

# Sandpoint Waldorf School Parent Handbook



SANDPOINT  
**WALDORF**  
SCHOOL

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## STATEMENT REGARDING HANDBOOK POLICY REVISIONS

The Sandpoint Waldorf School reserves the right to modify the policies included in this Handbook without notice in order to best serve the interests and safety of our students, employees, and families and to ensure continued compliance with applicable federal, state and local (including health department) policies and regulations as they evolve.

## **INTRODUCTION**

### **OUR VISION**

Guided by Spirit, the Sandpoint Waldorf School is working to create a healthy model of conscious living and learning. Our vision is to provide inspired education that supports our children, families, community, and the larger circle of life.

### **OUR MISSION**

Sandpoint Waldorf School provides an education that inspires students to become confident, reverent, and well-rounded individuals with an enthusiasm for life and learning.

### **ABOUT WALDORF EDUCATION**

The Sandpoint Waldorf School is part of a fast growing international movement arising from the philosophy and methods of Rudolf Steiner who founded the first Waldorf School in Stuttgart, Germany in 1919. In addition to innovative education, Steiner's insights have also led to new approaches in medicine, architecture, fine arts, economics, and agriculture.

Waldorf education is designed to address the whole child: the head, the heart and the hands. It stimulates the mind with a full spectrum of traditional academic subjects; it nurtures healthy emotional development by conveying information experientially as well as academically; and it teaches the hands to be valued members of the child's being through a broad range of artistic and physical activities. In turn, it is the work of the hands that further stimulates the brain.

Waldorf education emphasizes respect, wonder for nature, and reverence for human existence. Learning becomes much more than the acquisition of vast amounts of information; rather, learning is an engaging voyage of discovery, both of the world and of oneself. Because it touches children on many levels, they remember more easily what they have learned.

Each Waldorf school is independent, but all share a core curriculum, methods and beliefs, guided by the educational teachings and spiritual insights of Rudolf Steiner. Teachers draw upon these teachings and insights, adding them to their own life experiences and knowledge of the times we live in, to provide an education that is relevant for today's children.

### **THE SANDPOINT WALDORF SCHOOL**

The Sandpoint Waldorf School was founded by two teachers and a group of dedicated parents interested in providing high quality education for their children. The school opened its doors in 1992 with a kindergarten and one elementary class. To meet the needs of growing enrollment we moved to our present location on Sandpoint West Drive in 1998. Today, the Sandpoint Waldorf School provides a rich, multifaceted, and integrated curriculum for children from Pre-K through eighth grade.

In addition to the academic subjects, we also offer specialty classes in foreign languages, music, eurythmy, woodworking, movement, and handwork.

Our goal is to provide a comprehensive academic, artistic and physical education that strives to develop students who are able to take initiative in action, who are balanced in feeling, and who demonstrate clarity in thought.

Although no religious doctrine or dogma is taught at the Sandpoint Waldorf School, students do experience many religious traditions from a literary and historical perspective in the curriculum and through community festival celebrations. Teachers also nurture the child's sense of awe, wonder, and beauty and teach reverence, respect and attention to the needs of others. School families hail from diverse social, economic, religious, and professional backgrounds, yet what we share as teachers and parents is a common vision of love and joy for our children in the present and for their future.

### **ANTHROPOSOPHY**

The Sandpoint Waldorf School offers an education based upon the findings of anthroposophy, which is a rigorous science of the spirit that speaks to the needs of humanity. Initially developed and practiced by Rudolf Steiner, anthroposophy is an ongoing investigation of the history and destiny of the human being and the world. Out of this understanding of the human being, a sound ever-evolving pedagogy arises for educating the young.

### **NONDISCRIMINATION POLICY**

The Sandpoint Waldorf School is a member of the Association of Waldorf Schools of North America and is recognized by the IRS as a nonprofit, tax exempt educational organization. The school admits students and hires staff of any race, creed, sex, nationality, and ethnic origin to all the rights, privileges, programs, and activities generally made available to students at the school. It does not discriminate on the basis of race, creed, sex, and national or ethnic origins in any school administered program.

## ABOUT OUR SCHOOL

### ORGANIZATIONAL STRUCTURE

Sandpoint Waldorf School, like all other Waldorf schools, is independent and self-administering. It is a nonprofit corporation. Three main groups are involved in administering the school:

**The Faculty** is composed of the teaching staff. The Faculty meets weekly to discuss curriculum, to engage in artistic activities, child studies, pedagogical and anthroposophical study, and to address general business and the day-to-day running of the school. Decision-making is done through consensus with the wellbeing of the children as its foremost concern. Professional development and review is pursued throughout the year in the form of mentoring, workshops, and conferences.

**The Administration** is composed of the Director of Operations & Business, Pedagogical Director, Enrollment Coordinator, Office Coordinator and a bookkeeper. The Administration manages and develops resources in service to the school by implementing policies and plans, managing human resources and facilitating daily school operations. The Administrative team supports the self-governance of the faculty. The team also collaborates with the Project Manager and Facilities Manager.

**The Board of Trustees** is composed of parents, faculty, and engaged community members. It's scope of responsibility is the legal and financial viability, stability, and sustainability of the school. The Board meets monthly to hear reports from the Pedagogical Director, Director of Operations & Development, Faculty, Parent Circle, and committee chairs. The Board guides and directs the business aspects of the school including, but not limited to, site development, the annual budget, tuition adjustment, and fundraising. It also mandates certain committee functions in order to meet both day-to-day and long-term needs of the school.

Prospective Trustees are individuals who show an active interest and commitment to the long term health of the school through involvement in committee work, the Parent Circle, or other facets of the school. Individuals interested in becoming a Trustee are asked to attend three meetings and attend a nomination interview with the Board Development Committee to determine their skillset and how they may best serve the changing needs of the school.

Parent involvement on the Board of Trustees is vital for decision making and planning. We encourage interested persons to contact us any time, regardless of current openings on the Board.

The board meetings are open to parents. Visitors are given three (3) minutes to speak if they wish, but are otherwise asked to not comment during the meeting as it interrupts the planned work of the Board. Questions presented or issues raised during public comment will be responded to in writing subsequent to the meeting. We encourage families to visit meetings to better understand SWS governance and learn how our Board of Trustees serves the school.

**The Parent Body** is composed of all parents and guardians of enrolled students. Because Waldorf education involves the entire family, parents play a critical role. Parents are valuable participants in the long range direction and day-to-day running of the school by their involvement in the Parent Circle, committee work, and by helping at festivals and working with the teachers. Parents are considered to be part of the life-blood of the school and are asked to involve themselves in a capacity best suited to their individual skills, talents, and abilities because Waldorf education involves the entire family, parents play a critical role.

## **COMMUNICATION BETWEEN PARENTS AND THE SCHOOL**

SWS is committed to providing a quality education where high standards of achievement are maintained. In order to facilitate this, regular communication between teachers and parents is essential. At the beginning of each school year parents receive a document stating the learning objectives, goals and assessment procedures for their child's class. Teachers write periodic newsletters to the parents to update them on what is happening in the classroom. Two formal parent-teacher conferences are scheduled each year, one in November and one in March. If needed, parents or teacher may request additional conference time to address concerns that might arise. At the end of the year parents of grade school children receive a comprehensive written report of their child's performance and progress in each subject area as well as a report of social conduct.

Teachers are busy during the school day and frequently have meetings scheduled after school. Teachers will let you know when and how to best reach them. If you text, email or leave a message they will do their best to get back to you within 24 hours on a weekday. Please avoid spur-of-the-moment meetings and, instead, schedule a time to meet. At these meetings the teacher may set a time limit for discussion; then if more time is needed, another meeting will be scheduled. This allows both teacher and parent to "sleep on things." If you feel that there are still unresolved issues with your child's teacher you may request a meeting with the **Pedagogical Director**.

## **PARENT MEETINGS**

Parents are expected to attend all four class meetings scheduled each year. During class meetings the teacher discusses the curriculum and frequently presents a mini-lesson from current class work. These meetings are an abundant source of information about your child's schooling and an opportunity for a hands-on experience of Waldorf education. Class meetings also provide opportunities for teachers and parents to plan special events, such as field trips, plays and festivals and to address questions and concerns. By attending class meetings, you will get to know the other parents, share with them the joys and challenges of parenthood, and experience the pulse of the class as a social entity. The parent meetings help to create the social fabric of the class community.

## WHERE TO GO WITH QUESTIONS

We understand the complexities of fitting together all the pieces of school life and family life. Questions arise and we want to help guide you to the resources that can be of most help.

For Questions Concerning:	Speak to:
School Absences	Email: <a href="mailto:Attendance@sandpointwaldorf.org">Attendance@sandpointwaldorf.org</a> or call 208-265-2683, option 1
School Calendar	<a href="http://www.sandpointwaldorf.org/calendar">www.sandpointwaldorf.org/calendar</a>
Curriculum, discipline, homework, school work, progress reports, class trips and activities, academic standards, etc.	Your Child's Class Teacher
<ul style="list-style-type: none"> <li>● Waldorf curriculum</li> <li>● General questions about school culture, governance and history</li> <li>● Festivals</li> <li>● Parent teacher relationships</li> <li>● Concerns/Grievances</li> <li>● Summer Camp</li> </ul>	Julie McCallan, Pedagogical Director <a href="mailto:jmccallan@sandpointwaldorf.org">jmccallan@sandpointwaldorf.org</a> 208-265-2683, option 2
<ul style="list-style-type: none"> <li>● Grants, Donations, Gifts-in-kind</li> <li>● School Policy and Procedures</li> <li>● Financial matters, billing, Tuition Adjustment Program (TAP), and payment arrangements</li> <li>● Fundraising &amp; Events</li> <li>● Legal/Safety Compliance</li> </ul>	Kirsten Hollan, Director of Operations & Development <a href="mailto:khollan@sandpointwaldorf.org">khollan@sandpointwaldorf.org</a> 208-265-2683, option 3
<ul style="list-style-type: none"> <li>● Admissions</li> <li>● Extended Care Enrollment</li> <li>● Outreach</li> <li>● Social Media</li> </ul>	Katie Frost, Enrollment Coordinator <a href="mailto:kfrost@sandpointwaldorf.org">kfrost@sandpointwaldorf.org</a> 208-265-2683, option 5
<ul style="list-style-type: none"> <li>● Calendar updates</li> <li>● Contact info updates</li> <li>● Communications</li> <li>● General Questions</li> </ul>	Robin Johnson, Office Coordinator <a href="mailto:rjohnson@sandpointwaldorf.org">rjohnson@sandpointwaldorf.org</a> 208-265-2683
Parent Circle	Parent Circle Chair <a href="mailto:pcchair@sandpointwaldorf.org">pcchair@sandpointwaldorf.org</a>
Trellis Submissions	<a href="mailto:trellis@sandpointwaldorf.org">trellis@sandpointwaldorf.org</a>



## COMMUNICATION AND PUBLICATIONS

Frequent and healthy communication is critical to the effective functioning of our school, and parents/legal guardians receive communication in several different ways. Below you will find the methods by which SWS communicates with parents. Much of the information you will receive from the school arrives via e-mail. We encourage you to add grandparents and friends to our mailing list via our website. Our mailing lists are never sold and are used exclusively for TSWS communications

**Trellis** is the *primary method of communication from the school*. It is a weekly electronic newsletter sent via e-mail to inform you of a variety of upcoming events and important school news, as well as articles of interest. If you are not receiving this newsletter, please inform the office.

**Parent Letters** is the *primary method of communication from your child's teacher*. These contain important information about the current curriculum, field trips, class meetings, volunteer opportunities, and other important dates.

**Class Meetings** See page 7

**Parent Circle Meetings** take place throughout the School year. Meetings are open to the entire parent community, with all parents invited – and encouraged – to attend. The meeting agenda varies and often includes discussion of fundraising events, sponsored activities, as well as topics of interest to the entire parent community. The Pedagogical Director, Director of Operations & Development, and other administrative staff frequently attend these meetings to provide reports and answer parents' questions and hear their suggestions and ideas.

**Email Lists** are set up for each class. Please remember to use these for important school-related matters only and refrain from personal use. E-mail is also used for school-wide updates and communications from teachers and parent representatives. Additionally, emails are regularly sent to families addressing a variety of school matters, such as: announcements or reminders about upcoming School events and activities; policy, personnel, or programmatic changes; and other important reminders.

**BigSIS** (Student Integrated System), a comprehensive, integrated database for managing our school. The system includes contact information, year-end reports, and so much more! Every parent/legal guardian is required to sign in to BigSIS when sent a sign-up link upon enrollment to SWS. It is mandatory that each parent/legal guardian be listed in BigSIS. End of year student reports are available to parents through BigSIS.

**All-School Directory** is located in BigSIS. The directory contains faculty and family contact information. Please use the directory as a tool for school communication only. The information contained in this directory is never traded, sold, or used for any promotional or commercial purposes. maintain updated information in BigSIS.

**One Call** is used in the event of an emergency, school closure, or other immediate announcement. It is imperative that each family's contact information in BigSIS be kept up to date. Please contact the office if you need your BigSIS username and password re-sent.

**The SWS Website is SandpointWaldorf.org.** The website contains vital school information such as event details, access to the BigSIS parent portal, giving opportunities, and more.

### **Social Media**

- Facebook- Like us! at Sandpoint Waldorf School
- Instagram- Follow us on Instagram @sandpointwaldorfschool

### **VOLUNTEERISM**

Involvement of all parents is necessary for maintaining the health and stability of the school. We ask families to volunteer a minimum of 20 hours per school year to assist the school. Your involvement can take many forms assisting with specific projects and classroom activities, serve on a committee, help with building and grounds maintenance, and fundraising. Along with helping in your child's classroom, parents will be expected to:

- Clean a common area of the school once every year.
- Participate in site work days every year. (August and May)
- Help with at least one major event or festival each year. (Winter Faire, May Faire or Auction)

### **BACKGROUND CHECK INFORMATION**

Sandpoint Waldorf School values parent volunteers. We thank parents for giving their time and support. Because assuring student safety during all school activities both on and off campus is a priority, we want to make you aware of the rules and regulations regarding volunteering in classrooms, providing transportation during day trips, and volunteering for overnight trips.

*All Volunteers* working with SWS students during school-sponsored events, in-class volunteer work, field trip drivers, and volunteers for overnight field trips are required to undergo an Idaho State Department of Education Fingerprint Background Investigation Check. Three weeks advance notice is required. Parents may only volunteer once SWS receives the background results. Background checks are good for five (5) years

## ACADEMIC AFFAIRS

### EARLY CHILDHOOD

At the Sandpoint Waldorf School young children are provided with a nurturing environment based on an understanding of the young child's specific developmental needs before the age of seven. Young children naturally take in the world through their wide open senses and unite themselves with their surroundings primarily through imitation. The teachers strive through their example to be worthy of this imitation. During playtime teachers work busily at household tasks such as grinding grain, baking, sewing, carding and felting wool, making toys and cleaning. Some children join in happily with these tasks while others choose to carry the activity into their play. Verbal instruction is less emphasized as the teacher leads by example and song, letting the activity speak for itself.

We have a variety of programs to meet the young child. We currently offer a Pre-K class for students 2-3 ½ years old and our Mixed-Age Kindergartens for children from 3 ½ years to 6 years. We have age guidelines for each program, but the actual placement in any EC class will be made at the teachers' discretion.

#### **PRE-KINDERGARTEN 8:00am to 2:45pm**

Our Pre-Kindergarten program incorporates a similar nurturing, rhythmical care of our other Early Childhood classes for children from 2-3 ½ years old. The children work and play both inside and outside under the gentle and loving supervision of a Waldorf-trained teacher. There are two assistants present in the class to support the children and classroom activities. The domestic tasks of cooking, gardening, and cleaning as well as simple crafts, stories, and musical activities are shared with the children and they are invited to participate through imitation. After lunch, the children nap and then go outside to play.

#### **MIXED-AGED KINDERGARTEN 8:00am to 12:45pm**

Play is the work of the young child. As with the pre-kindergarten, the kindergarten great care is taken to create an environment that is warm, orderly, beautiful, and carefully arranged to be an inviting stimulus for the children's play. Simple toys made from natural materials stimulate the child's imaginations to do the real work of transforming the toys to suit their play. As they transform these simple objects into boats, castles, farms and forests, they practice mastery of their own physical, social and problem-solving skills. Imagination is further developed through a variety of artistic activities such as watercolor painting, crayon drawing, beeswax modeling, and seasonal crafts.

Storytelling, drama, puppetry, and singing provide rich language experiences. Circle games and finger-plays develop physical skills. Every day the children are served a wholesome snack. Strong daily, weekly and seasonal rhythms bring all these activities into a form which children come to rely on and participate in with confidence and joy. As the children progress through kindergarten, regular rhythms strengthen them inwardly and bring purpose to their outward tasks.

A mixed-age kindergarten provides children with the opportunity to experience a family-style learning environment. The presence of mixed ages can help instill compassion and understanding for different ages and abilities. The benefits of this program include:

- Social skills in mixed-age groupings - The youngest children learn from the older students the etiquette of the classroom, how to clean up, how to care for the toys, etc.; whereas the older students enjoy taking on the responsibility of extending care to the younger ones. Despite the difference in ages, lasting friendships form between the students, especially as they remain with the same teacher throughout their kindergarten years.
- Age-appropriate challenges - Each age group will be given developmentally appropriate activities that meet the individual learning needs of each child.

With a healthy physical development, an active imagination, and a true reverence for the world, children are well prepared for the challenges of grade school.

### **FIRST GRADE PLACEMENT**

Placement in first grade is based on developmental readiness. The kindergarten teacher gathers information about the child's development stage through classroom observations and games played as part of the First Grade Readiness Observation.

In late winter, each rising first grade child is observed for physical, social, and cognitive readiness. The results of the observations are shared with parents during spring conferences.

Teachers often recommend another year of kindergarten before entering first grade for children who turn 6 years old after May of the current school year. Specific discussion of a child's developmental needs happens at Parent-Teacher conferences.

### **FIRST GRADE PLACEMENT DECISIONS**

Should there be a discrepancy about whether a child should be placed in first grade or kindergarten. The steps that we follow there is a discrepancy about whether a child should be placed in first grade or kindergarten, the steps that we follow

1. At Parent/Teacher Conferences in March, the Kindergarten Teacher makes a recommendation for placement in First Grade or Kindergarten for the following year based on the information from the observations mentioned above.
2. If parents do not agree with the Kindergarten Teacher's recommendation, a second conference will be arranged. The parents will be notified in writing of all steps of the Placement Policy.
3. An additional faculty member, the Pedagogical Director and the Education Support Teacher, may be present at the second conference if requested by the parents or the Kindergarten Teacher. This faculty member remains neutral and acts as a third-person facilitator.
4. If a mutual agreement is not reached, then the final decision goes to the Faculty. The Faculty will gather observations about the child from the Kindergarten Teacher. A

Developmental Specialist, in some circumstances, may also be asked to share observations about the child.

5. In the case that a First Grade Teacher has already been hired, then that person may be asked to conduct another classroom observation and/or perform another First Grade Readiness Observation. These observations will also be shared with the faculty.
6. There may be an additional meeting with the parent and the Pedagogical Director to give them the opportunity to present the reasons why they disagree with the recommendation.
7. Having weighed all the perspectives, the Faculty discusses proper placement with all things considered, makes a final decision, and notifies the parents with a letter.

## **DISCIPLINE IN EARLY CHILDHOOD CLASSES**

Discipline in the early years emphasizes a positive approach where the young child is gradually led toward an experience of self-discipline. We are helping children learn to be responsible and compassionate individuals. Teachers support the children in this process through:

1. Rhythm – Strong and predictable rhythms at home and in the classroom reinforce positive behavior. Young children have security in knowing what comes next and an understanding of what is expected.
2. Creativity – Young children are guided towards desirable behaviors through the imagination. Songs, stories, and rhymes are used to engage the children's pictorial understanding of what is being asked of them.
3. Meaningful work – Young children live in their senses. A "misbehavior" is often out of curiosity and experimentation. Teachers recognize that little hands often need tasks and chores to redirect a difficult situation.
4. Communication – Parents and teachers are partners in the discipline process. Regular conference times and phone conversations help identify behavior concerns and create a network of support around the child.
5. School rules - If a child's behavior violates our school rules regarding aggressive behavior or creates an unsafe social atmosphere through repeated incidents, the child will be required to go home.

## THE GRADES

**First Grade Daily Schedule:** 8:05am to 1:00pm Monday through Friday

**Second through Eighth Grade Daily Schedule:**

8:05am – 3:00pm Monday, Tuesday, Wednesday and Friday

8:05am – 1:00pm Thursday

The class teacher provides continuity and security and cultivates trust by guiding the class over a period of years. The strength of the teacher-student bond enables the teacher to be compassionate, yet firm, in situations that require discipline. The secure learning environment encourages students to acquire self-discipline and develop pride in their work. This long term relationship also supports the formation of a strong partnership between parents and teacher.

The grades classes begin each day with a lively two-hour main lesson that focuses on one core academic subject for a period of three to four weeks. During this concentrated time of study, students immerse themselves completely in the subject matter. It allows the class teacher the freedom to structure lessons artistically, incorporating a variety of activities, such as music, movement, and drama. For each subject block, students create an ongoing record of class work through composition, illustrations, and diagrams. This *main lesson book* is crafted with great care and becomes a treasured record of the student's learning and workmanship. The study of academic subjects taught by the class teacher is balanced and enriched with world languages, instrumental and choral music, eurythmy (when possible), drama, art, handwork, woodwork, and movement all taught by specialty teachers.

The Waldorf grade school curriculum, with its diverse assortment of meaningful activities, is designed to meet the changing needs of the child as he or she moves through various stages of maturation. Of equal significance is the manner in which the curriculum is presented; with each lesson the teacher engages the child's imagination, feelings, and experience. The organization, breadth and appropriateness of the curriculum allows for the development of a vital, happy, well-rounded child with an inquiring mind, an enthusiasm for learning, and a readiness to approach the demanding years of intellectual learning which are ahead in high school.

## **AN OVERVIEW OF THE GRADES CURRICULUM**

**First Grade** – Fairy tales, folk tales and nature stories; pictorial and phonetic introduction to letters, word families; reading approached through writing; form drawing; qualities of numbers; introduction of the four processes in arithmetic by 2s, 3s, 4s, 5s and 10s, rhythmic counting; simple circle games.

**Second Grade** – Stories of Saints, fables, local folklore and nature tales; reading, writing and elements of experiential grammar and basic punctuation; arithmetic; place value, carrying and borrowing, word problems, continued practice of multiplication and division tables 1 - 12; games which encourage socialization.

**Third Grade** – Hebrew stories; study of practical life: farming, housing, clothing; reading, dictation, spelling, original compositions, continued experiential grammar, punctuation and parts of speech; cursive writing; memorization of the multiplication and division tables 1 - 12, and simple long division, weight, measure, time, and money.

**Fourth Grade** – Norse mythology and sagas; composition, defining grammatical parts of speech, introduction to dictionary work, letter writing, book reports; local geography and historical tales; map making; study of the animal kingdom; fractions, introduction to ratio and proportion, factoring.

**Fifth Grade** – Legends and history of ancient civilizations from India through Greece; American geography; composition, grammar, spelling, biographies; reading; arithmetic: decimals, ratio and proportion, freehand geometry; botany; Greek games.

**Sixth Grade** – Roman and Medieval history through biographies; world geography, geology, physics (sound, heat, light, magnetism, static electricity); composition, grammar, spelling, geometric drawing with instruments, percentages, astronomy, business math.

**Seventh Grade** – Arthurian legends, voyages of discovery, the Renaissance; world geography, physics (light, magnetism, static and current electricity, mechanics); physiology; astronomy, inorganic chemistry; introduction to algebra, equations, integers, powers, roots, metric measures, ratio and proportion, geometric proofs, perspective drawing; composition, creative writing, grammar, spelling and literature.

**Eighth Grade** – Literature (short stories, letters, dramatic contrast in Shakespearean drama), composition, grammar, spelling; algebra, geometry, platonic solids, number bases, graphing; world geography; physics (sound, heat, current electricity, hydraulics, aerodynamic); organic chemistry, meteorology, anatomy; Modern History through the lens of revolutions from the American revolution to the civil rights movement.

**The Curriculum Beyond Main Lesson** – Music (singing, recorder, stringed instruments), world languages, handwork, form drawing, painting, clay and beeswax modeling, woodworking, drama, speech, movement education, eurythmy.

## YOU AND YOUR CHILD

Parents want to know what they can do to support their children's schooling. In this section are suggestions that will help you become an active participant in the education of your child and to work in harmony with the education brought to them at school. Reverence is an essential factor in the development of a rich and healthy inner life. The child's sense of beauty and reverence is enhanced by a consistent rhythm of activities brought daily, weekly, and seasonally both in and out of school.

### DAILY AND WEEKLY RHYTHMS

Close to the heart of Waldorf education is an understanding that a consistent, predictable daily rhythm of regular meal and bedtimes is essential for the health and wellbeing of the child. Children crave harmony in their immediate environment; it is important for them to know what to expect. Parents can make meals and bedtime into meaningful and enjoyable experiences, bringing richness and goodness to life, by developing rituals around these simple rhythms. These rituals not only bring order to the child's life, but they also bring deeper meaning to the family experience, giving parents and children special times to unite.

A regular bedtime that allows for adequate sleep is vital for a successful school experience. What children receive at school and during their waking hours is taken into their sleep life and integrated deeply into their being. It is recommended that young children receive 11 to 12 hours of sleep each night and older children 10 to 11 hours. Late weekend nights disrupt the sleep rhythm and may adversely affect schoolwork during the week. Bedtime might include a warm bath; a warm towel and pajamas are very soothing. For the young child a candle may be lit during the bedtime story and then a lullaby sung. Going over the child's good deeds of the day and saying an evening verse gives children a feeling of lasting security and inner well-being before going to sleep.

Family meals are special times for the family to come together each day. A blessing said or sung before the meal teaches reverence and gratitude. A candle lighted on a well set table adds a special touch.

A weekly rhythm can also be incorporated into family life. Household chores, projects, and family outings can be scheduled for particular days of the week. These traditions bring the family together and give children something to look forward to each week.

### WARMTH AND THE GROWING CHILD

Growing children need both physical and emotional warmth in order for them to develop in a healthy way. They come fully into life when they are showered with love and kept physically warm. Because children do not fully develop the sense of warmth until about 10 years of age, it is important that parents make sure their children are dressed warmly. Two or three layers of lightweight clothing made from natural materials is more effective than one heavy sweater. The weather and temperature can change dramatically in the course of the school day, and layers can be removed or added when needed.



## SEASONAL RHYTHM

Observing and becoming aware of nature and of the changing seasons help to convey to children a sense of wonder and reverence for the world around them. Creating a *seasonal table* at home, like the ones we have in the classrooms, is a wonderful way to bring the beauty of nature and an awareness of the seasons to your children. These tables reflect a picture of nature and are transformed as the seasons change. Your child will enjoy collecting treasures from nature and helping to create one of these special tables. We can also reaffirm our connection to nature, and come closer together as a community, through the celebration of seasonal festivals.

## FESTIVALS

Waldorf schools consider the celebration of seasonal festivals to be an important part of the curriculum. These festivals bring a richness of story, song, and food, and provide us with the opportunity to celebrate our school community. Seasonal festivals draw our attention to the beauty of nature which can stimulate feelings of reverence and inner peace. This stirring to reverence, joy and peace broadens our awareness and appreciation of the world around us.

By celebrating festivals together our sense of community is strengthened. For example, at autumn harvest time we give thanks to the divine and nature, as well as to our own hard work, that we have such bounty to grace our tables. Singing, stories, food and dancing provide opportunities for our school family to share in the spirit of the season. The following are some festivals we celebrate at school:

**Michaelmas**, celebrated on the last Friday of September, is the festival of courage after symbolized by the legend of the battle of Archangel Michael with the dragon. It is also a harvest festival from the bounty of nature we gather the fruits of the harvest and kindle our inner light to guide us through the darkness of winter. We gather our courage to face the inner and outer darkness with renewed strength of will and purpose in our lives.

**Festivals of Light** When nature settles into winter's sleep, we have the opportunity to cultivate our inner summer, to nourish our inner light. Autumn and Winter give us time to pause and turn inward to reassess our actions, to think about the direction of our lives, to reach out to others with warmth of heart, to count our blessings. The season of outer darkness is also the season of inner light. It is this season of the inner summer that we celebrate in a variety of ways in Waldorf education. Just as Michaelmas was the harbinger of Autumn, we have several heralds of Winter, each one created to meet specific ages at our school.

- **The Lantern Walk** The lantern walk celebrates Saint Martin's Day, November 11, sometimes referred to as Martinmas. In this festival the First, Second and Third grads and their families walk through the dark woods with their handmade lanterns. In Second Grade, where students alternately hear stories of saints and fables the story of Saint Marin is enacted. The story of St. Martin's compassion as a Roman Soldier towards a beggar inspires courage and generosity.
- **Early Childhood Garden of Light** This outdoor festival combines aspects of the lantern walk and the advent spiral. Our own courage to enter into the spiral, to go

deeply inward to find our spiritual center is symbolized by the advent spiral. The children will lead their families through the outdoor spiral to find the light in the center. The children will light their lanterns and find a special spot to place their light along the path. With the gift of each light, we will experience our garden of light grows brighter and brighter in the dark night. The whole family is welcome to join in this celebration of the gift of light.

- **Spiral of Light** Unlike the Early Childhood spiral, where the young child has the comfort of the whole family to guide him or her into the center, in this spiral the grades child enters alone, finding his way to the center candle. As each child kindles her own candle and then sets it down among the evergreen boughs, she offers her light to others, just as each of us, in kindling our inner light, provides warmth and light to others in our lives. Whole families and friends are welcome to observe this celebration with us.
- **St. Lucia** The story of St. Lucia is about a young woman that uses her status in life to give back to those in need. This act of generosity is brought forth by the Second grade class. In the reenactment, the oldest second grade girl is invited to wear a crown of candles to be St. Lucia. Second grade parents bake saffron rolls for all staff, and students. The second graders then hand out the rolls, as they travel from classroom to classroom lit by candle light, singing the St. Lucia song. This ceremony reminds every one of us to enjoy the generosity of the winter season, as well as to be the light in the dark.

**May Faire** As the days lengthen, the sun brightens not only the outer world but lightens our inner selves too. Spring bursts forth and new life appears all around us. The butterfly emerging from its chrysalis is a symbol of renewal. We celebrate May Day the first Friday of May with a traditional Maypole around which the children dance to lively music and celebrate the rebirth of spring and the fertility of the earth. After the dances, the parents organize activities and games for the children.

## POLICY AND PROCEDURES

### CODE OF RESPECT

Waldorf education endeavors to form students who will develop into free thinking adults, able to impart purpose and direction to their lives. Students are encouraged to strive for intellectual freedom, artistic creativity and a sense of social responsibility. In order to realize these goals, clear expectations for students, teachers and parents are essential.

Through parents, and faculty input on school values, the Community Relations Committee distilled the feedback into a simple code. This gives all of us a common language and expectations.

### CLASSES

Care for our school  
Listen attentively  
All are welcome  
Speak the truth  
Show kindness  
Everyone has value  
Stick to your word

### EXPECTATIONS OF CONDUCT

Students are expected to:

- Treat one another, all staff, and parents with courtesy and respect.
- Remember that everyone's personal safety and wellbeing comes first. SWS does not tolerate any form of physical, verbal or emotional abuse.
- Be at school on time and in the classroom on time for every lesson.
- Be prepared for each lesson by having books, instruments, handwork materials, etc. ready.
- Complete class work and assignments on time and to the best of their ability.
- Conduct themselves during lessons in such a way that the teacher can teach the whole class with minimal interruptions.
- Keep school materials in good condition.
- Help keep the classroom and the school grounds clean and tidy.
- Treat all property with care. Students are required to repair or replace anything that they damage.
- Remain within school boundaries during school and never leave the school campus without permission.
- Walk in the halls and speak at a reasonable volume.
- Wear shoes inside and outside during school hours.
- Eat in the classroom or outside. Please do not eat in the hallways.
- Wear helmets when riding bikes or scooters to and from school or during school time.

- Use the school telephone by permission only.

Teachers are expected to:

- Attend conferences and workshops and commit to a regular and ongoing study of curriculum and child development, both independently and with colleagues, in order to deepen their knowledge and understanding and to develop ever more vibrant ways of presenting curriculum to students.
- Be on time and prepared for every lesson.
- Manage the classroom so that it is a safe environment that is conducive to learning.
- Treat students with courtesy and respect, especially when discipline is required.
- Treat parents with courtesy and respect, especially in times of disagreement.
- Be supportive and encouraging to all the students equally, without favoritism or bias.
- Strive to be consistent in approaches to discipline issues.
- Make it clear that aggressive, mean, or bullying behavior will not be tolerated.
- Provide all students and parents with opportunities to ask questions and express concerns outside of lesson time.
- Provide parents with opportunities to learn more about Waldorf education.
- Notify parents in a timely manner when expectations for schoolwork and behavior have not been met.

Parents are expected to:

- Provide a home atmosphere which is conducive to their child's physical, social, emotional and educational wellbeing.
- Review the discipline policy and school rules with their child.
- Collaborate with faculty in implementing discipline practices.
- Ensure that their child arrives at school on time and is collected from school in a timely manner.
- Treat teachers and staff with courtesy and respect at all times, especially in times of disagreement.
- Attend all required class and school meetings and make use of other opportunities given by the school to learn more about Waldorf education.
- Ensure that their child is dressed warmly and receives adequate rest and nutrition.
- Ensure that their child receives the needed time and proper environment necessary for completing homework.
- Be responsible for their children when on school grounds outside of school hours, when in attendance of school events like performances, and festivals.
- Limit media at home, especially during the school week

The following are not permitted in school or on school grounds:

- Pocket knives and other potentially dangerous items.
- Riding bikes or scooters during school hours unless sanctioned and supervised by a teacher.
- Chewing gum.
- Using music players, electronic games, etc.
- Playing ball, riding bikes and scooters, or roller-blades inside the school building.
- Excessive wrestling or roughhousing.

- Throwing rocks and other hard objects. Snowball throws are permitted with teacher permission and supervision.
- Using sticks for sword fights unless supervised by a teacher.
- Sleds with metal runners and sliding or sledding head first.
- Hard balls.
- Using swings, ropes and other playground equipment in a manner that puts anyone at risk.
- Aggressive, mean, or bullying behavior.

## **CHILD PROTECTION, HEALTH AND SAFETY**

The staff at the Sandpoint Waldorf School care deeply about the children within our community and are committed to the physical, emotional, and mental wellbeing of every student. We address minor illness and injury and will seek outside medical assistance if we feel it is needed. You will be informed of any illness or injury at school and of treatment given.

If a student appears emotionally or mentally upset, we will seek to better understand what underlies this distress and share with you any discoveries which shed light on this behavior. In accordance with state law, we will also contact the appropriate authorities whenever we believe that a child is in serious physical, emotional, or mental danger.

SWS has emergency plans for Evacuation, Lockdown and Safety Hold. The school will hold drills once a year for each plan. Parents will be notified ahead of time. Please contact Administration if you would like to see a copy of the plans.

The Administration holds all medicine in the office, both allopathic and homeopathic, and will follow parent guidelines per the student's emergency form. The school also has a list of students and staff minor and major allergies which are shared with all staff and posted in the kitchen.

## **STUDENT ILLNESS POLICY**

The purpose of this policy is to provide guidelines regarding children who show signs of illness.

We care deeply for all the children and families in our program. With the comfort and wellbeing of the child in mind, we will ask for a child to recuperate at home when:

- The child is unable to participate comfortably in activities
- The child is in need of care that is greater than staff members can provide without compromising the health and safety of the other children
- The child's illness poses a risk of spread of harmful disease to others (see list below)

Our Child Illness Policy is based on the Model Health Care Policies developed by the American Academy of Pediatrics.

Exclusion Signs and Symptoms	Readmission Criteria
<b>Fever</b>	Temperature of above 100.4 degrees F (orally or axillary)
<b>When the child exhibits more than one of the following symptoms:</b> Nasal Discharge Cough Shortness of Breath/Difficulty Breathing Sore Throat/Painful Swallowing Chills Headache Muscle or Joint Aches New Loss of Taste or Smell Feeling Unwell/Fatigued Nausea/Vomiting/Diarrhea	When secondary or tertiary symptoms have cleared
<b>Conjunctivitis (Pinkeye):</b> Red, goopy, itchy eye/s	Eye/s are not red, goopy, itchy
<b>Strep Throat:</b> Sore or reddened throat accompanied by a fever; may cause headache, loss of appetite, swollen lymph nodes in neck and bad breath	24 hours after physician's visit and antibiotic treatment begins (need note from Dr. to return)
<b>Diarrhea and Vomiting:</b> 2 or more incidents within a 4-hour period; if stool is not contained in a diapered child, or if an undiapered child has an "accident"	24 hours after last incident of diarrhea or vomiting
<b>Rash:</b> Rash of unknown origin (not believed to be from medication) with one other positive symptom	Rash has been identified by a physician as not a contagious rash, or is under treatment and no longer contagious (need note from Dr. to return)
<b>Nasal Discharge:</b> Nasal discharge which is green or dark yellow in color, accompanied by a fever	Nasal discharge has become clear and/or fever is not present
<b>Inability to participate:</b> Child complains of not feeling well or is unable to participate in daily activities with one other positive symptom	Child is able to participate in school activities and free of other symptoms
<b>Head Lice:</b> Live lice on the scalp or nits attached to the hair shaft	When there are no lice or nits present
<b>Other contagious diseases/illnesses:</b> Measles, mumps, chickenpox, scabies and impetigo	Child has completed the contagious stage of the illness (need note from Dr. to return)
<b>Hand, Foot and Mouth Disease</b>	Fever has been absent for 72 hours without medication and open sores have scabbed over (need note from Dr. to return)
<b>Fifth Disease</b>	Fever has been absent for 72 hours without medication
<b>COVID Symptoms</b>	Minimum of 5 days have passed since positive test date in an asymptomatic case AND Minimum of 5 days since symptoms appeared, symptoms are improving and no fever for at least 24 hours without aid of fever reducing medication.  Fever has been absent for 24 hours without medication When secondary or tertiary symptoms have cleared

**Exclusion:** If any of the above symptoms are noted at drop off, parent/guardian will be asked to take their child home. Some symptoms will require the child to see a health care provider to gain clearance for return.

The symptoms which require clearance are noted above. If a child becomes ill while at school, they will be isolated from the group as best as we are able and closely monitored until a parent or a person authorized for pick-up arrives (within an hour of being called).

## **EXTENDED AND AFTERCARE, BREAK CARE AND CHILDCARE**

It is the intention of SWS to have a Care Program to serve the needs of parents. The SWS offers several options for childcare during the school year.

Children must be in attendance at school for the day to be eligible for Extended or Aftercare. Extended Care is under contract only. Drop-ins are not available for Pre-Kindergarten or Kindergarten. However, drop-ins may be available for Grade students. Students who are picked up early may not return to Extended Care.

**Extended Care – Kindergarten – Contract Only and no drop-in option:** The Extended Care rhythm includes a nap, and outside play time. Hours of availability: Monday through Friday 1:00pm – 3:00pm

**Extended Care – First Grade – Contract Only with limited drop-in option:** The Extended Care rhythm includes a restful story-time, games, crafts, and outside play time. Hours of availability: Monday through Friday 1:00pm – 3:00pm limited spaces

**Extended Care on Thursday 1:00-3:00pm – Second through Fourth Grade – Contract and drop-in options:** The Extended Care rhythm includes games, crafts, and outside play time. Limited spots are available. In the event that Extended Care is full, we will not be able to accommodate all last-minute drop-ins. Please contact the front office for more information.

### **Extended & Aftercare:**

There is a 15-minute grace period for hourly charges, for example if you pick up your child at 2:10pm, you are only charged until 3:00pm, but if you pick up after 3:15pm, you will be charged for the whole hour

- Families who are late three (3) times beyond the 15-minute grace period, will be dismissed from Extended or Aftercare program until a meeting can be arranged with Administration.

Contracted (discounted) rates vary based on the Extended Care needs of the family. Please see the front office for more information.

Drop-in rates for Grades Extended Care are billed quarterly at an hourly rate.

## **Extended & Aftercare Late Fees:**

- **Pre-Kindergarten and Kindergarten:** a \$50 late fee will be added to your account if students are not picked up within 15 minutes after the end of their school day OR end of their contracted time.

**First through Fourth Grade:** a \$20 late will be added to your account if students are not picked up within 15 minutes after the end of their school day OR end of their contracted time.

- Additionally, if your child is not picked up at the end of their school day, and does not have an Extended Care contract, you will be billed the Grades Extended Care drop-in hourly rate.
  - An additional \$50 late fee will be added, if you pick up your First grader after 3:15pm.

## **Break Care**

Break-care may be available during SWS's school breaks.

- November (parent conferences)
- February (mid-winter break)
- March (parent conferences)
- April (Spring Break)

**Break-Care Pre-Kindergarten – No break care available**

**Break-Care Kindergarten 8:00am – 12:45pm/2:45pm:** Break care rhythm includes an afternoon snack, story-time, crafts, games, and outside time. A lunch should be packed for children who will stay the full day. Break care is on a pre-signup basis only.

**Break Care First through Fourth Grade:** Break care rhythm includes an afternoon snack, crafts, games, and outside time. A lunch should be packed for children who will stay the full day. Full day and drop in options may be available.

## **Childcare**

Childcare may be available during Class Meetings and Parent Evenings at no charge. Parents must request the childcare in advance so that we can anticipate staffing needs. Those children who have not pre-signed up, cannot attend.

## **ATTENDANCE**

**It is important that students arrive on time.** Late arrivals not only miss critical school work but they also disrupt the lesson. Punctuality is paramount.

School begins at 8:05 am for our grade's students. Supervision of students is provided outside beginning at 7:45 am and students are to line up by grade in the front play area when the bell rings at 8:05am. Main Lesson, which begins with circle activities, is conducted first thing in the morning for Grade First through Fifth. For Grades Sixth through Eighth, the morning begins with skills practice and specialty skills classes which are equally as important as main lesson. Main lesson for upper grades begins



after morning snack recess.

## **TARDIES**

All SWS grades students are to arrive and ready to shake hands with their teacher no later than 8:05 am. Given the disruptive nature of late students interrupting the rhythm of the class, and the impact on the child who arrives late, the faculty has implemented the following tardy policy.

- Children who arrive after 8:05am need to stop by the office to pick up a late slip to bring to their class teacher. It helps with record keeping to know who is arriving late so that teachers can address chronic problems.
- If a student has more than 3 unexcused tardy slips per rolling 30-day period, a meeting may be scheduled between the parent(s) and the class teacher to discuss the issue and ways to make changes.
- In the upper grades, the student may also be requested to come to such a meeting since that child may be part of the reason why the family is often late leaving the house. Certainly, delays due to icy roads, accidents on the Long Bridge, and medical appointments, etc. are excused.

If there are further questions in regards to this policy, please ask your class teacher. Thank you for your dedication to your children, to our rich curriculum and to our school.

## **ABSENCE FROM SCHOOL**

Parents are expected to notify their child's teacher and the front office by 8:00am if their child will be absent.

Your child's presence at school is vital for maintaining progress. Unnecessary absences put students at a disadvantage and can disrupt the rhythm of the whole class. We urge you to consider carefully and consult with your child's teacher before making plans that take your child out of school. In the event that an absence is necessary for reasons other than illness, parents are expected to give the teacher advanced notice in writing, specifying reasons for and length of the impending absence. No credits or tuition reductions are given for extended absences.

## **END OF DAY RELEASE PROCESS**

Release Times:

Early Childhood: Pre-Kindergarten: **2:45pm**

Mixed-Age Kindergarten: **12:45pm**

First Grade: Monday through Friday **1:00pm**

Second through Eighth Grade: Monday, Tuesday, Wednesday and Fridays at **3:00pm**  
Thursday at **1:00pm**

**Early Childhood pick-up:** Parent/legal guardians are to wait in a designated area identified by their child's teacher.

**First through Fourth Grade Pick-up:** Parent/legal guardians are to wait outside the school building until the end of the school day. Students will be released by their teacher from the front playground to their parent/legal guardian.

- Students will be released only to a parent/legal guardian or another adult authorized on your *Child's Emergency Release Form*.
- If you are arranging to have your child picked up by another adult and it is not on a regular basis, inform the class teacher and the front office.
- If you are arranging for pick-up by another adult on an ongoing basis, please make sure to add that person's name to your *Child's Emergency Release Form*.
- Teachers are not responsible for children after they are dismissed to a parent/legal guardian or other adult.

At fifteen minutes past the hour, any child who has not yet been released to a parent/legal guardian or designated adult will be charged a late fee. ([See page 24](#) for more information on late fees).

#### **FIFTH THROUGH EIGHTH GRADE UNACCOMPANIED RELEASE**

At the end of the school day, after shaking their teacher's hand the Fifth, Sixth, Seventh and Eighth graders are dismissed to leave campus on their own.

Younger siblings may be released to older siblings in the Fifth, Sixth, Seventh and Eighth grade.

Parents/legal guardians who wish for their student who is younger than Fifth grade to be released unaccompanied must contact the main office to communicate the release instructions. The class teacher will be informed of these instructions.

**All students who are not in Extended or Aftercare, or have permission to leave campus unaccompanied, must leave the school campus promptly after being dismissed at the end of the school day.** Only exceptions are for those students attending afterschool study hall or music lessons.

Unaccompanied students **may not return** to the school to use the bathroom, play on the playground, get a drink of water, etc.

#### **TUITION**

All enrolled families are expected to sign an annual tuition contract which outlines all necessary fees, including tuition, supply fee, activity fee and registration. Parents agree to pay SWS all applicable fees in a timely manner of their choice as outlined in the tuition contract. The supply and activity fees are nonrefundable.

Tuition is due on the 1st of each month. Tuition received after the 15th of the of each month will incur a \$100 late fee. A \$25 fee will be charged for returned checks. Tuition may be paid via check and dropped in the front lock box at the school's entrance, via cash in the front office, via auto bank transfer through your own bank, or via a credit

card transaction, which can be completed on the school's website.

A tuition payment more than 30 days late will receive a letter from the Director of Operations requesting a time to discuss payment. A tuition payment more than 60 days late can be cause for the child's dismissal from the school.

## **PARKING**

For children's safety and to avoid traffic problems, we ask parents to park in the Travers Park parking lot on Pine Street and walk their children across the road to school. Only parents with babies or special permits may park in the school lot. Parking is not allowed on Sandpoint West Drive or in the parking lot. Drive-by drop offs on Sandpoint West Drive are not allowed. In the morning, we do offer a drive through drop off lane through our parking lot that is available for grades students and younger siblings. Out of respect for our neighbors, we ask that you do not park at the dentist office, YMCA or on the street when picking up and dropping off your children.

## **PETS ON CAMPUS**

Due to liability, pets are not allowed on campus unless pre-approved by Administration.

## **FRIDAY ASSEMBLY**

Parents, relatives, and friends are invited to attend the weekly assembly held outside in the front playground, most Friday mornings at 8:15 am. In the winter months, assemblies may start shortly after the bell rings at 8:05am. During assembly, birthdays and other milestones are announced and the grades classes share songs, exercises, and other artistic activities from their lessons. Please check the school calendar for exact dates.

## **SNACK AND LUNCH**

Students are expected to bring nutritious, well-balanced snacks and lunches to school. Growing children need a variety of proteins (nuts, meat, dairy, eggs, legumes), carbohydrates (whole grain crackers, bread, bagels), vegetables (carrots, broccoli, lettuce), fruits (apples, plums, pears), and fats (cheese, nut butters).

Please do not send any beverages (other than a water bottle for water), gum, candy, processed fruit snacks or fruit juice. Overly processed and artificially sweetened and colored food and drinks contain ingredients that may impair children's ability to focus on their lessons. Even natural fruit juice has a lot of concentrated fructose. **Read labels on packaged foods.** Our goal is to foster a healthy, cooperative relationship between home and school for the sake of the children's overall health and well-being.

## **DRESS CODE**

*Pre-Kindergarten and Kindergarten*

- Clothing must be appropriate to the activities expected at school. This includes having proper outdoor gear and clothing that does not restrict movement.
- EC Students should wear clothing with simple repeating patterns or solid colors.
- EC Students may not wear clothes with media images, writing, or corporate logos

- larger than two fingers. (This includes professional sports logos.)
- Shoes must be worn while on campus and fit securely on the foot.
- Indoor soled shoes must be worn at all times while inside the school building

#### *Grades*

- Clothing must be appropriate to the activities expected at school. This includes having proper outdoor gear that is appropriate for the weather for recess and movement activities.
- Students wearing clothing that restricts their participation will be asked to change.
- Grades students may not wear clothes with media images, writing, or corporate logos larger than two fingers. (This includes professional sports logos.)
- Shirts from school events, local clubs and organizations may be worn on Wednesdays.
- Clothing must cover undergarments.
- Shoes must be worn while on campus and fit securely on the foot.
- Indoor soled shoes must be worn at all times while inside the school building
- From October 1 - April 30, students must come to school with legs and shoulders covered. Weather permitting, students may bring shorts or sleeveless shirts to change into if the day warms.

#### *Outdoor Gear (All Students)*

- Students must come prepared for the weather. They are expected to go outside in rain, shine, snow, and cold.
- Rain pants and snow pants, snow and rain boots are a must-have for Early Childhood and Grades 1-4.
- Snow pants are required for sledding.
- Hats are required if it is cold enough to see your breath. Err on the side of caution, and send a hat on cooler days in case of temperature drop.
- Recommended Gear: Rain coat, snow coat, rain pants, snow pants, gloves, hat, mittens, boots, neck warmer, and warm socks.

### **LOST AND FOUND**

Small lost and found items are stored in a container in the office. Clothing is put in bins by the parent mailboxes. Items left at the school for more than four weeks are donated to the thrift store.

### **SCHOOL CLOSURE**

When weather conditions appear severe, Lake Pend Oreille School District checks current road conditions and other school closures. Based on their guidance, we may determine to close school due to inclement weather conditions, power outages, and/or temperatures that make driving dangerous or create other issues of safety for students. The administration will inform all families no later than 6:30 a.m. Families will be informed via our OneCall system via text and email.

Please keep in mind that in making our decision to close school we will take into consideration whether the school district is closing school, but as their decision is

greatly impacted by busing needs in a large area, our decision to close school is independent of theirs and might not align with their school closure decision.

## **SCHOOL TELEPHONE USE**

Student use of the phone is restricted to urgent matters and emergencies only. Because of limited access and congestion in the office the phone is not to be used to schedule social activities.

## **CELL PHONE USE**

In our increasingly complex world, we recognize that it is important for children and their parents to stay in touch with each other more frequently than in the past and that cell phones can be an effective way to do this. The school has numerous ways established for families to get messages to their children during the day and supports the families in cases when messages must be delivered. The school is aware that some families provide cell phones to their children for personal use outside of school. Cell phone use in the school by students is an unnecessary distraction to the learning environment. In addition, cell phone use by adults within the school can also be a distraction. The following guidelines are intended to help provide students and families with clarity about how the phones should be cared for while at school.

**Early Childhood – Fourth Grade:** It is requested that no children fourth grade and under have cell phones, smart watches or other electronic communication devices at school.

**Fifth through Eighth Grade:** Cell phones and smart watches are allowed with approval of parent. Teachers may collect cell phones and smart watches at the start of each school day and return to the student at the end of the day. Cell phones and smart watches may be used in the front office from 3:00pm – 3:15pm on Mondays, Tuesdays, Wednesdays, and Fridays and from 1:00pm – 1:15pm on Thursdays. Please limit calls to conversations regarding transportation and logistical conversations with family members. Phones must be off at all times during school hours and kept in the student's cubby. Any phone found turned on or out of cubby during school hours will be confiscated.

- First Offense: the device is confiscated by teacher and returned to child at the end of the day.
- Second Offense: device will be returned to a parent only.
- Third Offense: devices must be deposited at the office at the beginning of the day and may be retrieved at the end of the day. Further offenses could result in a student being sent home. In such a case, student and parents must meet with teacher before returning to school.
- Offenses will be reset to zero after compliance for three months or at the teacher's discretion.

We understand that there is a difference between a child forgetting to put away a cell phone or leaving it turned on and a student using a cell phone to text or talk. The former type of infraction can be dealt with through a reminder by the teacher. The latter type of infraction is considered an offense.

**Grades Sixth through Eighth Grade:** The above rules apply to grades Sixth, Seventh, and

Eighth with the exception: Cell phones may be used after school on the concrete pad outside the basement door. Please limit calls to conversations regarding transportation and conversations with family members.

**Adults:** It is requested that adults using cell phones be conscious of the activity around them. It can be distracting to others when someone is using their cell phone in the common spaces, as talking on the phone makes it more difficult to be sensitive to the others around you. We request that when it is necessary to use cell phones, it is done with consciousness of and respect for those around you. If you have an important call to make, please ask the office and we will try to help you find a quiet place to make the call. If the office staff or teachers feel at any time that someone talking on their cell phone is disruptive in any way, they will make an attempt to remind the adult.

## **SUBSTANCE USE**

Cigarettes, vapes, E-Cigarettes, tobacco, and intoxicants of all kinds are strictly prohibited in the school building or on school grounds. Use of these substances is also prohibited during any off-campus school sponsored function involving children.

## **TOYS AND ELECTRONICS**

Students are asked to leave toys at home, as these frequently have a disruptive effect. Radios, iPods, electronic toys and games are not allowed at school. Failure to honor this policy may result in the item being kept by the teacher until the last day of school.

## **MEDIA**

Watching television and videos, regardless of content, negatively affects a growing child's development. Like all electronic media, television lacks the human presence so vital to the nourishment of the child. Furthermore, children's need for creative play is inhibited and their ability to create images from within is suppressed by the electronically produced imagery. Computer and video games are also regarded by Waldorf educators as unhealthy influences on the developing mind and body. In place of television or computer time, we encourage creative activities that engage the child's will such as drawing, puppetry, modeling, singing, dancing, music, stories and plenty of outdoor play. There is a wealth of pertinent books and articles available through the school about the effects of television on the growing child. We encourage you to seek these out and to speak to your child's teacher about this important issue.

## **SUGGESTED READING ABOUT THE EFFECTS OF MEDIA**

<i>Endangered Minds</i>	Jane Healey
<i>In the Absence of the Sacred</i>	Jerry Mander
<i>Evolution's End</i>	Joseph Chilton Pearce
<i>Where Are The Children?</i>	Marie McClendon

## **VIDEOTAPING AND TAKING PHOTOS DURING PERFORMANCES**

SWS does not allow videotaping and taking photos during performances. We believe that when a child watches a video of his performance, it distorts the child's view of himself because it does not accurately reflect the memory of his personal experience. It is not unusual for a child to have a positive experience of herself during the performance and a negative reaction to seeing herself in the video.

We believe that videotaping or taking photos during performances also:

- Diminishes the personal experience of the one who videotapes or photographs. One is not focused on the present moment, thus inhibiting one's own experience and memory.
- Distracts others in the audience, diminishing their experience.
- Distracts performers and diminishes their relationship with the audience.

We also ask that all cell phones be turned off during performances. The absence of these distractions helps create a mood of reverence and focus for all involved.

We recognize the desire to have photographs of the highlights of your child's experience at school. Teachers arrange a photo opportunity after class plays or performance. At our school festivals and celebrations like the Rose Ceremony on the first day of school, Michaelmas and May Faire, we have a designated photographer. This allows you to enjoy the moment. The office will archive these photos and can provide access to the photos on line.

In contrast, on field trips and other school activities like gardening, we usually welcome parent photographers who can document some of the activities. These are the kind of photographs we request for our Yearbook. Candid snapshots of the varied activities during field trips also help the school to document the unique experience of Waldorf Education. However, please check with your teacher before taking photographs. In addition, please check with the office for the instructions to upload photos to share with your class.

We recognize that certain events, for example the Eighth Grade play and graduation, are major life events. As such, we may videotape these events and make them available for parents and grandparents who could not attend. It is strongly advised that students do not view these videos for the reasons already stated, until at least a year after the event.

As part of our enrollment process, we ask parents to indicate whether or not they want the image of their child used in our promotional literature or on our website. In order to honor the privacy of other families, please do not share pictures taken during school events on social media.

## **COMMUNICATION TO PARENTS ABOUT STUDENTS' BEHAVIOR**

Teachers may notify parents, with a phone call or in writing of behavioral or academic problems, chronic tardiness or absenteeism, and other concerns that may arise for a student. A teacher may give a child a Take Note form to take home to their parents in order to inform them of behavior, missing homework, disruptions, inappropriate

language, etc. Please speak directly with your child regarding this matter. Sign the form and return it to school the next day. This confirms that you are aware of the situation. If you need more information, please contact the teacher by phone or schedule a meeting.

## **FAMILY DISMISSAL**

The Administration reserves the right to dismiss a family from the Sandpoint Waldorf School if the parents behave in a way that is not consistent with the school's values. A parent may be asked to submit a written apology or acceptance of responsibility if behavior is considered inappropriate.

## **SUSPENSION OR EXPULSION OF A GRADES STUDENT**

Due to severe or persistent behavior problems, lack of progress, or extreme violations of conduct or safety, a child may be asked to leave the school for one or more days. This action makes it clear to all students in the class and school that such behavior will not be tolerated. Suspension from school for a period of time or permanent expulsion may result from the following behaviors:

- Blatant defiance and disrespect.
- Consistent, repetitive, inappropriate behavior.
- Use of swear words or inappropriate language.
- Any action that endangers the safety or life of another person.
- Violent acts that deliberately hurt another person or deliberately destroy property.
- Use or possession of illegal substances on school campus or at school sanctioned events
- Bringing weapons to school.
- Theft or accessory to theft.
- Leaving school grounds during school hours without permission.
- Sexual harassment which is defined by law, as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.
- An accumulated record of general misconduct.
- In the case of illegal substance possession at school, law enforcement will be called.

In most cases a student's expulsion is preceded by one or more of the following steps:

1. The class teacher, the Pedagogical Director and/or another member of the Faculty meet with parents and inform them of the problem and possible consequences.
2. A Faculty Child Study may be conducted to help facilitate a greater understanding about the student.
3. The student may be referred to the Community Relations Committee, which will draw up a behavior plan or contract in consultation with the class teacher. This plan will be shared with parents. It outlines specific goals in writing for the student, establishes how they are to be met, and sets a reasonable and firm timetable for interventions and for the student to show progress. Recommendations for services outside of school may include counseling, medical intervention, assessment by a child development expert, or tutoring.
4. If problems persist and professional help is not utilized or is not successful, the Pedagogical Committee is informed. They are the committee mandated to make decisions about student dismissal.



5. The Faculty and Board of Trustees are notified.
6. Re-admittance is handled on a case-by-case basis decided by the Faculty.

#### **PARENT LENDING LIBRARY**

SWS has a small library of books on parenting, child development, and Waldorf education. These books are available for self checkout to all school families and can be found near the parent mailboxes. We gladly welcome books or tax-deductible donations to our lending library.

## SANDPOINT WALDORF SCHOOL COMMITTEES

Many school functions, day-to-day tasks, seasonal events, and policy matters are developed and managed through school committees. Committee work takes commitment, as the word itself implies. Parents who wish to become directly involved in the life of the school are encouraged to join a committee.

Committee members create a mission statement that describes the committee's goals. The mission statement is submitted to the Board for annual review and is revised as needed. Each committee appoints a Chairperson whose responsibilities include:

- Scheduling meetings, setting the committee agenda, and facilitating meetings.
- Tracking the committee's progress.
- Ensuring that the committee mission statement, mandates, and guidelines are made available to members.
- Recruiting and orienting new members as needed.
- Making sure committee meeting notes are created and distributed to committee members.

All Board-mandated committees include a representative to the Board of Trustees. This representative is responsible for filing a monthly report on the committee's work-in-progress to the Board and for relaying Board mandates and other relevant information to the committee members.

Every committee assigns a member to record and file the minutes of each meeting. The minutes are a record of the committee's workings and are placed in the permanent record of the school. Minutes are typed and include the date, persons present, a brief description of discussion topics and assigned tasks and any attachments such as policy drafts or official correspondence. Care is taken to omit confidential information from the public record, although this may be kept in a secure file if necessary. In order to preserve continuity and cohesiveness committees are encouraged to hold regularly scheduled meetings and to schedule one or two meetings during summer break.

When possible, the committee's annual calendar is formulated and coordinated with the all-school calendar at the beginning of the school year. This serves as a timeline for the committees' short and long-term goals. The calendar includes:

- Regularly scheduled meeting dates.
- Perennial tasks.
- Target dates for long and short-term mandates and steps for achieving them.
- Committee sponsored events.

Committee Members are asked to:

- Attend all committee meetings and complete tasks in a timely manner.
- Respect other members' time by being punctual, turning off cell phones, and keeping other interruptions to a minimum.
- Inform the committee chair if you cannot attend a scheduled meeting and, if necessary, arrange other means for meeting your obligations.
- Inform the committee chair if you can no longer fulfill your obligations and help preserve the integrity of the committee by helping to find a suitable replacement.

The Sandpoint Waldorf School is committed to open and impartial decision making and research free of personal bias. At times, working relationships may pose a *conflict of interest* regarding school related discussions and decisions. For this reason, a SWS employee or committee member may be asked to step away from specific faculty, trustee or committee work when a decision making process is deemed to be a *conflict of interest*. Ideally, individuals recognize such circumstances and step down voluntarily. If needed, the faculty, trustees or other committee members will determine the areas of discussion and decision-making which are potential *conflicts of interest* and remove those persons accordingly.

## **CARE GROUP**

This committee is composed of the Pedagogical Director, the Educational Support teacher, and faculty members. The committee's goal is to promote the healthy developmental, academic, and spiritual growth of individual students by providing the students and the constellation of adults surrounding them with support and guidance. The committee provides support for the faculty during the weekly child study in the faculty meeting, provides oversight for the educational support program, and arranges for the First Grade readiness, Second Grade and Fifth Grade assessments. Parents who feel that their child would benefit from additional educational support should speak to their child's class teacher. The teacher will then make arrangements with the Care Group and the Educational Support teacher.

## **COMMUNITY RELATIONS COMMITTEE**

The Community Relations Committee (CRC) is dedicated to helping the school grow in a healthy way and to improving its community spirit. Committee goals are met by proactively addressing the needs of the school and supporting good communication by offering the opportunity for conflict resolution.

Committee members will:

- Remain informed and current on community activities.
- Act as ambassadors for goodwill within the community.
- Facilitate timely communications and act as mediators between members of the school community.
- Document all CRC interactions in areas of dispute and resolution.

The effectiveness of the Community Relations Committee is derived from a strong partnership with the community. This is realized through an expression of care,

compassion, understanding, communication, and the ability to work positively for the community's well-being.

## **DEVELOPMENT COMMITTEE**

The SWS Development Committee supports fund development efforts that increase non-tuition revenue. Sandpoint Waldorf School is overwhelmingly dependent on tuition revenue. Long-term sustainability requires increasing non-tuition funding and diversified funding streams.

The Development Committee is responsible for:

- Stewarding annual and long-term fund development of the school.
- Reviewing and advising on one-year and multi-year fund development plans.
- Assisting the Director of Development with publicizing Development Plans each year by, for example, describing development needs and the Plan in K-12 class meetings.
- Working with the Development Director to establish fund development structures including annual giving, grants, donor-centric events, capital campaigns, endowment campaigns, and planned giving.
- Collaborating with the Development Director to identify and solicit funds from external sources including, but not limited to, individuals, foundations, corporations, community organizations.
- Encouraging each member of the Board of Trustees to participate in annual fundraising initiatives.
- Identifying ways in which Trustees and Development Committee members can be involved in raising funds.
- Assisting in identifying and cultivating major donors.
- Through the Trustee member(s) of the Committee, assisting the Director in keeping the Board informed of fund development work.
- Supporting the Development Director in the planning, implementation, and development of roles and accountabilities for capital campaigns.
- Supporting community events and outreach that acknowledge donors.
- Maintaining strict confidentiality regarding all information shared with the Committee, individual members, and in regard to the school's Development activities.

## **FINANCE COMMITTEE**

The Finance Committee supervises the financial affairs of the Sandpoint Waldorf School and collaborates with other school bodies to develop economic policies while upholding sound financial principles. Members of the Finance Committee are recruited by invitation and are expected to maintain strict confidentiality.

The Finance Committee is responsible for:

- Developing annual budget
- Recommending annual tuition rates to the board
- Soliciting input from other school bodies as needed
- Tracking expenditures

- Overseeing SWS investments
- Supervising the school's bookkeeping
- Supervising grant writing and the Annual Giving Campaign
- Working toward increasing scholarship funds
- Recommending tuition adjustments as needed
- Developing TAP and other investment funds
- Reviewing, discussing and providing advice on proposals brought forward
- Facilitating development of long-range financial plans such as salary scale and benefits

## **INFORMATION TECHNOLOGY (IT) COMMITTEE**

The Information Technology Committee serves a collaborative body responsible for guiding and supporting the school's technology-related decisions. The IT committee includes faculty, administrators and parents with IT expertise.

Responsibilities include; develop and review the school's technology strategy, aligning it with the school's educational goals and mission, assist in managing the technology budget, ensuring funds are allocated wisely and used efficiently for the benefit of the school, oversee the maintenance and upkeep of the school's IT infrastructure, and networks, assist with the selection of appropriate software and hardware, taking into consideration both functionality and cost-effectiveness, and ensuring the security of student and staff data is a top priority.

## **LONG RANGE PLANNING/ FUTURES COMMITTEE**

This committee is composed of the Pedagogical Director, members the Parent Circle, the Board, and the Faculty. Its task is to solicit information from all of the committees and governing bodies of the school to craft a 5-year strategic plan. Once this plan is created, the committee will ensure that the document remains alive through annual review. The committee also holds the visions that did not make it into the document, so that these can be incorporated as appropriate in future strategic plans.

## **MARKETING COMMITTEE**

The role of the Marketing Committee is to set the vision for and manage the overall marketing strategy for SWS and ensure that the organization's total marketing program is in concert with the strategic direction and needs of the school. The committee serves as the mechanism by which board members and other volunteers are involved in clearly communicating the organization's mission.

The Marketing Committee is responsible for:

- Strategizing external marketing campaigns that communicate SWS's educational mission and vision.
- Creating marketing plans that elevate SWS's brand on multiple social media platforms.
- Advising and assisting in the development and ongoing evaluation of the SWS website and electronic marketing activities.
- Suggesting specific photos, stories and video ideas; reaching out to news editors

- (TV & print) with specific story ideas.
- Working with the Administrative team to coordinate efforts around the brand, public relations, website, social media communications, newsletters (The Vine), events and other marketing projects.

## **PEDAGOGICAL COMMITTEE**

The Pedagogical Committee is entrusted with holding the broad vision of Pedagogical issues for the Sandpoint Waldorf School. The Pedagogical Committee supports the Being of the School through pedagogical study and a living commitment to the Waldorf Pedagogy. It exists to:

- Help the greater Faculty become more efficient
- Make sure Pedagogical issues are held and followed through with in a timely fashion
- Support the Faculty in upholding its commitments
- Make judgment calls where mandated and necessary.

The Pedagogical Committee is committed to:

- Listening objectively to each Faculty member
- Communicating in a timely fashion between the governing bodies of the school
- Working to represent the whole faculty in its decisions and actions.

While holding the Waldorf pedagogy, the needs of Sandpoint Waldorf School, and the input of the faculty, the Pedagogical Committee will courageously make decisions where mandated.

The work of the Pedagogical Committee is based on trust – the trust of the greater Faculty that the committee will adhere to the above commitments to work for the good of the whole.

The committee also monitors problems in teacher/parent relationships and serves as mediator between members of the staff and parents when needed. With an appointment any member of the school is welcome to meet with the Pedagogical Committee.

## **SITE COMMITTEE**

The Site Committee supervises the use of the school building and grounds. It serves as a clearinghouse for approval of any changes to the building and to the grounds and develops policy for uses of the building and grounds outside of their primary school function.

Membership is open to all parents, faculty, and friends who are interested in helping to maintain the structural, mechanical, and visual integrity of the school building and grounds. Tasks include:

- Review and make recommendations on major building or ground change requests or needs
- Conduct yearly survey of building, grounds and play structures for needed repairs, upgrade and safety
- Prioritize, organize and follow-up on major renovation projects
- Organizing school work days

## **TUITION ADJUSTMENT COMMITTEE**

The Tuition Adjustment Program (TAP) distributes available funds to families whose children would not otherwise be able to attend SWS. Committee is chaired by the Director of Operations, who will distribute TAP application packets and other TAP materials to families. Members of the TAP Committee are recruited by invitation and are expected to maintain strict confidentiality. Committee members:

- Administer the TAP program according to established policy.
- Review applications and conduct conversations with applicants when necessary.
- Determine the dollar amount of assistance for qualified applicants.
- Make recommendations to the Board of Trustees for policy changes.

Foreseeable shortfalls or surpluses in the TAP budget are reported to the Finance Committee. The Committee communicates with the Finance Committee, TAP parents, Faculty, and Trustees as needed.

## VERSES

### **FACULTY MORNING VERSE**

*By Rudolf Steiner*

May there reign here spirit-strength in love.  
May there work here spirit-light in goodness.  
Born from certainty of heart and from steadfastness of soul  
So that we may bring to young human beings  
Bodily strength for work, inwardness of soul, and clarity of Spirit.  
May this place be consecrated to such a task.  
May young minds and hearts here find  
Servers of the light, endowed with strength  
Who will guard and cherish them.

### **FACULTY AND TRUSTEE MEETING VERSE**

*By Rudolf Steiner*

We must eradicate from the soul all fear and terror of what comes out of the future.  
We must acquire serenity in all feelings and sensations about the future.  
We must look forward with absolute equanimity to everything that may come.  
And we must think only, that whatever comes is given to us  
By a world direction full of wisdom.  
It is part of what we must learn in this age,  
Namely, to live out of pure trust without any security in existence,  
Trusting in the ever-present help of the spiritual world.  
Truly, nothing else will do if our courage is not to fail.  
Let us discipline our will, and let us seek the awakening from within ourselves  
Every morning and every evening.

### **OPENING ASSEMBLY VERSE**

*Recited by students at the first Waldorf School*

To wonder at beauty, stand guard over truth  
Look up to the noble, resolve on the good  
This leadeth us truly to purpose in living  
To right in our Doing  
To peace in our Feeling  
To light in our Thinking  
And teaches us trust in the workings of God  
In all that there is  
In the widths of the World  
In the depths of the Soul.



# SCHOOL SONG

Andrea Lyman  
copyright 1996

1. Stand - ing un - der the moun - tain, our hearts with cour - age  
true, We will this day to work and play our  
wis - dom shin - ing through. Stand - ing here on our  
mo - ther, we thank this bless - ed Earth. The  
sun a - bove a - wak - ens the love that gives all life new  
birth.

2. Standing strong by the waters, with joy we learn and live,  
And through our deeds, we sow the seeds that grow the gifts we give.  
Standing steadfast and shining, our radiant light we shine.  
We stand in grace and loving embrace; the joy of life is mine.
3. Standing under the heavens, our angels show the way.  
With loving thought, they falter not to guide us through each day.  
Standing all here together, our voices joined as one,  
We greet the day, in blessing we say, "Our journey has begun!"

## BOOKS AND WEBSITES OF INTEREST

### BOOKS

#### Waldorf Education

*Education As A Social Problem*

*Rudolf Steiner/Waldorf Education*

*Creativity in Education*

*The Education of the Child*

*Millennial Child Transforming Education in the 21st Century*

Rudolf Steiner

David Mitchell

Rene Querido

Rudolf Steiner

Eugene Schwartz

#### Child Development

*Waldorf Parenting Handbook*

*Parenting A Path Through Childhood*

*Miseducation: Preschoolers at Risk*

*Conception, Birth & Early Childhood*

*The Way of a Child*

*Brothers and Sisters*

*The First Three Years*

*Phases of Childhood*

*When A Child Is Born*

*The Wonder of Childhood*

*Rhythms and Turning Points in the Life of the Child*

*Between Form & Freedom*

*Kingdom of Childhood*

Lois Cusick

Dotty Turner Coplen

David Elkind

Norbert Glas

A. C. Harwood

Dr. Karl Koenig

Dr. Karl Koenig

Bernard Lievegoed

W. Zur Linden, M.D.

Rene Querido

Eugene Schwartz

Betty Staley

Rudolf Steiner

#### Family and Activities

*Festivals, Family and Food*

*Festivals with Children*

*Child at Play; Preparation for Life*

*The Children's Year*

*Lifeways, Working with Family Questions*

*Creative Toy-making*

*Toy-making With Children*

*Advent For Children*

*Pentatonic Songs*

*Painting with Children*

*The Doll Book* Karin

*Echoes of a Dream*

*The Wisdom of Fairy Tales*

*The Art of the Storyteller*

*A Child's Prayer*

*The Wisdom of Fairy Tales*

*The Nature Corner*

*The Christmas Craft Book*

*Confessions of a Waldorf Parent*

*Spring, Summer, Autumn, Winter*

*Spindrift and Gateways*

Diana Carey & Judy Large

B. Barz

Heidi Britz-Crecelius

Stephanie Cooper, et al.

Gudren Davy and Boris Voores

Alice George

Freya Jaffka

Freya Jaffka

Elisabeth Lebret

Brunhild Muller

Neuschutz

Susan Smith

Rudolf Meyer

Marie L. Shedlock

Jeanne Titherington

Rudolf Meyer

M. van Leeuwen & J. Moeskops

Thomas Berger

Margaret Gorman

Wynstone Press

Wynstone Press

### Rudolf Steiner and Anthroposophy

*Rudolf Steiner, Herald of a New Epoch*  
*Recovery of Man in Childhood*  
*The Essential Steiner*  
*Scientist of the Invisible*  
*How is Knowledge of the Higher Worlds Attained?*  
*The Philosophy of Spiritual Activity*  
*Theosophy*  
*Esoteric Science*  
*Questions & Answers on R. S. Education*

Stewart Easton  
A. C. Harwood  
Robert McDermott  
A. P. Shepard  
Rudolf Steiner  
Rudolf Steiner  
Rudolf Steiner  
Rudolf Steiner  
Roy Wilkinson

### Other

*The Hurried Child*  
*School Can Wait*  
*Grimm's Fairy Tales*  
  
*Children Without Childhood*  
*The Plug In Drug*  
*What to Do After You Turn Off the TV*  
*Four Arguments for the Elimination of Television*  
*A Good Enough Parent*  
*On Learning to Read*  
*Uses of Enchantment*  
*Whole Child/Whole Parent*  
*You are Your Child's First Teacher*  
*Grow A Garden and be Self-Sufficient*

David Elkind  
Raymond & Dorothy Moore  
Intro by Pdraic Colum,  
commentary by Joseph  
Campbell  
Marie Winn  
Marie Winn  
Francis Moore Lappe & Family  
Jerry Mander  
Bruno Bettelheim  
Karen Zelan  
Bruno Bettelheim  
Polly Berrien Berends  
Rahima Baldwin  
Pfeiffer and Riese

*Some books are available from the Parent Lending Library. All books are available from:  
Rudolf Steiner College Bookstore, 9200 Fair Oaks Blvd, Fair Oaks, CA 95628  
Phone: 916-961-8729*

### **WEBSITES OF INTEREST**

Waldorf World  
Association of Waldorf Schools of North America  
Anthroposophical Society in North America  
Rudolf Steiner Archive E-library  
Sunbridge College  
Rudolf Steiner College  
Why Waldorf Works

[www.waldorfworld.net](http://www.waldorfworld.net)  
[www.awsna.org](http://www.awsna.org)  
[www.anthroposophy.org](http://www.anthroposophy.org)  
[www.elib.com/Steiner](http://www.elib.com/Steiner)  
[www.sunbridge.edu](http://www.sunbridge.edu)  
[www.steinercollege.org](http://www.steinercollege.org)  
[www.whywaldorfworks.com](http://www.whywaldorfworks.com)