

City of Fountains School  
**Family Handbook**  
**2022/23**

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Dear COFS Families,

We are thrilled that you have chosen City of Fountains School for your child's education, and we are delighted to have you a part of our community.

We value your partnership in the education of your children in the ways we work together to foster a community based on mutual respect and the willingness to support the developmental understanding that underlies all education based on Waldorf pedagogy.

We believe that the parents who send their children to this school are committed, talented, and generous, and we encourage you to find just the right way to bring your energy and talents to get involved with our growing school. We hope you find supporting the school rewarding, as you become part of our dynamic community.

In addition to this Family Handbook, your school website – [cityoffountainsschool.org](http://cityoffountainsschool.org) – is a valuable resource, as well as our bi-weekly *Wellspring* newsletter. We encourage you to refer to each of these resources regularly for our current school calendar and other information.

We look forward to another wonderful year!

*City of Fountains Faculty and Staff*

## **Purpose of this Handbook**

The Family Handbook is intended to provide you with useful information regarding the school's philosophy and curriculum, parent involvement, governance and administration, and overall policies and procedures. We aim to build integrity, trust and respect among all members of our school community. As we continue to develop and progress, we encourage your input and invite you to reach out with questions, observations, and suggestions as we work towards an ever-stronger City of Fountains School community.

We hope this handbook will be a useful companion for your years at City of Fountains School. We value your partnership in the education of your children in the ways we work together to foster a community based on mutual respect and the willingness to support the developmental understanding that underlies all of Waldorf-inspired education.

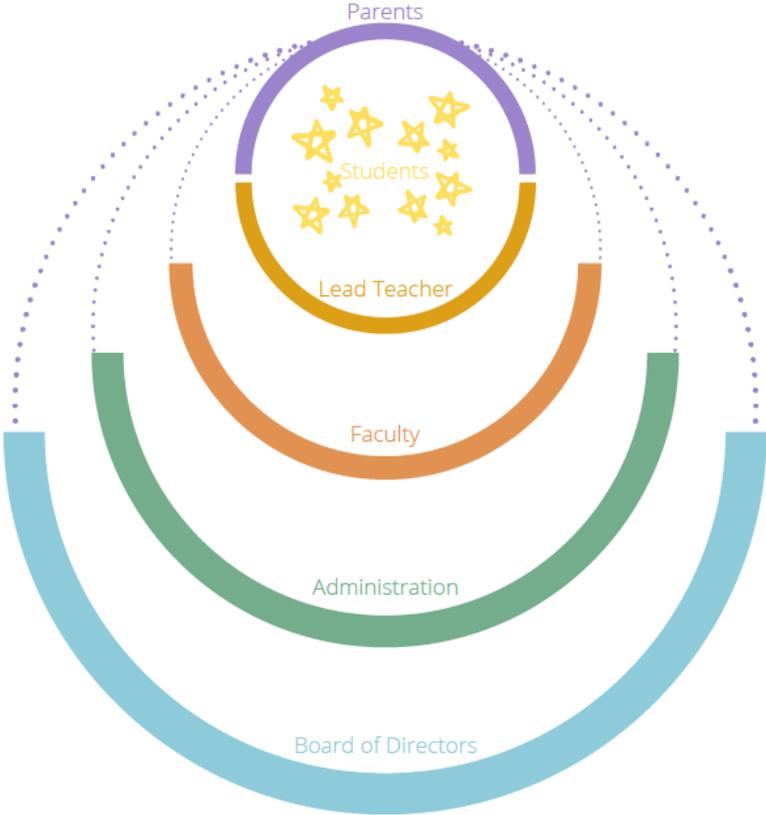
# School Organization

As is customary in Waldorf schools, City of Fountains School does not have a traditional hierarchical structure. Instead, it is governed by a three-fold structure composed of three realms: Board of Directors, which is responsible for legal and financial matters, the Faculty, which is responsible for pedagogical matters, and Administration, accountable for the day-to-day running of the school and business matters. Working hand-in-hand with parents and Lead Teachers, each realm holds as its shared priority the well-being of the children.

Decisions regarding the policies and procedures are not made by a central figure (i.e., principal), but by appropriate groups such as the Leadership Circle, Administration or a designated committee. Decisions emerge from a process of discussion and consensus, based upon respectful communication among relevant school groups.

## Collaborative Governance Model

Creatively depicted in the graphic below, you'll see our governance model is structured to embrace collaboration and, most importantly, our students. The Parents and Lead Teacher form a first circle around the students – these two groups are very much at the center, as well, being supported along with the students. Parents remain connected to each of the realms, the Board, Administration and Faculty, as they play an integral part in creating a healthy, well-functioning school.



## **Faculty**

The Faculty is responsible for carrying and implementing the pedagogical aspects of the school, as well as nurturing its spiritual life. Working directly with the children and parents, Faculty members oversee the day-to-day activities of the classrooms, develop the curriculum and create many of the school's festivals. The Faculty meets weekly with Administration to make pedagogical decisions including hiring, programs and professional development, in addition to discussing matters relating to student life. We strive to offer our Faculty the opportunity for continuous growth and development through monthly anthroposophy study meetings as well as mentorship, training and evaluation.

## **Administration**

Our administrative staff brings support and oversight to a wide range of business and operation matters. The Administration carries out the necessary day-to-day business activities of coordinating and operating an organization. Our administrative staff is composed of four roles: School Administrator, Business Manager, Communications Coordinator, and Administrative Assistant. These positions strive to serve the needs of the faculty, parents and students.

## **Board of Directors**

The Board provides supportive oversight to all other realms of the school. This body is responsible for the legal, strategic planning, budget approval, fundraising, leadership and risk management oversight matters of the school.

This group, composed of COFS parents, staff and community members, meets bi-monthly to carry out the functions of budget review/approval, fundraising, and site planning and development. The Board takes input from the other two governing realms to approve budget and establish policies and procedures.

## **Leadership Circle**

The Leadership Circle is composed of the administrator and a small dedicated group of teachers. It takes a bird's eye view of all realms of the school to ensure its cohesion and smooth operation. A few roles the circle serves:

- Acts as a filter through which ideas and concerns are run and directed to the proper channels (Board, Administration, Faculty)
- Oversees the mentorship program for all new teachers
- Receives and addresses all grievances

Our Leadership Circle members for the 2022/23 school year are: Ms. Daniela, Ms. Kari, Ms. Kristen, Ms. Brandi.

## **Parent Association**

The Parents, through the Parent Association and as individuals, support the school in many ways, including fundraising, nurturing and supporting new school families and fostering enthusiastic volunteer efforts. As a parent of a child enrolled at COFS, you are automatically a member of the Parent Association, which provides vital support to the operation of the school. The Parent Association gives our parent body a voice, and is responsible for offering input, support, ideas and enthusiasm for the purpose of creating a healthy, well-functioning school and community. Your ideas and participation are impactful and necessary

to our community. The Parent Association is composed of a Chair (or two co-chairs) and parent representatives from each class. If you would like to be a parent representative for your child's class, please inform administration.

*The Parent Association Chair position for 2022- 23 school year has a vacancy. Please notify administration if you are interested in the position.*

## Programs

### Early Childhood

#### Parent/Child

Our Parent/Child program is designed to introduce young children, from birth through age 3, and their parents into a nurturing, Waldorf-inspired environment. The day consists of a gentle daily rhythm including free play, snack, circle time and arts and crafts. For 2022-23 Fall and Spring semesters, the Parent/Child class will meet outdoors at Cave Springs Park at 8701 E Gregory Blvd in Raytown, MO.

The Parent/Child class meets Tuesday- Thursday 9:00 to 11:30 a.m. You may choose which day(s) to attend. Here is a sample daily rhythm for this class:

9:00	Meet and greet
9:15	Free play and purposeful work
10:00	Circle
10:15	Snack
10:45	Nature hike and/or child's craft
11:15	Puppet play
11:30	Goodbyes

#### Kindergarten

Our mixed-ages Kindergarten classes are a gentle, home-like environment in which children are given the opportunity to learn and play through purposeful activity. Reverence is held for both the natural world and the natural unfolding of the child. The day is structured in a rhythmic movement that engages head, heart and hands.

The Kindergarten classes meet on campus Monday through Friday from 9 a.m. to 1 p.m., and students can be enrolled from one to five days per week. Here is a sample daily rhythm for the class:

9:00	Outdoor arrival and play
9:30	Morning circle
10:00	Free play

10:50	Snack
11:20	Artistic and purposeful work
12:10	Storytelling
12:40	Lunch

### Extended Care

For students in the Kindergarten program who need to stay past 1 p.m., the school offers an Extended Care program until 3:00 p.m., Monday through Thursday. This program provides a nurturing environment for children that includes time for rest, stories, creative and active play.

## Grades

### Philosophy & Approach

Students in the Grades program experience a wealth of age-appropriate, interdisciplinary subject matter. All teachers, whether Lead or Specialty, strive to awaken the enthusiasm and love of learning within each student through lively lessons and academic experiences. Beginning in Grade 1, all students explore the essential subjects of reading, writing, mathematics and sciences. These subjects are presented to students in blocks that span multiple weeks, as further explained in the Main Lessons section below.

### Grades Curriculum

<p>Grade 1 Introduction to alphabet through images, stories and sound symbols, vocabulary development with poetry and stories, fairy tales and folktales, form drawing; whole numbers, four processes, counting/skip counting, Roman numerals; nature study through observation</p>
<p>Grade 2 Fables, helpers for humanity, and legends of saints from around the globe, daily dictation, spelling, punctuation and sentence structure, poetry; place value, carrying and borrowing, four basic operations, multiplication table; nature studies, Native American legends</p>
<p>Grade 3 Grammar, independent story writing, weekly dictation, reading, cursive handwriting, composition, form drawing; introduction to measurements, multiplication table, division; gardening and farming; shelters, clothing, ancient myths and cultures</p>
<p>Grade 4 Composition, grammar, dictionary work, reading; cardinal directions, local geography, map making; fractions, decimals; Norse mythology and sagas</p>
<p>Grade 5 Grammar, weekly dictation, memorization of lines and actions for class play; arithmetic, decimals,</p>

ratios and proportions, freehand geometry; botany; North American geography; Greek mythology and ancient civilization study
Grade 6 Independent narrative writing, weekly dictation, book reports and research papers; Ancient Rome through the Middle Ages; geometry; mineralogy, astronomy, physics; North and South America geography
Grade 7 Creative writing; pre-algebra; perspective drawing; Age of Discovery, Late Middle Ages, the Reformation; physics, chemistry, human anatomy; World geography
Grade 8 Elements of a short story, biographies, Shakespeare; American History; algebra, 3D geometry; portraiture, elements and principles of design; cyber civics

### Sample Schedule

	Monday	Tuesday	Wednesday	Thursday
<b>8:30 - 9:00</b>	Welcome/ Warm Up			
<b>9:00 - 9:40</b>	Handwork	Creative Time	Handwork	Creative Time
<b>9:40-10:20</b>	Snack/Walk	Snack/Walk	Snack/Walk	Snack/Walk
<b>10:20-11:00</b>	Main Lesson			
<b>11:00-11:40</b>				
<b>11:40-12:00</b>	Lunch			
<b>12:00-12:40</b>	Recess			
<b>12:40-1:20</b>	Music	Foreign Language	Music	Foreign Language
<b>1:20-2:00</b>	Movement	Skills Class	Movement	Skills Class
<b>2:00-2:40</b>	Skills Class	Creative Time	Skills Class	Creative Time
<b>2:40-2:55</b>	Closing			

### Combined Classes

A combined class is a group of students from two separate grades who work within one classroom setting. The lead teacher develops the program using curriculum from both grades according to the needs of the students in the class.

For the 2022-23 school year, grades will be combined as such: 4/5 and 6/7.

### Main Lessons

Main Lessons are structured as concentrated subject work in three- to four-week blocks. A primary

academic subject that is explored in depth and intellectual learning is combined with artistic, rhythmical and practical work. For instance, a class may have a Main Lesson on arithmetic for several weeks, then move on to language arts or science or geography.

Rather than using textbooks, students create their own main lesson books, in which they write and illustrate their own academic findings, gaining practice in handwriting, grammar, art and composition along the way.

### Specialty Subjects

- **Foreign Language**

- Educators and parents alike understand the clear benefit of language study. Our dedicated Foreign Language Program offers Grades students the opportunity to take weekly lessons focused on a sole language. This year, students will receive an immersive Spanish experience in line with Waldorf pedagogy. The intention of this program is to encourage students to think more deeply about the influence of global cultures and develop greater tolerance for different ways of being in the world.

- **Handwork**

- In Handwork classes, students are taught a variety of skills including how to knit, crochet, sew and embroider. Older students gain experience in woodworking. The curriculum cultivates manual dexterity and fine motor movement, thereby furthering cognitive development. These skills are integrated at all grades levels.

- **Movement and Games**

- Moving and playing games together enables students to move fully, know who they are and enter into a more healthy relationship with the world and its requirements. As the body moves becoming stronger and more agile, so does the mind reflexively become more creative and flexible, able to form stronger mental images.

Movement and games classes are joyful and fun. They engage students in a variety of modalities of movement that build a greater awareness of and intentionality with their body and self. They encourage a deeper connection to the realm of outer-awareness to others and the world at large.

- **Music**

- Singing together is an important aspect of Waldorf education. Teachers sing with their students throughout the school day. Starting in Grade 1, students learn to play the pentatonic flute, a practice that continues through the grades with the diatonic flute and recorder. Grades 4/5 and 6/7 learn a stringed instrument (violin, viola, cello). Grade 8 learns guitar.

### Enrichment

This once-a-week program takes place on Fridays and offers homeschool families a sample of education inspired by Waldorf philosophy. Separated into lower, middle, and upper grades, the classes follow a daily rhythm including morning circle, verse and movement, with main lessons and daily outdoor time to follow. Grades students also have the opportunity to enroll in this class to create a 5-day school week.

## School Life

### Start & End of School Times

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>PARENT/ CHILD</b>		9:00 to 11:30 a.m.	9:00 to 11:30 a.m.	9:00 to 11:30 a.m.	
<b>KINDERGARTEN</b>	9:00 a.m. to 1:00 p.m.				
<b>EXTENDED CARE</b>	1:00 to 3:00 p.m.	1:00 to 3:00 p.m.	1:00 to 3:00 p.m.	1:00 to 3:00 p.m.	
<b>GRADES 1-8</b>	8:30 a.m. to 3:00 p.m.				
<b>ENRICHMENT</b>					9:00 a.m. to 1:00 p.m.

When you bring your child to school in the morning, we ask that you say your farewells at the designated drop-off location. We will be aware of receiving each child to ease the transition to school.

Please arrive early enough to allow your child time to settle into the start of the day. If your child is in the Grades program, your lead teacher will provide you with a detailed schedule of your child's day. A tardy student will need to check-in in the administrator's office before entering the class. The children will be dismissed from their designated pick-up location at the end of each school day.

Please be mindful of your presence when awaiting dismissal. Some students are easily distracted when they see parents or siblings peering into the classroom windows. This creates a disruption for the class and teacher. Please wait in your vehicle until pick-up time.

*\*Please familiarize yourself with the arrival and dismissal details in the Welcome email shared by your child's teacher.*

### **Additional Authorized Persons to Pick-up your Child**

Occasionally it may be necessary to enlist the help of someone to pick up your child from school. For your child's safety, we ask that you follow these steps:

1. At the beginning of the year please list on your child's Enrollment Form the name and contact information of anyone that will be picking up your child on a regular basis.
2. Inform your child's teacher of the full name of the person picking up your child prior to pick up.

3. Please have any adult who is picking up your child introduce themselves to the teacher and ask for the child by name so we can become familiar with your child's other caregivers. Please let them know that their I.D. will be asked to be seen.

## **Parking**

City of Fountains is a neighborhood school. Please be mindful and respectful of our neighbors and park in the parking lot just south of the building (across from 74th St) if you will be walking your children to school. Please do not park on the western side of the building along Washington street by the ramp as this tears-up the newly replaced sidewalk. This area is marked as Disabled Parking only. Please refrain from parking along 74th street as this creates blind spots for drivers coming down the street, thus endangering pedestrians.

## **Dress Code**

Our day is centered on multiple opportunities for highly-engaged movement both indoors and outdoors, and in nearly all weather conditions. Our top priority with clothing is that children have safe and comfortable freedom of movement throughout the day. We respect the diversity of tastes, cultures and values expressed through clothing choices and ask that these choices support creating a safe and focused learning environment.

Please keep in mind when dressing your child (or suggesting clothing options for older children) that students will also be watercolor painting, engaging in other artistic mediums, and baking throughout the year. If concerned, send a labeled apron or oversized shirt for your child that can be kept at school. Watercolor stains may not wash out of clothing.

*We ask that:*

1. Clothing choices suitably reflect the level of activity within our day.
  - Soft, relaxed-fit clothing that easily allows for both vigorous activities (such as climbing, running and jumping rope) and rest should be worn.
  - Outdoor and indoor shoes should be safe, supportive and suitable for the weather.
  - Securely fitting shoes, such as plain low-top, lace-up canvas sneakers are recommended.
  - Lightweight indoor shoes may be worn and left at school for ease of use.
  - For Early Childhood students, please select shoes for school that your child can easily take on and off without assistance.
  - In the case of our youngest students, clothing must be able to be manipulated easily and independently, particularly when using the bathroom.
2. Children are dressed appropriately for all kinds of weather.
  - With cooler weather, layers are required so that children may remove and put on clothing according to outside temperatures and level of activity.
  - Shoes are supportive and weather appropriate.
  - Autumn/Winter gear includes (but is not limited to) rain pants, rain coats, rain boots, winter gloves and hats, scarves and a winter coat.

3. Clothing choices support a simple and focused learning environment that allows children to explore their innate creativity.
  - Any media-inspired clothing, backpacks, lunchboxes and other items are considered a distraction to the carefully planned mood of the classroom and are avoided.
  - Clothing (tops and bottoms) must cover areas from one armpit across to the other armpit, down to approximately a 3 to 4 inch inseam.
  - Tops must have shoulder straps.
  - See-through or mesh garments must have appropriate coverage underneath. Please avoid large rips or holes in clothing.

### Physical Education

Middle school students (grades 6/7th-8th) will attend physical education classes. They are expected to wear appropriate exercise clothing with tennis shoes on these days. Students may bring clothes to change into, or wear athletic clothing to school. If a student repeatedly forgets to dress appropriately, then they will be asked to bring an outfit to leave at school for the week. All clothes will be sent home over the weekend to be washed.

The right clothing provides comfort for all levels and varieties of activity, reduces the risk of injury and boosts confidence.

- See Dress Code Section above. Recommended clothing for Physical Education class includes shorts, t-shirts, exercise pants, sweat pants, light hoodie and/or jacket.
- We highly recommend investing in a good pair of cross-trainers. Different types of tennis shoes are designed for specific sports and activities, and cross-trainers have the versatility that will meet your student's needs for P.E. Wearing casual sneakers or activity-specific shoes might increase the risk of injury.

These guidelines may not cover all situations in which dress or appearance is an issue. Teachers may feel they need to discuss particular attire with a student and his/her parents. Please feel free to contact your student's teacher about specific articles of clothing or related concerns.

### Outdoor Wear & Required Outdoor Gear

Outdoor activity and play is an integral part of education. All children go outside every day, weather permitting. Time outdoors is shortened if temperatures are above 95° or below freezing. Temperatures below 60 are considered too chilly to be outdoors with bare feet and short sleeves. Please ensure your child is dressed in layers so that they may enjoy their time outdoors.

If you would like your child to wear sunblock lotion please apply it to your child in the morning before class begins.

The following is a list of outdoor gear we require all students to have available for regular use:

- Coats
  - Spring/Fall jacket (fleece, hoodies and/or windbreaker), raincoat, heavy winter coat
- Pants
  - Rain pants, snow pants
- Shoes
  - Rain/mud boots, winter boots, sneakers (designated for outdoor use)
- Accessories
  - Hats (winter and sun hats), mittens or waterproof gloves in the winter, scarf

## **Backpacks**

We recommend that all children bring a backpack with them to school. It should include the following:

- A bag clearly labeled with your child's name that contains a full change of clothing (please include underwear and socks). Wet/ dirty clothes will be sent home in this bag.
- A pair of gym shoes. If the opportunity to play in the gym arises, the wooden floors are too slippery for socks or slippers.

Please check backpacks frequently to ensure seasonally appropriate clean clothing is available for your child.

## **Items from home**

Please keep the following items at home: gum, candy, toys (including fidgets), money, jewelry, stickers, stuffed animals, watches, dress-up clothes and live animals. If your child has a particular item that they must have with them, please discuss it with your lead teacher prior to bringing it to school.

## **Snacks and Lunch**

A wholesome snack is served daily in the Early Childhood programs. Please communicate with your child's teacher regarding any dietary restrictions that your child may have.

Lunch will be eaten in Kindergarten, Grades and Enrichment classes during school hours. Please pack your child a nutritious lunch, along with any necessary silverware they may need, in a reusable container. It is important that your child has a full water bottle each day.

You are encouraged to use reusable containers to help cut back on the amount of trash generated.

**Our school takes food allergies seriously. If there are food allergies present within a class, you will be notified by your child's lead teachers, as well as any pertinent information about how these allergies are being handled. Due to the limited amount of cross-class exposure at meal times, and the wide variety of allergies within the school, we do not feel it is necessary at this time to require the entire student body to avoid them.**

## **Student Conduct**

Furthermore, our school primarily uses strong rhythm to establish good behavior within the classroom. With a strong rhythm, children know what to expect and then behave appropriately. It is our intention to strengthen the teacher/child relationship so that mutual respect arises, building within the child the reverence and desire to listen to their teacher.

At COFS, we do not permit running in our classrooms, halls, the church halls and or on the outdoor ramp. The climbing of the fences, the railings or the church walls is prohibited.

Teachers may add additional developmentally appropriate expectations for their specific classroom. These will be communicated to their families during class meetings. Any questions or concerns should be addressed directly to your lead teacher.

## **Discipline**

Our school considers the whole child during the education journey, and this is true in the area of discipline as well. Teachers handle situations based on the individual student's development. Teachers realize there is a normal range of behaviors that are monitored in the classroom. However, there are some circumstances when a disturbance of the cooperative and respectful environment in the classroom will lead teachers to intervene. Strategies for discipline include, but are not limited to, mild redirection or separation from the rest of the class.

In an instance when a child needs to be removed from the classroom, they will be sent to sit with the school administrator or another adult until they have "found their peace". If this happens, the teacher will tell the parent at the end of the day and explain the circumstances for such an action.

If it is found that a student's conduct poses a threat to his or her own well-being, or to the well-being of the classroom, a parent will be called to take the child home. If a parent is called to take their child home, they are to arrive in a timely manner.

We place a high value on each child's developing sense of community in which all students can thrive within our curriculum, and also in the realm of human relationships. If a child continually shows distress through aggressive (or disruptive) behavior, the teacher will meet with the parents to gain an understanding of the child and of what may be causing the problems. The teacher may recommend changes in the child's routine or consultation with experts in child development. If the distress continues, the child will be given a 6-week probation period with specific written expectations. This is long enough to show improvement. It may also be decided that another setting would be more helpful for both the child and the school. In the last resort, if it is found necessary for the child to leave the school, the Teachers and staff will make the final decision. In extreme circumstances, the school reserves the right to expel a child immediately and without notice.

If parents or teachers have a concern during the school year, a convenient time will be set up to talk personally or by telephone. Stressful home situations usually have a bearing on your child's behavior at school. Please share any information you feel will help us understand your child's actions or distresses. We want to ensure that each child has a positive experience in our school.

## Festivals

Seasonal festivals are an integral part of school life within the Waldorf philosophy. These celebrations serve as special milestones in the passing year. Our festivals are an expression of reverence for the beauty found in the natural world. We look forward to festivals as an opportunity to build and strengthen our community, establish a yearly rhythm for the children and nourish our souls by sharing stories, food, songs and activities.

Michaelmas | September/ October

We celebrate inner strength and courage at the “festival of strong will”. Dragons are a central theme of Michaelmas because St. Michael, who represents courage, is traditionally pictured subduing a dragon. The primary idea behind this celebration is to inspire children to face their own challenges – in other words, their internal and external dragons. Because Michaelmas falls near the equinox, it is commonly associated with the beginning of autumn. Michaelmas serves as an important reminder for students and parents alike to use courage through the colder, darker Winter months.

Martinmas | November

From France comes to us the legend of St. Martin, who met a poor beggar wearing only rags and freezing in the cold. Upon seeing him, Martin took his own cape from his shoulders, tore the garment in half and covered the poor man to warm him. Many cultures and religions celebrate similar themes of caring for others and carrying the light into the darkness. In class, students will make their own lanterns, which will light the way as we walk together in the night.

Spiral of Light | December

A large spiral of greens is laid out on the floor with a tall brightly-burning candle in the center. Each child walks with their own unlit candle until they reach the center. Upon lighting their candle, they move outward, finding a home for their lit candle along the spiral pathway. With each child’s candle, the spiral is brought to light. This passage reflects Winter’s darkness drawing to an end and the renewed promise that Spring light and life will begin again.

Mayfest | May

We finish our school year with this springtime celebration, which typically takes place on the last day of classes. Flower crowns are created and adorn the children’s heads, handmade jump ropes are spun, outdoor games are played and, of course, there’s dancing around a Maypole.

Midsummer Bonfire | June

We gather for a celebration that has been linked to the summer solstice since ancient times. This festival is closely linked with the Feast of St. John; some hold the belief that Elizabeth, John’s mother, built a large bonfire to notify her cousin, Mary, of the birth of her child, that she might come to share in her joy. Since many customs of midsummer festivals blend with aspects of St. John’s life, the two festivals have become interwoven in many regions of the world. The bonfires at our festival represent this connection and allow us to truly feel the warmth and power from above and within. Let the children feel their strength and fire.

We reunite to enjoy the extended daylight of summer and spend the evening outdoors among friends.

## Parent Involvement & Community Life

*"The healthy social life is found when, in the mirror of each individual, the whole community is reflected, and when, in the community, the virtue of each individual is living."*

*- Rudolf Steiner*

Each person in our community brings unique gifts, and we are immensely grateful for the involvement of parents and families in school happenings. City of Fountains School relies heavily on the participation of all parents in fundraising and volunteer activities. Active parent involvement contributes greatly to the quality of each child's education.

This high level of family commitment builds a bridge between home and school, enriching and creating continuity in the lives of the children. Being a Waldorf parent can be demanding, but it is always a rewarding experience. Many families discover that participation in school events brings about new interests and friendships that extend beyond the school's walls and into the life of the community at large. While class meetings, parent-teacher conferences, and community meetings provide you with a source of information about the pedagogical background of the school, festivals and special events help connect us all and create community. Your involvement as a parent is essential to the successful operation, prosperity and future of our school.

Tuition accounts for the vast majority of our total operating budget; the remainder is raised through donations and special fundraising activities. As an independent school, we are ineligible for most government subsidies and grants. Our ability to make school improvements, buy additional materials, grow our programs, invest in experiences for our students and develop our teachers mostly rests on funds from non-tuition sources such as gifts, grants and fundraising.

We rely on our community members far more than other institutions for the things that enliven and deepen this education. We appreciate the difficulty that comes with this level of engagement, but the more our parents, faculty and administrative staff can participate in and support these efforts, the healthier we can be – financially and socially.

### Volunteer Efforts\*

COFS has a heartfelt and invaluable volunteer effort that strengthens the community in many ways. The time and talent offered by our school families are the solid foundation that is needed to support our pioneering effort. Volunteers gain a sense of personal fulfillment and connection to our dynamic community, while our school becomes strengthened – financially and socially.

We are grateful to the many COFS families who dedicate hours volunteering for the school. Parents are required to dedicate a **minimum of ten (10) volunteer hours** per family per school year to maintain a healthy and strong community. There are several ways that community members can support our school, whether through commitment of time, financial support or talent.

## Committees

To volunteer on a more long-term basis, you are encouraged to join one of our school's committees:

### Fundraising

Participate in efforts that raise and collect money and services needed to carry out the mission of the school. Some of the duties and responsibilities of the fundraising committee:

- Assist with the planning of fundraising activities that include but are not limited to: Trivia Nights, Betty Rae's Ice Cream Social, and Why Cook? Nights
- School Photos
- Yearbook
- Contribute time and effort towards supporting the operations of the set goals, including committee meetings.
- Identify and recruit external community supporters for possible donations.
- Collaborate with administrative staff to market and advertise fundraising events to our school community.

### Festivals

Festivals and celebrations are an integral part of life at City of Fountains School. These events mark the seasons, holidays, cultural traditions and build community. Committee members will help bring these to life for the rest of the school community. Much preparatory work is completed by teachers and students within the class, but there are ample opportunities to volunteer as well. From securing 150+ apples for our Michaelmas festival to serving up warm apple cider at Martinmas to collecting fresh flower donations for our lovely Mayfest flower crowns, the preparations are almost as exciting as the festivals themselves.

### Outreach

Positively impact enrollment, outreach, retention and marketing support for and within our school. This may be done in any of the following ways:

- Focusing on increasing the demand for an alternative school inspired by Waldorf education by getting the word out about City of Fountains through some, but not limited to, the following:  
Increase social media presence
- Design and distribute general school flyers, posters or brochures
- Update website
- School photography and maintaining photo organization.
- Improving community engagement by building relationships within the school and the broader Kansas City area, representing the school at appropriate events (e.g., Waldo Fall Festival, Brookside Farmers' Market)
- Work closely with the Fundraising committee to improve funding and donation sources by creating relationships within the local community.

### Finance

The Finance committee ensures there are sufficient financial, human and material resources to support the stated mission of the school. Members of this committee establish and implement documented policies

and procedures in the following areas: financial, facilities and material management. Additional projects may include:

- Annual budget
- Budgeting, including 3- to 5-year planning
- Annual audit reviews
- A full audit, occurring within two years prior to accreditation site visit
- Oversee bookkeeping

#### Strategic Action

This group handles the community-wide planning process that focuses on the recommendations of the families, staff and accreditation organizations to create a strong future for the school. Responsibilities include:

- Identify and define three (3) major goals of school
- Create a 5-year plan
- Collaborate with Finance Committee to ensure progress toward long-term goals
- Establish a solid business plan

## **Administrative Policies & Procedures**

### **Admission**

City of Fountains School allows participation in its activities, services, events and programs by persons of any race, color, national or ethnic origin, religion, sexual orientation or gender identity. We do not discriminate on the basis of race, color, national or ethnic origin, religion, sexual orientation or gender identity.

The admissions process begins when a parent or caregiver completes an application and submits an application fee. The parents will then be contacted to set up a school tour in addition to a teacher or home visit. It's possible that the child may receive an assessment prior to enrollment. All returning families must be in good financial standing with the school prior to re-enrollment.

### **Waiting Pool**

We maintain a waiting 'pool' rather than a list. Any application received after a class has reached maximum enrollment will be placed in the waiting pool. No child will be added to the waiting pool without first successfully completing the admissions process.

Should an opening arise, the wait pool applicant will be contacted. The child's name will remain in the waiting pool until either: the child is enrolled in a COFS program or an opening is offered and refused.

A wait pool applicant does not have a specific place in the wait pool, but will be offered an available space as determined by the lead teacher based on the class composition.

### **Probationary Enrollment**

New students are initially admitted for a trial period of up to four (4) weeks (or six (6) weeks if attending less than two days per week), during which both the family and school may review the student's progress and compatibility with the class. If the student withdraws or is asked to leave during this trial period for any reason, tuition and fees are due and payable up to and including the month of withdrawal.

City of Fountains School seeks to create a community of families, teachers and staff working together for the benefit of our children. We do not anticipate requesting that a child leave the school. Where a problem exists the teacher will meet with the family to discuss possible solutions, striving to arrive at a mutually agreeable solution.

While we strive to offer a warm & wholesome environment, it must be recognized that we are not able to provide individual therapy to children at this time. We recognize that while our programs can be supportive of a broad spectrum of developmental needs, we may not be able to meet the needs of every child. The school's probationary period exists to determine if an optimum learning environment can be provided for each individual and for the class as a whole.

## **Withdrawal**

A family may choose to withdraw from COFS with or without cause, upon 30 days written notice with the withdrawal date from school. No tuition or affiliation fee refunds shall be issued. If on the date the child is to be withdrawn, any tuition is owed, parents shall promptly pay that amount to City of Fountains School. If parents fail to give the school at least 30 days written notice of withdrawal, the amount of one (1) month's tuition shall be due and payable on the date of withdrawal.

If a child withdraws from the school, all materials purchased with affiliation fees will remain property of City of Fountains School.

## **Lost & Found**

We maintain a lost and found. Please notify a staff member if you believe your child has misplaced an item. At the end of each semester, unclaimed items are donated to a charitable organization.

## **Student Health & Wellbeing**

Maintaining a safe and healthy environment for our students is our highest priority.

### Hand Washing and Sanitizing

We recognize the importance of frequent hand washing and the role it plays in controlling the spread of infectious disease. We will continue to provide education on proper hand washing techniques to all students.

### Health Station

We will have a dedicated, private area indoors for students who fall ill during the school day. COFS does not currently have a school nurse on staff, however, as standard, our Faculty & Staff are certified in First Aid and CPR on a two year rotation. Any staff member who cares for unwell children will be provided with appropriate personal protective equipment and we will continue to follow the guidelines of the public health department.

### Air Filtration and Purification

Teachers will continue to use HEPA/ UV air filters and purifiers, circulate the air with fans, and open windows when weather permits.

### When To Keep Your Child at Home

A student should stay home or will be sent home from school when exhibiting any of the following symptoms:

1. Fever of 100 degrees or higher
2. Red eyes with whitish drainage
3. Undiagnosed rash
4. Vomiting
5. Diarrhea
6. Severe cold symptoms (cough and congestion)

Parents should not allow their child to return to school until the child has been free of fever, vomiting, or diarrhea for a full 24 hours without medication.

#### COVID-19 Response

- The date of your onset of symptoms and/ or positive viral test, is considered day 0. **Day 1 is the first full day after your symptoms developed and/ or your test specimen was collected.**
- Regardless of vaccination status, or prior infection/exposure, if you test positive, whether you have symptoms or not, **you must quarantine for 5 full days.**
- After 5 days (day 6), pending being fever-free for 24 hours (without the use of fever-reducing medications), you can return to school wearing a mask for an additional 5 days.
- If you are severely ill for more than 5 days, you should quarantine for at least 10 days.

It is vital that we continue to work in strong partnership with families on a daily basis to conduct health screens for each child. You are expected to be alert for signs of illness in your child prior to leaving for school and to keep them home when they are feeling unwell.

#### Face Masks

Masking will be optional in all of our programs. If Kansas City enacts a city-wide mask mandate City of Fountains will follow the guidelines and require masking for students in Grades 1-8. Masking will continue to be optional in our kindergarten program.

### **Emergency Procedures**

Maintaining a safe and healthy environment is a top priority at City of Fountains School.

#### Accidental Injury

In case of accidental injury requiring the aid of medical providers, we will immediately attempt to contact a parent.

#### Emergency Drills

We will practice emergency drills at the beginning of each school year and intermittently throughout the year. Our building is equipped with fire extinguishers and students will practice the route to safety. In the event of a tornado, students and teachers will take shelter in the basement of the church.

This summer, our staff participated in a Security Assessment and Response to Critical Incident Training with the Kansas City Police Department. As a part of this training, we have designed and will regularly practice a plan for school intruders. This drill will be practiced among staff; not with the children. This is to protect their sense of safety and security at school as much as possible. The routes for exit in an intruder situation will mimic fire drill routes so that children are familiar with existing procedures no matter the actual circumstances.

#### Child Abuse or Neglect

Should any teacher suspect possible child abuse or neglect, observations and dates must be documented. COFS staff must notify the Missouri Division of Family Services.

## **Name and Info Change**

Please inform administration as soon as possible whenever any personal information (i.e., address home or work phone, medical emergency information) changes so that we can keep the school directory and database up to date.

## **Tuition**

Affiliation fees are due upon enrollment and are non-refundable. Tuition is due on the 1st of each month, August through April, for all programs. You may make your monthly tuition payments via Quickbooks, check or cash. If making payments other than through Quickbooks, please be sure to include these in an envelope and hand them directly to the School Administrator at drop-off or pick up. If you would prefer to mail your tuition our mailing address is:

City of Fountains School  
PO Box 140441  
Kansas City, MO 64114

Checks should be made payable to "City of Fountains School. There will be a \$25.00 fee for checks returned by the bank. This fee is due at the time of notification.

There is a \$10 per week late-fee assessed for any tuition not paid by the 7th of the month. Please communicate with the school administrator if you are having difficulty with tuition. All members of our school community are greatly valued and there may be a way to assist you through a difficult time.

If a balance is maintained on your account by the end of the month, we will notify you of the outstanding balance and corresponding late fees. We will give you 30 days from receipt of the statement to settle your account, make payment arrangements or dispute charges. If payments or payment arrangements are not made, your account will be referred to Collections; and at that time, there will be a collection fee of \$50 charged to the account.

## **Financial Aid**

Tuition assistance applications are to be submitted yearly and are reviewed by the school's finance committee and assistance is given on a first-come, first-served basis as long as funds are available.

## **Privacy**

The privacy of our students and staff is one of our top priorities at City of Fountains. We will not disclose any personal, medical, commercial, or educational information without prior written consent.

## **Weather-Related Closings**

Typically, we follow the Kansas City Public School District for closing school during inclement weather, which may be accessed through all major local news websites or television stations. We will not close for cold temperatures alone since we do not have students who solely rely upon walking, biking or riding a bus to school. Cancellations will be announced via email by 7 a.m., on the day in question.

If teachers decide the school needs to be closed early due to weather, you will be notified and teachers will remain at school until all children are received by parents.

## Family Life

Families choose to enroll at City of Fountains School for many reasons. For some, it is their commitment to its educational philosophy and curriculum. For others, it is an attraction to the school community. There are even some who have said it was a heartfelt response to its beautiful classrooms and their soothing qualities. Our teachers value a close partnership with parents in fostering a healthy, nurturing environment for the child.

Your primary role in this Teacher-Parent partnership is to provide a home life which affords the child the best possible opportunity for physical, mental, and spiritual growth.

## Media Guidelines

In alignment with our school philosophy, inspired by Waldorf education, we ask that media of all kinds (television, video games, radio, movies, computers, phones, tablets) be limited and censored appropriately. *We especially recommend that children are not exposed to media in the evening before a school day and in the morning prior to arriving at the school.*

For additional information about suggested Waldorf principles regarding media, please discuss with your lead teacher.

If continued evidence of media exposure is noticed (such as language, conversations, songs, play), you may be contacted by your child's lead teacher to discuss options and strategies to limit the child's exposure to media.

The use of cell phones by our students is strictly prohibited at school. If your child is using their phone in the classroom, it will be taken away by their teacher and will only be returned to them at the end of class. If your child has a cell phone, please encourage them to keep it on silent in their backpack. In encouraging the positive behavior that we would like our students to model, we also request that our parents and other family members restrict the use of their own phones while in the building or while waiting for classes to be dismissed.

We have implemented guidelines rather than a policy because we recognize that each family comes from a different place, with varying attitudes and rules about media in their homes. We want to support families in moving towards consuming less media, so that the children can benefit the most from what they are receiving at school. It is our hope that these guidelines will motivate you to take this up with your family and to help strengthen the integrity of our community.

## Open Communication

The relationship between child, parent, teacher, school administration and leadership is an important one, dependent on mutual respect and openness. It is our hope that we can all grow and learn together in the spirit of community. There are several forums in which communication between families and COFS can occur. You are invited to share your thoughts and questions at class and community meetings, in scheduled parent-teacher conferences and in conversations with your child's lead teacher. You are welcome to call, email, or drop in at any time to speak with the administration.

Our communication policy arises out of the expectation that everyone will practice compassion, communicate directly and clearly, and expect the best from one another. We at all times encourage you to speak directly to the school representative with whom you have a pressing issue, concern, or question. If concerns are raised early, and they are addressed informally with the class teacher or Administrator, the likelihood that they will turn into formal complaints is greatly reduced.

### Concerns

If parents have a question or concern about their child and/or their child's education, or what is happening in the classroom, the first step is to speak with their Lead Teacher. Please refrain from approaching the teacher with your questions directly before and directly after class. It is not possible to give proper and respectful consideration during this time. Instead, we ask you use the process for establishing this forum as follows:

1. Request the teacher to arrange an individual meeting at a mutually convenient time. Requests may be submitted either in person, via email or by phone call.
2. Please indicate the issue to be discussed as some lead time provides an opportunity for the teacher to give prior thought to the matter.

**\*\*Please note:** Unless deemed necessary by the teacher, it is generally not appropriate for children to be present when discussing questions with a teacher.

If you have a concern about another child or family at COF, then you may contact your child's lead teacher in the same manner as described above. *Teachers are not allowed to provide information about another child or family at COF without written permission from that family.* Under no circumstances should concerns be communicated directly to the other student or with the parents of the student. Such concerns must always be directed through the lead teacher. Respectful communication, with the child's needs always at the center, is required at all times.

If parents have a question or concern about another realm of the school, the first step is to speak with the school administrator. You may approach the administrator in-person, via email, or by phone and they will set up a time to address your concerns or point you in the appropriate direction.

It is not acceptable to send lengthy, emotional or heated emails and they will not be tolerated.

## **Grievances**

We understand that despite our open communication policy there may be times when a concern has not been resolved through direct, clear communication. If a parent thinks their concern has been met in an unresponsive way or they are not satisfied with the resolution, they may make a formal grievance at this time. In order to have your family's needs and concerns met, we ask that you adhere to the following grievance protocol:

1. To begin the process, please print and fill out the [Grievance Form](#) and return it to one of the school's administrators: Daniela Hindman and/ or Kari Cottrell. The grievance form is used to document your concerns, record any meeting addressing your grievance, identify all those present at the meeting, and provide an explanation of the resolution. A member of the Leadership Circle will reach out to you either in person, via email, or by phone to arrange for a facilitated meeting with those involved at a mutually convenient time.

## **Staying Informed**

There are many ways you can stay up to date on your child's school experience.

### The Wellspring

Our bi-weekly newsletter will announce all upcoming events and information necessary to staying informed.

### Administrative emails

COFS will use email to disperse important information. It's your responsibility to read all emails from school administration.

### Teacher-to-Parent

Your child's teacher will follow their own schedule for updating you on student and class work. We encourage parents to contact their lead teacher regarding a child's academic or social progress.

### Class Meetings

Your lead teacher plans at least two evenings during the school year to acquaint parents with the curriculum and give parents a more complete understanding of what their child is learning. These are a wonderful opportunity to build your class family.

### Parent-Teacher Conferences

These scheduled meetings take place once a year, near the beginning of the second semester.

### Parent Orientation

The school hosts an all-school meeting at the start of the year to provide parents the opportunity to learn more about day-to-day operations, provide feedback, and input on major issues.

## Family Information Night

The school hosts an all-school meeting prior to the start of enrollment period. This meeting serves as an overview of the coming school year.

### **Follow us**

We'd love for you to follow along and support our school online. You can find us at the social handle below. We also have a private Facebook group especially for parents in our community. Please search 'COFS Waldorf Families' to join and connect with parents and members of our school.

You can find us on Facebook, and Instagram @cityoffountainsschool

### **Contact**

You may submit any questions you have regarding the 2022-23 school year to the school administrator. Specific feedback can be directed to the following individuals based on subject matter:

#### **Administration**

Daniela Hindman, Administrator  
admin@cityoffountainsschool.org

#### **Financial**

Kari Cottrell, Business Manager  
business.manager@cityoffountainsschool.org