a request to the Faculty and alerts each of the teachers whose class the visitor plans to attend.

### LEGAL SIGNATURES

For all fully enrolled Gathering Waters 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 Gathering Waters Public Charter School to best facilitate support for the student as (s)he completes her/his high school education.

## GOVERNANCE

The leadership and administrative structures of Gathering Waters strive to support our students and their families. They work to approach their duties with goodwill, respect, active engagement, and a positive attitude.

Our school leadership process follows the guidelines of the Alliance for Public Waldorf Education, which recommends the principle of shared responsibilities within established legal structures, for school governance. In Public Waldorf Schools collaboration among teachers, staff, administration, and boards, with stakeholders' input, is the rule. A core organizing principle of Waldorf education is that decisions related to educational programming are best made by the teachers who are working directly with students every day. When possible, those responsible for making such decisions act from knowledge and experience working with Rudolf Steiner's educational insights.

**The School Principal** is responsible for oversight of the day-to-day-operations of the school integrating and balancing pedagogical programming with administrative and operational requirements as well as the legal and fiduciary duties of the Board of Trustees. The Principal will share pedagogical leadership responsibilities with the Faculty Chairs. The major job responsibilities are: 1) Developing and managing all school resources in service to the Mission of Gathering Waters School, 2) Guiding the pedagogical development of the Gathering Waters School curriculum, 3) Hiring and dismissal of administrative and teaching staff, 4) Guiding and supervising the teaching and administrative staff, 5) Developing and implementing effective operating policies and practices.

In addition to teaching responsibilities, the **Faculty** carry responsibility for ongoing festival life and events in the school, as well as curriculum development, child/student studies, and scheduling needs. The insights of Rudolf Steiner's anthroposophy underlying, and inspiring Waldorf education are that the individual is a being of body, soul, and spirit; that teaching is an art; and that teachers need to be active on a path of self-development. A main responsibility of the Faculty is to cultivate and nourish a healthy pedagogical impulse in the school. Faculty make a commitment to actively work with the guidelines for inner work and teacher meditations that Rudolf Steiner provided for Waldorf teachers. In consultation with the Pedagogical Advisory Group, the Principal selects the Faculty Chair(s).

**The Faculty Chair(s)/Student Life Administrator** are responsible for supporting an exemplary Waldorf student experience, supporting the Gathering Waters faculty, and cultivating a culture of collaboration and communication at our school. The Level Chairs will share pedagogical leadership responsibilities with the School Principal. The Level Chair is a 50% position with the expectation that the Chair also teaches for 50% of their full time position.

**The Pedagogical Advisory Council (PAC)** includes membership chosen by faculty with representatives of each level. The PAC provides pedagogical consultative input to the School Principal and Level Chairs/Student Life Administrator and they will be consulted under these critical pedagogical decisions, 1) Hire of full time faculty member, 2) Major programmatic



changes that include full levels of the school, 3) Yearly operating budget review, 4) Strategic Planning, Mission and Vision updates, 5) Alliance for Public Waldorf Education membership changes.

**The Administration** team (Principal, Business Manager, Bookkeeper, Office Managers, Marketing, Communication & Admissions Manager, Building Engineer, Building Custodian) is responsible for all non-teaching functions that keep the school operating smoothly, including office coordination, oversight of facilities and finances, development, marketing, enrollment, and admissions. The administration team works under the supervision of the Principal to best serve the students, parents, faculty, and community.

## BOARD OF TRUSTEES

The Board of Trustees has the final responsibility for fiscal and legal matters and is accountable for the school and its operations. The Board of Trustees is made up of four parent/guardian representatives, one or two teacher representatives appointed by the Faculty, the Principal, Business Manager, and four community members.

The Governance Committee of the Board is responsible for identifying prospective Trustees who bring specific experience and expertise to the Board. Trustees are nominated and elected by the Board to meet specific needs of the board and the school, and serve three-year terms, with eligibility for a second term.

## BOARD COMMITTEES

### **Finance Committee**

This committee meets monthly to ensure that there is adequate short-term and long-term financial planning for the school, including oversight of:

- Annual budget
- Financial legalities (including audit oversight)
- Salary setting on an annual basis (works in collaboration with Personnel Committee)
- Long-term financial issues

### **Human Resources Committee**

This committee is responsible for ensuring that the school has adopted and follows through on personnel policies that meet legal requirements and help to keep the school functioning in a healthy way. Specifically, the committee:

Recommends teacher and administrative salary structure

- Reviews and recommends benefit packages
- Maintains Employee Handbook
- Ensures school compliance with state and federal HR policies
- Reviews all personnel related policies
- Provides input on the teacher review process and professional development program

- Participates in interviewing director level positions and other staff positions as appropriate
- Conducts exit interviews

### **Governance Committee**

This is a committee exclusively made up of Board members. Its role is to ensure the healthy development and functioning of the Board. This includes:

- Recommending and engaging new Board members in a timely fashion
- Orienting new Board members
- Recommending membership on committees and ensuring that committees are working effectively
- Building and maintaining a climate that promotes effective work and morale within the Board

### **Development and Fundraising Committee**

The purpose of this committee is to ensure that there is a viable, comprehensive development plan in place and that appropriate steps are taken to meet the fund-raising goals for each year. This committee also helps to organize Board members and parents/guardians to play key roles in the fund-raising efforts.

The responsibilities of this committee are:

- To be involved in the setting of an annual fund-raising goal for the school and goals for any current special campaigns.
- To ensure that there is a viable development plan in place before the start of each year and that appropriate steps are taken to meet the fund-raising goals.
- To ensure that available administrative support for development is appropriately focused
- To ensure that professional consulting advice is sought when needed
- To engage directly in fund-raising asks when necessary
- Board members and parents to play key roles in the fund-raising efforts

### **Facilities Committee**

This Board committee provides oversight and planning of the physical plant of both campuses and provides direction for the more operational work of the Buildings and Grounds committee which is composed of Faculty, Staff and Administration.

The responsibilities of this committee are to:

- Create a long-term plan for the buildings and grounds that is consistent with the strategic plan and mission of the school that includes a plan for beautification of grounds and development of playground areas, gardens and interior spaces at both campuses.
- Lead the search for a permanent home, identifying potential properties and collaborating with the Leadership Group and Finance Committee to develop purchase strategies.
- Work with other relevant committees such as Development and Finance to help secure funding for larger facilities' projects such as renovation and new construction.
- Oversee the execution of these plans in conjunction with relevant school and outside personnel.

- Develop and monitor a safety and emergency plan for the school.
- Support the day to day work of the Buildings and Grounds committee to ensure compliance with the safety and emergency plans.

**The Leadership Advisory Group** is a collaborative leadership group that includes the Board Chair & Vice Chair(s), School Principal, Business Manager, and Faculty Level Chair(s). Their main responsibilities include, 1) Coordinating the leadership activities of the school in support of the school’s Mission and Vision, 2) Organizational health and integrity (guiding the school to adopt, implement, and refine policies and practices that promote greater efficiency, empowerment of school employees, hygienic collegial relations, clarity of responsibilities, transparency for the school community, trust, etc.), 3) 3-Fold Organism realm relationships, and 4) Institutional image.

## DEVELOPMENT & FUNDRAISING

### FUNDRAISING BY STUDENTS

Students in 6th grade and above will enjoy the entrepreneurial spirit and sense of satisfaction of raising money to support class and school projects. The appropriate level of student fundraising continues to be a topic of conversation within the school. Current guidelines for each grade are available from the class teachers in 6th-8th grades and from the class advisors in 9th-12th grades. Your input is welcome!

### FUNDRAISING BY GATHERING WATERS

Gathering Waters is a tuition-free, public charter school funded in part by state, federal and local funds. While we rely heavily on state funding, this alone is not sufficient to cover the scope and cost of our program. Fundraising events throughout the year and Gathering Waters’ annual fund bridges this funding gap and allows us to maintain a rich and robust curriculum. We expect that all families will participate to the full extent of their ability in these fundraising efforts.

## RESOURCES

### KEENE LIBRARY CARDS

Even if you don’t live in Keene, your family can check out books from both Keene Public Library and Keene State College. On request, KPL provides a free library card to every student who goes to school in Keene; and your KPL card entitles you to six books at a time from KSC. See the Main Office for a form letter to take to KPL. See the Gathering Waters Grade School Library for booklists.

### READING AT HOME FOR YOUNGER STUDENTS

One of the best ways to support your child’s Waldorf education is through reading. Ideally, a child who is read to from the earliest age develops skill for and a love of reading that continues throughout life. Many parents/guardians have a routine of daily reading aloud that often continues through eighth grade and beyond. Some parents/guardians even have to limit their

children's reading to themselves to allow for a reasonable balance of activities. A child with a strong home reading program has little time for, or (often) interest in watching television and other audio/visual media.

The parents/guardians' section of the Gathering Waters' library also has lists of recommended books, sorted by grade level. Most of these books are available at a local library. The following are recommended as good introductory books on Waldorf education:

*Teaching as a Lively Art*, Marjorie Spock  
*The Education of the Child*, Rudolf Steiner  
*Waldorf Education*, M.C. Richards  
*The Experience of Knowledge*, John Gardner  
*Rudolf Steiner Education*, Francis Edmunds  
*The Way of a Child*, A.C. Harwood  
*You are Your Child's First Teacher*, Rahima Baldwin  
*The Child From Two to Four*, Udo de Haes  
*School as a Journey*, Torin Finser

# *UPPER SCHOOL (6th through 11th Grade)*

## ACADEMIC MATTERS

### ACADEMIC DEADLINES

Gathering Waters hopes to cultivate strong work and study habits in our students. Completing assignments and Morning Lesson books, portfolios, or projects 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.

### ACADEMIC SUPPORT

It is the goal of Gathering Waters Charter School to help each student attain their highest level of academic achievement. To this end, each student is supported in their work by the teacher of a given class, the Class Teacher/Individual Advisor, the Student Life Administrator and the academic support team, as needed.

If a student exhibits consistently late work, lack of engagement in class, or poor test and quiz scores, parents/guardians will be informed via email or phone call, as these can negatively impact the completion of the course and/or the course grade.

In-school support for late work or, in the high school, students whose course average falls below a C-, may consist of regular check-ins with subject teachers and Class Teachers/Individual Advisors, mandatory attendance of a teacher's office hours, loss of high school off-campus privileges or elective class options, as well as referrals to the Eddy Team (educational support) for assessments. In addition, high school students who fail a course that is required for graduation may be required to complete work over the summer to attain passing grades.

Parents and guardians play a crucial role in supporting a student's academic success by providing a place and consistent times for school work, communicating with teachers/Individual Advisors, and attending any necessary meetings.

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 completion of the course and/or 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 Upper School faculty
- Require the student to meet more frequently with his or her Advisor
- Notify parents with a Notice of Concern of missing assignments and/or schedule weekly check-ins with parents and with student
- May curtail extracurricular activities

Upon consultation with the Faculty and the Academic Support Administrator, the Class Teacher or Advisor may request a learning assessment.

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 Faculty may implement the following Academic Probation measures:

- All academic assistance measures listed above 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 (see: Requirements for Participation in all Sports and Extracurricular Activities)

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.]

## ACADEMIC HONESTY

The integrity of Gathering Waters depends upon student honesty in academic work. Cheating, plagiarism, and misrepresentation or falsification 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 including work generated by AI 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 or any online source 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 Academic Support Administrator. 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 a warning, parents notified via email

**Second offense:** fail Morning Lesson Block or quarter track class; student placed on Academic Probation

**Third offense:** fail assignment and semester, and review by 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.

## REQUIREMENTS FOR PARTICIPATION IN ALL SPORTS AND EXTRACURRICULAR ACTIVITIES

In order to participate in school-sponsored extracurricular activities, a student must maintain regular school attendance and be in good standing. All major assignments and main 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. Class Teachers and Advisors may give consideration for special circumstances on a case-by-case basis.

Again, students who leave school early due to *any* extracurricular event must submit a parent's written or verbal permission beforehand.

## SCHOOL CULTURE

The school culture of Gathering Waters is one of inclusivity, equity, diversity, and social justice. These values are embedded in the content of the curriculum and the social life of the school community. They are manifest in the profound respect that teachers and staff have for each human being as a unique individual. Teachers and staff are committed to enable students to find a sense of social safety allowing for authentic self-expression while also recognizing their role as a part of a larger community. The emphasis on healthy human relationships among teachers, staff, students and parents/guardians is reflected in the respectful and collaborative approach to every aspect of the school, from governance to the employee grievance policy to the student discipline policy. Students are encouraged to build healthy peer relationships and to embrace difference and diversity through group projects, class plays, peer assessments and activities such as

Morning Gathering and collaboration on school jobs and community service projects. Social responsibility is taught through the performance of daily school jobs, service trips and community volunteerism. Throughout the school year there are multiple opportunities (festivals, student presentations and performances, committees and other volunteer work) for students, staff and parents/guardians to come together and support this vibrant community.

## STUDENT CONDUCT

### DRESS CODE

Students at Gathering Waters are expected to wear clothing and footwear that is appropriate for a broad range of school activities, including physical education, games, eurythmy, walking field trips, and woodworking and art classes, depending on the grade level. Because outdoor time is a part of each school day, children should come to school with outdoor clothing that protects them from the elements. Hooded rain jackets, rain pants, and waterproof rain boots, as well as snow jackets, snow pants and snow boots, depending on the season, are expected for all children in grades 1-5, and as needed for outdoor activities and field trips in grades 6-9.

The primary consideration in the dress code is functionality. For safety, hygiene and freedom of movement we ask that outfits for school are chosen to allow for the highest level of participation in class, keeping in mind the active nature of our curriculum. It is not our intention to shame students or families for clothing choices, but rather to partner with parents to help students focus on schoolwork. Clothing that is not functional and therefore detracts from a lesson will be dealt with at each teacher's individual discretion in an age-appropriate manner but will be viewed as an opportunity for conversation and not a cause for punishment.

These are general guidelines for clothing at school:

- Gym shoes are the best choice for footwear, and are required for gym
- Clothing of flexible breathable natural fibers is best for freedom of movement

### PHYSICAL EDUCATION/MOVEMENT CLASS PROCEDURES

Students are required to dress for physical education and movement classes in accordance with the following guidelines. Failure to dress appropriately will affect the student's Physical Education grade.

- Tops: T-shirt and sweatshirt for cool days outside; a waterproof shell is recommended for rain
- Bottoms: Athletic shorts, sweatpants, or athletic pants. Waterproof pants are recommended for rain
- Socks: Socks required; athletic socks recommended
- Shoes: Athletic shoes with good traction



## ELECTRONICS USE POLICY

Gathering Waters 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 human educational environment and community for all students. We recognize the benefits of personal, networked electronic devices. These devices are tools to support our work. 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 Upper School:

## CELL PHONE POLICY

To avoid disruptions to the educational environment, we eliminate the use of student cell phones during the school day. During the school day, 7:45 am-3:15 pm, or at school events, cell phones, or any device using headphones, may not be used in the school building or anywhere on school grounds. Cell phones and all other electronic media are not allowed to be used on campus during school hours, 7:45 am-3:15 pm. ***Very directly, the presence of student cell phones during the day at Gathering Waters School is not welcomed.*** Students may bring cell phones to school if they are needed for afterschool activities or if they are needed for students who come and go to school independently. ***Cell phones must be turned off and kept in the student's locker for the entire school day.*** If devices are improperly used, heard, or are within sight, even when not in use, they will be immediately confiscated, i.e. a turned off cell phone may not be kept in a student's pocket during the school day. Cell phones may be used by high school students during off-campus privileges when they leave campus, 12:10-12:55 pm. 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.

**First lapse:** confiscated phone or device returned to the student at the end of the school day. Friday detention. In high school, loss of off-campus privileges for one week.\*

**Second lapse:** confiscated phone or device returned only upon parent/guardian coming to pick up the phone. One-day out of school suspension. In high school, the loss of off-campus privileges for the remainder of the semester.\*

**Third lapse:** confiscated phone or device returned only upon parent/guardian coming to pick up the phone and student and parent/guardian meeting with Class Teacher or Individual Advisor and Principal. Multiple-day out of school suspension. In high school, the loss of off-campus privileges for the remainder of the school year.\*

\*Parents/guardians will be notified by telephone before day's end if their child's phone or device has been confiscated that day.

Students who need to call home may use the Office phone (with permission). The five-minute transition times between classes should not be used for calls except in extreme emergencies. We ask that parents/guardians who need to reach students during school hours call the Office phone. We also ask that parents/guardians respect our endeavors to create an environment for focused

learning by not calling or texting their children's cell phones during school hours. Parents/guardians can contact the Office if they need to communicate with their children.

## LAPTOPS AND PERSONAL COMPUTERS

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 setup and configuration of the computers, without explicit and direct permission from a teacher. When using school computers, students need to save their work to an Internet drive (such as Google) or a personal flash memory device (a USB "thumb drive"). Student work may not be saved to school computers.

A student is allowed to bring his or her own laptop to school for use in school *only with the permission of individual teachers for specific reasons*. Such laptops may be used by that student *only and at specific times and locations as permitted and directed by faculty*. This permission must be explicit and current. At all other times, laptops must be kept turned off and stowed away.

Students with particular learning challenges or an 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 Faculty.

Students who use a computer at home for their work need to have all the necessary equipment to support their computer use including the means to print. If unavoidable technical circumstances interfere, students may print at school but only on the printer maintained for student use. We recommend that students bring such assignments to school on a flash memory device. Students should not depend on school for printing and need to leave adequate time in the morning to print assignments if the need arises.

## THE INTERNET

During the school day, no student may access the Internet 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 and pertains only to that student for a specific academic activity--specifically it *does not* include off-topic Internet "surfing" or accessing personal social media. 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. 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 20-minute morning snack time is provided. Standard transitions between classes are not for food consumption. Students should bring to school ample healthy food and drink for snack and lunch. Only water and hot herbal tea is permitted in classrooms, and only in closed containers. Every student is expected to keep a water bottle at school and to fill it during transition times; therefore, students are not permitted to leave any class in session in order to get a drink.

## STUDENT DRIVING AND PARKING POLICY

No licensed student who drives to school may 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 notification by a parent/guardian 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 ride with a student driver.

## SOCIAL AND BEHAVIORAL ISSUES

Gathering Waters Faculty and Staff expect 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/guardians. The Faculty assumes that students intend to do their best in all areas of school life. The atmosphere most conducive to learning is only achieved with parents/guardians 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/guardians and key Faculty will be informed of the outcome of any such intervention.

## DISCIPLINE POLICY

Gathering Waters is committed to providing a safe and secure school environment for all students. Respect for oneself and others are core elements of Waldorf education. Teachers at Gathering Waters are deeply committed to this principle and use every opportunity to bring an understanding of this to their students. Teachers observe the social fabric in their classrooms closely and make use of all community-building opportunities to help students resolve conflicts and support one another.

All children are expected to observe standards of behavior based on an attitude of respect for themselves, their teachers, parents/guardians, fellow students, and their environment. Behavior that interferes with the education process is not tolerated. Behavior that is considered to fall outside these standards may include, but is not limited to:

- Rudeness or disrespect toward classmates, teachers, staff or parents/guardians
- Physical aggression toward any individual
- Mistreatment of property
- Absence from classes or parts of classes without prior permission
- Use of foul language

**SERIOUS INCIDENTS** Serious incidents involving a student (i.e. incidents that will require a meeting between the student, their parents or guardian, Class Teachers, Class Advisor(s) or the School Principal) may lead to a suspension and a requirement for reflection work and counseling 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
- Smoking or vaping on school grounds at any time, or off-campus during school hours
- Possession of firearms, weapons of any kind, or explosives
- Fighting, physical violence, or any kind of psychological intimidation
- Use of obscene, inappropriate, or antisocial language
- Sexual harassment or misconduct
- Harassment, hazing, or bullying behavior - including cell phone, texting, or online bullying
- Being dishonest, including lying, stealing, cheating, plagiarism, or copying the work of other students
- Leaving campus without permission
- Not attending a scheduled class or a school event without first obtaining permission to miss the class or event
- Being present in buildings after hours without supervision or permission.

**Definitions:** “Bullying” is defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

1. Physically harms a pupil or damages the pupil's property;
2. Causes emotional distress to a pupil;
3. Interferes with a pupil's educational opportunities;
4. Creates a hostile educational environment; or
5. Substantially disrupts the orderly operation of the school.

“Bullying” shall include actions motivated by an imbalance of power based on a student's actual or perceived personal characteristics, behaviors, or beliefs or motivated by the student's association with another person and based on the other person's characteristics, behaviors, or beliefs.

“Cyberbullying” is any conduct that is defined as “bullying” within this policy, which is undertaken through the use of electronic devices which include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

Conduct constituting bullying or cyberbullying will not be tolerated, and is prohibited by this policy in accordance with RSA 193-F. This policy applies to, and is intended to protect, all students.

Gathering Waters reserves the right to address bullying and/or cyberbullying, and impose discipline for bullying and/or cyberbullying that: occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

Our model for addressing bullying shall include:

- Primary prevention which will focus on protection and prevention of bullying through student and teacher education. The prevention strategies may include Restorative Justice practices and regular educational training.
- Secondary prevention strategies which will focus on intervention efforts to those students who have been identified as at-risk for being a bully or victim.
- Tertiary prevention which will focus on students with severe needs, including individuals who are perpetual bullies or victims, and those that have threatened violence to peers and/or teachers and staff. This policy also applies to activities that take place on or off-campus if the activities cause emotional distress to an individual that substantially disrupts or interferes with the operation of a school or an individual student's ability to receive an education. The Principal or his/her designee is responsible for ensuring that this policy is implemented.

**Reporting Procedure:**

1. Any student who believes they have been a victim of bullying should report the alleged act to the Principal or his/her designee. If a student is more comfortable reporting the

alleged act to a person other than the Principal or his/her designee, the student may contact any faculty or staff member at Gathering Waters.

2. Students or parents/guardians who have witnessed or who have reliable information that a pupil has been subjected to bullying or cyberbullying should report the same to the Principal or his/her designee. If the student or parent/guardian is more comfortable reporting the alleged act to a person other than the Principal the student or parent/guardian may tell any employee at Gathering Waters.
3. Any school employee who has witnessed or has reliable information that a student has been subjected to bullying shall report the incident to the Principal or his/her designee. The report made by a school employee or employee of a company under contract with the school who witnesses, receives a report or, or has knowledge or belief that bullying or cyberbullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day. The Principal shall request in writing a summary of the event within two school days of the oral report.
4. Although a report may be done anonymously, disciplinary action may not be based solely on an anonymous report. Verification of the anonymous report shall be necessary in order for any disciplinary action to be taken.
5. The Principal or designee, shall notify the parent or legal guardian of all pupils involved by phone within 24 hours that a bullying incident has been reported. All notifications shall be consistent with the student privacy rights under the Family Educational Rights and Privacy Act of 1974 (FERPA).
6. Within the 24 hour time period, the Principal may grant a written waiver from the notification requirement if the Principal deems such waiver to be in the best interest of the child.

#### **Investigation and Remedial Action:**

1. The Principal or designee will react promptly to investigate all formal and informal complaints of violence. The Principal and/or his designee is responsible for determining the scope of the investigation, which may include documented interviews with alleged victim, alleged bully, and any witnesses. All interviews shall be conducted privately, separately, and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and bully be interviewed together during the investigation.
2. If the alleged bullying was in whole or in part cyberbullying, the Principal or his designee may ask students and/or parents/guardians to provide Gathering Waters with printed copies of emails, text messages, website pages, or other similar electronic communications.
3. A student who exhibits physical or verbal aggression or intimidation or physically endangers others shall be immediately removed from the classroom. These acts may be grounds for immediate suspension. Care will be taken to ensure that the student is being returned to a safe living environment, itself free of violence. The Principal or his designee will take such additional disciplinary action deemed necessary and age-appropriate for an actual incident of bullying or cyberbullying, or a false accusation including but not limited to detention, in-school suspension, out-of-school suspension or referral to the Board of Trustees to consider long-term suspension or expulsion, and/or referral to law enforcement in order to end bullying and prevent retaliation. Wherever possible, the

principles of restorative justice shall be implemented and students may be asked to participate in a social inclusion program or mental health counseling.

4. The Principal or designee will notify the parents/guardians of the students involved via telephone of the results of the investigation and any disciplinary/remedial action to be taken. The Principal or designee will also send a written communication to the parents/guardians within 24 hours after the phone call, again notifying them of the result of the investigation and any disciplinary action to be taken.
5. The student will not be allowed to return to school until a meeting of the Class Teacher/Advisor, Principal, and parents/guardians takes place.
6. In accordance with the Family Educational Rights and Privacy act, Gathering Waters will not disclose educational records of students, including any record of discipline and/or remedial action.
7. The procedures under RSA 193:13, Ed 317 and Gathering Waters discipline policies establish the due process and appeal rights for students disciplined for acts of bullying.
8. The Principal or designee shall maintain a written report of all substantiated incidents.
9. 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.
- 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.
- A student is not meeting the minimum academic standards of their grade level and/or has failed to meet the academic assistance and/or probation plans determined by the Faculty, Level Chair and Principal.

**Reprisal or Retaliation:** Gathering Waters shall discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee, including employees of a company under contract with the school, who retaliates against any person who makes a good faith report of alleged bullying or cyberbullying, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying or cyberbullying. All allegations shall be investigated and any substantiated cases will be subject to disciplinary measures up to and including suspension, expulsion, termination of employment, and/or exclusion from school grounds. Distribution and Notice of this policy shall be given to all employees, students and parents/guardians annually by publishing it in the student handbook. Whenever new employees or students begin during the school year, they shall receive a copy of the handbook before commencing work or school attendance. Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying and cyberbullying of students, and GW's prohibition of such conduct. Students shall also be informed of the consequences of engaging in bullying and cyberbullying.

**Immunity:** A school employee, regular school volunteer, pupil, parent, legal guardian, or employee of a company under contract to a school, shall be immune from civil liability for good faith conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under this policy.



## ALCOHOL, DRUG, AND TOBACCO POLICY

As articulated in our mission statement, the faculty at Gathering Waters commits our fullest efforts to provide an education for our students that enables them to discover their interests and capabilities; explore the surrounding world; and cultivate a lifelong love of learning, a sense of community responsibility and understanding of environmental sustainability. 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 an education. To that end, we expect each student to make the commitment to abstain from drugs and alcohol year-round while a student at Gathering Waters, and that the parents/guardians 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.

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/guardians 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/guardians 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/guardians 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. Conditions for continuing in school include undergoing drug testing three times over a period determined on a case-by-case basis. The arrangements for and costs of these tests are the parents' responsibility. Results will be sent directly to the school and need to indicate a decrease in student's use over the testing period.

**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 related 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/guardians, inform them of the incident and direct them to call the Faculty Chair and/or Principal
  - 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/she has a substance abuse problem, or if a parent/guardian has concerns about his/her child, 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 New Hampshire, "no person under 18 years of age shall use or possess any tobacco product, e-cigarette, or liquid nicotine." Please note that Gathering Waters 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.

## ***HIGH SCHOOL (9th through 11th Grade)***

### SUPPORT AND COMMUNICATIONS

#### CLASS ADVISORS & INDIVIDUAL STUDENT MENTORS

Upon enrollment in the High School at Gathering Waters, 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 concerns regarding school life such as homework, relationships with other teachers and students, and academic questions.

Individual Student Advisors serve as the adult advocates for their advisees in all areas of their education—academic, social, and emotional. The Individual Student Advisor is the personal link between parents/guardians, the student, and the school--the person who monitors individual needs, concerns, and triumphs. Advisors meet with their advisees periodically; however, students are encouraged to request a meeting with their Advisor any time questions or concerns arise.

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, and coordinate high school trips. Class Advisors oversee the group, 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.

#### PARENT CONFERENCES

Parent conferences take place twice a year: in the fall and then again in late winter. Individual Student Advisors of a student attend this first conference. Parents or teachers may request additional conferences with the student’s Individual or Class Advisor or other teachers at any time.

#### REPORTS AND TRANSCRIPTS

The Gathering Waters office sends out quarterly reports in December, February, April and July. Parents may request an official transcript from the office at any time with two weeks’ prior notice.

#### ACADEMIC CONCERNS

In keeping with our mission statement, the faculty of Gathering Waters 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/guardians 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. The teacher informs the student's Individual Advisor of all communications, and a written record is maintained. Individual Advisors may subsequently initiate a conversation with the student and/or parents/guardians to devise a plan for remediation. If further support is needed, the Student Life Administrator will work with the teachers and Individual Advisors to implement further support measures, including, if necessary, a referral to the Eddy Team.

## PARENT EVENINGS

We schedule two parent/guardian evenings each year. Meetings typically begin with a discussion of topics of interest to parents/guardians in all grades of the High School, and end with separate meetings of each class with the Class Advisors. Gathering Waters High School above all depends upon parental support. Therefore, we encourage all parents/guardians to find ways to attend as many meetings as possible.

## COLLEGE AND CAREER COUNSELING & COLLEGE VISITS

While students and parents can expect conversations on post-graduate planning beginning in the Fall of Junior year, our programming formally starts in the fourth quarter of Junior year with a class called "The Power of You." In this class, students will mainly focus on personal statement and cover letter writing. The college counselor will hold regular meetings for parents/guardians and students on topics such as standardized tests, college selections, the admissions process and financial aid. In addition to these meetings, the college counselor will hold individual meetings with Juniors and Seniors regularly through their search and application process. These meetings will start out as monthly at the beginning of Junior year and progress to weekly by the start of Senior year. For students wishing to pursue alternatives to college, support includes applying to and helping to evaluate internship and paid employment opportunities, explore gap years, military service or technical training.

We encourage students to visit and apply to a range and variety of colleges and relevant post-high school programs to find the best match for the individual. Seniors are required to engage in this process as an essential exercise, no matter what their plans for higher education may be. We recommend visiting colleges during winter and spring breaks Junior year and during the summer before Senior year. Throughout their Senior year, students will receive coaching on how to stay engaged with colleges they visit and decide to submit an application. Coaching will include how to arrange a purposeful follow-up visit, follow the college on social media and remain connected with admission representatives through email. Gathering Waters High School supports judiciously planned, limited visits to colleges.

## SCHOOL-TO-PARENT/GUARDIAN COMMUNICATIONS

Most high school messages of an informational nature are disseminated by email. Families will receive the weekly newsletter *The Ripple* about school events. If you do not have ready access to email please contact the office so that we can arrange other modes of communication.

## CURRICULUM

In broad strokes, each of the four years in the high school curriculum embodies an underlying theme that helps guide students through not only their studies of the world, but 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—although adolescents pass through developmental landscapes at varying speeds, they 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

Gathering Waters’ 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 Class Advisor and the Student Life Administrator.

**A Gathering Waters 4-year High School diploma consists of 30-32 credits, awarded as follows:**

*In order to graduate students must earn at least 28 credits in accordance with the SAU 29 graduation requirements in addition to required community service. These credits are embedded in the main lesson blocks as well as semester skills courses. Additional credits may be earned through independent study, online offerings and other extended learning opportunities.*

|                    |  |
|--------------------|--|
| Humanities-English | Four years of courses in literature, including full-length classical and contemporary works. Writing work includes rhetorical, grammatical, syntactical patterns, forms and structures. The writing relates to the |
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|   | literature and course content. 1.00-1.5 credit each year through block and track courses.   |
| Humanities-History/<br>Social<br>Studies/Government | Four years including US and world history, geography, political science, government and economics. 1.00-1.25 credit each year through block and track courses |
| Mathematics   | Four years including algebra, geometry, intermediate algebra, pre-calculus, calculus. 1.00-1.25 credit each year through block courses and track courses.     |
| Science   | Four years including earth science, biology, chemistry and physics. 1.00-1.25 credit each year through block courses.   |
| World Language                                      | Two years required. 0.50 credit each year through track classes.  |
| Visual and<br>Performing Arts                       | Four years including fine arts, practical arts, music and performing arts. 1.00-1.25 credit each year through block and skills classes.                       |
| Movement and<br>Physical<br>Education               | Four years including physical education and eurythmy. 1.00 credit each year through skills classes.   |

## ACADEMIC GRADING STANDARDS

**A-/A/A+ (90-93/94-100)** (note: an A+ does not affect GPA)

Excellent performance in relation to course objectives with strong evidence of a thorough grasp of the subject matter; observations articulated well, 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. Course credit is not given for any grade below a D-.

**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, Gathering Waters High School 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 for fellow classmates' work.

*MUSIC GRADING STANDARDS*

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

- Engagement in the ensemble: 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. The student displays willingness, motivation, and ability to make musical progress as an individual within a group
- Preparedness: the student comes to class with their instrument and music. Please be aware of scheduled music periods: students must bring their instruments and music to school on those days. Failure to do so will reduce the student's grade
- Home practice: that it is evident the student works on the music independently, outside of school in a consistent manner
- Attention to technique: the student works to play and/or sing with proper diction, breathing, articulation, posture, and technique
- Concert participation

### *PHYSICAL EDUCATION & EURYTHMY GRADING STANDARDS*

Physical Education and Eurythmy classes, where progress and achievement rely on the full participation of every group member, teachers take the following into consideration:

- Engagement in the work: the student shows an interest in the effort of the whole group and works to blend his or her own part with sensitivity
- The student displays willingness, motivation, and ability to make progress as an individual within group
- Preparedness: the student comes to class on time and in appropriate attire and equipment.
- Attention to technique and respect and care for the equipment, the tools being used, and the cleanliness of the space used.
- Respect of fellow classmates' work and efforts
- Attentiveness to safety and expected conduct

While innate talent in any of the above fields can produce exceptional work, it does not guarantee a good grade without active participation, engagement, and effort. Conversely, students who may be less naturally gifted 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 Chores, Assemblies, Concerts, School Festivals, Community Service, and several special events where attendance is required.

## SCHOOL WORK CHORES

Work for the school is a significant part of the Gathering Waters 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, recycling, trash, compost and plant watering. This program is run by groups of students led by the Faculty. In this way, Class Advisors connect with their class each day. Together, the groups as a whole assign and supervise the jobs.

## COMMUNITY SERVICE

Service is an integral component of Waldorf education and essential for students to enter into new relationships with their community. Gathering Waters students also participate in Community Service Days as a whole school. In addition, many pedagogical trips contain service components.

**To Conclude . . .** We ask each parent/guardian 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.