

THREE CEDARS WALDORF SCHOOL

Community Handbook

FEBRUARY 2, 2015



556 124th Avenue NE, Bellevue, WA 98005
425-401-9874 threecedarswaldorf.org


Welcome!

Dear Parents and Guardians,

We are delighted to present you with our new edition of the Community Handbook. This publication is intended to serve as a guide and to answer questions you may have regarding our educational approach, and the school's policies and procedures.

Our school continues to evolve, and from time to time policies and procedures are modified to better serve our students and our school. We will let you know when updates or changes are made to the policies published here, and an up-to-date version of this handbook will always be available on our website at www.threecedarswaldorf.org.

Please do not hesitate to contact our office at 425.401.9874 if you have any questions regarding this handbook, our school, or your experience. We always appreciate hearing from you, and are looking forward to receiving your suggestions.



Geraldine Kline
Executive Director

Table of Contents

About TCWS	1	School Life	5
Waldorf Education: Background & Philosophy	1	Programs: Early Childhood	5
TCWS History	1	Imagination	5
Three Cedars Waldorf School – A Preamble	2	Simple Play	5
TCWS Mission & Philosophy	2	Rhythm.	5
Mission.	2	Beauty	5
Educational Philosophy	2	Purposeful Activities.	5
Core Values	2	Child Development as it Unfolds in the Preschool and Kindergarten.	6
Non-Discrimination Policy	3	Basic Developmental Characteristics.	6
TCWS Organizational Structure	3	Components of the Waldorf Preschool and Kindergarten Curriculum	7
The Board of Trustees.	3	Preschool	9
The Executive Director	3	Kindergarten	9
Pedagogy	4	Curriculum: Early Childhood Programs	10
Development	4	Programs: Grade School	11
Associative	4	Programs: Upper Grades	11
		Curriculum	12
		Morning Lessons.	12
		Subject Lessons.	12
		Music.	12
		World Languages	12
		Curriculum: Grades One – Four.	13
		Curriculum: Grades Five – Eight.	14
		TCWS Practical Arts.	15
		Crafts.	15
		Woodwork	15
		Handwork.	15
		Movement Arts	16
		Physical Education	16
		Eurythmy	18
		Additional Sports and Activities.	18

Table of Contents

School Life <i>Continued</i>	18	The Family-School Partnership	35
TCWS Festivals, Assemblies, and Celebrations	18	Our Students and Their Families	35
Early Childhood Program	19	Rhythm	35
Elementary School	19	Early Childhood – Sleep and Warmth	36
Class Trips at TCWS	22	Religion	36
Field Trip Aims and Possible Destinations	23	Anthroposophy	37
Additional Programs	23	TCWS Approach to Media	37
Educational Support	23	Media	37
TCWS Commitment to Educational Support	24	Effects of Media	37
Education Support Program	24	School Recommendation	38
Educational Support Funding: Grade School	25	An Invitation to Participate in Our Ongoing Conversation	40
Special Needs	25	Further Reading	40
TCWS After School Care	26	Our Approach to Sex Education	40
Early Childhood After School Care	26	Snacks and Lunches	41
Grade School After School Care	26	School Supplies	41
How to Use After School Care	26	Musical Instruments	42
Behavior Expectations	26	Homework	42
General Rules	27	Preschool and Kindergarten	42
Classroom Expectations	27	Early Grades	42
Items Prohibited in School	27	Grades Four and Five	42
Preschool & Kindergarten	27	Upper Grades	42
Grade School	31	Grading	42
TCWS Dress Expectations	32	Teacher-Parent Partnership	43
Early Childhood	32	Communication with Parents	43
Grade School	33	Email Communication	43
TCWS School Dances	34	Class Activity-Specific Email	44
Purpose	34	Regular Email Letter	44
Scheduling	34	Email Newsletter	44
Communication	34	Online Calendar	44
Dance Sponsor Responsibilities	34	Emergency and Snow Day Communications	44
Additional Information	34	Class and Student Communication	44
Guidelines for Chaperones	35	Beginning of Year Letter	44
		Individual Conversations	44
		Parent Evenings	45
		Parent-Teacher Conferences	45
		Written Reports	45
		Transcripts: Grade Eight	46
		Classroom Visits	46
		Home Visits	47

Table of Contents

Support Three Cedars Waldorf School	47	Practical Information	54
Supporting Three Cedars	47	Recording School Events	54
Annual Fund	47	Pets	54
Scrip Programs: Shop Smart!	47	Office Hours	54
PCC Scrip	47	Who Should I Contact?	54
eScrip.com.	47	School Calendar	54
Volunteering	47	Attendance Policy	54
TCWS Requirements for Volunteers		Time Off from School	55
Working With Students.	48	Early Childhood	55
Two Types of Clearance	48	Grade School	55
Three Categories of Volunteer Work with		Mid-Year Attendance Monitoring:	
Students that Necessitate Clearance.	48	Kindergarten and Grade School	56
Requirements.	48	TCWS Dismissal Protocol	56
Parent Volunteers on Class Trips	48	Purpose	56
Parent Chaperones on Trips	49	Consideration.	56
Guidelines for Field Trip Chaperones.	49	Early Childhood	56
Thank You for Volunteering!	49	Grades 1-8	56
Guidelines for Chaperones.	49	Smooth Pick-Up	57
Field Trip Rules –		Health and Auto Emissions	57
All School Rules Apply on a Field Trip.. . . .	49	Recommitment	57
Safety.	49	Recommitment Deadline.	57
Chaperones May Not:.	50	Deposits and Payment Options	57
Practical Information for Field Trip Chaperones . .	50	Open Withdrawal Policy	58
Booster Seats	51	Financial Aid	58
Alumni	51	Other Fees.	60
We Want to Hear from Alumni!	51	Lost and Found	60
Parent Association	51		
Class Coordinators	51		
Top Five Reasons to Become a Class Coordinator. .	52		
Class Coordination Selection	52		
Buddy Families.	52		
Top Four Reasons to Become a Buddy Family . . .	52		
Buddy Family Selection and Match Up	52		
What Do I Have to Do?	52		
What Skills Are Desirable?	53		
How Much Time Does It Take?	53		
How Much Do I Need to Know			
About Waldorf Education?.	53		
How Does the Buddy Family Parent Relate			
to the Class Coordinator?	53		

Table of Contents

Health & Safety	61	Health & Safety <i>Continued</i>	67
Emergency Procedures	61	Pest Control	67
School Closure	61	Head Lice	68
Emergency Situation Practice and Drills	61	Response	68
Substance Abuse Policy	61	Preschool and Kindergarten	68
Suspected Substance Abuse	61	Class-Wide Screenings	68
Substance Abuse	61	Grade School	68
Role of Administration in Substance Abuse Policy	62	Facilities Use	69
Procedure for Student/Family Appeal	62	Parking Lot Etiquette	69
Community Substance Abuse Education	62	Carpooling	69
Smoking Policy	62	Use of TCWS Facilities by Parents	69
Intoxicants	62	Exceptional Access to TCWS Facility by Parents	69
Student Health	63	Scheduling	69
Illness	63	Care of the Facility	69
Cough Pocket	63	Communication	69
Special Medical Needs	63	Resource Organizations	70
Medications	63	Sound Circle Center	70
Immunization	64	The Research Institute for Waldorf Education	70
Accidents and Injuries	64	The Anthroposophical Society	70
Concussion and Head Injury Policy	64	Waldorf International	70
Injury Prevention	65	AWSNA: Association of Waldorf Schools of North America	70
Health Records	65	NWAIS: Northwest Association of Independent Schools	70
Disease Prevention and Control	65		
Communicable Diseases and Local Health Department	65		
Student Health Policy	66		
Life-Threatening Conditions & Allergies	67		
Food Allergy Policy	67		

Waldorf Education: Background & Philosophy

Waldorf education has its roots in the spiritual-scientific research of the Austrian scientist and thinker Rudolf Steiner (1861-1925). According to Steiner's philosophy (Anthroposophy) the human being is a threefold being of spirit, soul, and body whose capacities unfold in three developmental stages on the path to adulthood: early childhood, middle childhood, and adolescence.

In April of 1919, Rudolf Steiner visited the Waldorf Astoria cigarette factory in Stuttgart, Germany. The German nation, defeated in war, was teetering on the brink of economic, social, and political chaos. Steiner spoke to the workers about the need for social renewal, for a new way of organizing society and its political and cultural life.

Emil Molt, the owner of the factory, asked Steiner if he would undertake to establish and lead a school for the children of the employees of the company. Steiner agreed but set four conditions, each of which went against common practice of the day: 1) that the school be open to all children; 2) that it be coeducational; 3) that it be a unified twelve-year school; 4) that the teachers, those individuals actually in contact with the children, have primary control of the school, with minimum interference from the state or from economic sources. Steiner's conditions were radical for the day, but Molt gladly agreed to them. On September 7, 1919, the Independent Waldorf School (Die Freie Waldorfschule) opened its doors.

Today, with more than 900 Waldorf schools in 83 countries, Waldorf education is the fastest growing independent educational movement in the world. In North America, Waldorf has been available since 1928, and there are now over 250 schools and 14 teacher training centers in some level of development. These schools exist in large cities and small towns, suburbs and rural enclaves. No two schools are identical; each is administratively independent. Nevertheless, a visitor would recognize many characteristics common to them all.

TCWS History

Three Cedars Waldorf School was founded as the *Evergreen Waldorf School* by a group of dedicated parents who were seeking Waldorf education on the Eastside for their children. In 1993, these parents determined that a Waldorf program or charter school affiliated with the Lake Washington School District or Bellevue School District was not feasible and, in accordance with the Association of Waldorf Schools of North America guidelines, established an independent 501(c)(3) non-profit corporation.

In September 1995, the school opened in a temporary space in the Friendship Room at Unity Church of Bellevue and shortly thereafter moved next door to a rental house owned by the church. The school community slowly developed its unique forms of governance and management over many years, as the faculty, board of trustees, administrative, and parent volunteer spheres evolved into a stable structure.

Because several schools in Puget Sound use the name 'Evergreen,' the school chose the name of 'Three Cedars' in the spring of 1998. In the summer of 2001, a site search and acquisition process was completed, resulting in the move to our current location, previously owned by the Temple De Hirsch Sinai.

Within a few years, as existing classroom space became insufficient, the school community embarked on the implementation of the school's master site plan for expansion. This plan, only partially realized at this time, includes additional buildings to host expanded programs.

In 2009, the Association of Waldorf Schools of North America (AWSNA) approved Three Cedars as a 'candidate' member, allowing the addition of Waldorf to the school name. Three Cedars Waldorf School is currently considering a joint-accreditation from the Northwest Association of Independent Schools ([NWAIS](#)) and the Association of Waldorf Schools of North America ([AWSNA](#)).

Three Cedars Waldorf School – A Preamble

Three Cedars Waldorf School view human beings and society as the earthly, visible reflection of the reality of the spiritual world, where the destiny of humanity finds its source and its inspiration. Our mission is our response to one of the burning spiritual questions of modern times, that of education.

Our school stands at the crossroad between the pressures exerted by society on families and children – measurable achievements designed to fit children in the already existing matrix of marketable skills – and the ideal of human beings' freedom in shaping their own destinies. At the core of our mission lies our commitment to the renewal of society through the education of youth. This ideal is held firmly and collaboratively by faculty, staff, board members, and parents, who consciously choose and stand for freedom in education.

This commitment requires each member of the school community to take hold of their respective work unequivocally and with great determination. Community members are animated by the deep seated wish to provide students with an education which develops all of their capacities, and by the integrity in modeling the best possible adult behavior in service to the school and the students. Therefore community members - faculty, staff, board members, and parents - are united by the commitment to working and relating with one another at all times in respectful, truthful, and honorable ways.

This unity in working together - from the highest possible degree of collaboration, good-will, truth, and consideration for others - is the foundation of the renewal of society as we wish to model it to our students. The culture of our school is thus one of mutual support, shared understanding, and respectful and truthful resolution of differences.

TCWS Mission & Philosophy

Founded in 1995 in Bellevue, Washington, Three Cedars Waldorf School offers the highest standards of Waldorf education to students in preschool through Grade Eight on the Eastside and its surrounding region.

Mission

We educate our students to fulfill their highest potential – think clearly, feel deeply, impart meaningful purpose to their lives, and actively contribute to the positive development of society.

Educational Philosophy

Waldorf education is based on the pedagogical insights of Rudolf Steiner, his corresponding views of the stages of human development, and the ongoing research of the international Waldorf movement. Working from the ideals of Waldorf education, TCWS highly values the uniqueness of each individual and their contribution to the positive development of society. Through a broad, rich, and unique curriculum, we develop our students to their fullest potential – spiritually, ethically, intellectually, socially, and physically – while inspiring a life-long love for learning.

Core Values

We achieve our mission through our commitment to these fundamental values:

Achieving Academic Excellence

We are committed to providing our students with excellent academic preparation, and to guiding them towards the mastery of academics.

Inspiring a Love of Learning

We are committed to delivering a Waldorf curriculum based on Rudolf Steiner's pedagogical insights, to guiding students towards mastery of fundamental academic and artistic subjects, and to inspiring creativity, and a genuine life-long love of learning.

Integrated Arts and Academics

We value each student's artistic development as a fundamental element of a healthy physical, emotional, and spiritual life. Our artistic education, including performance arts, music, movement, fine arts, and practical arts are all woven into the TCWS educational experience in order to enhance the students' physical and emotional well-being, intellectual capacities and performance, and healthy moral and spiritual development.

Understanding Our Connection to the Natural and Social Environment

We are committed to cultivating beauty, harmony, and sustainability in all aspects of our environment – physical, relational, local, and global. We cultivate reverence for nature through our practice of environmental awareness and stewardship.

Healthy Social Life

Three Cedars Waldorf School is committed to creating a safe and affirming environment and cultivating a vibrant community for its students, their parents, faculty, and staff members. Inherent in the school's mission is the belief that, as articulated by Rudolf Steiner: 'The healthy social life is found when in the mirror of each human soul, the whole community finds its reflection and when in the community, the strength of each one is living.' The school community recognizes and nurtures its diversity in all its forms, and fosters a welcoming environment through open and considerate dialogue, creating a culture of mutual trust, understanding, and embracing of differences.

Non-Discrimination Policy

The Three Cedars Waldorf School admits students of any race, color, national and ethnic origin, religious beliefs, ancestry, gender, sexual orientation, and/or physical or mental challenge, or disability, to all rights, privileges, programs, and activities generally accorded or made available to students at the school. TCWS does not discriminate on the basis of race, color, sexual orientation, national and ethnic origin, religious beliefs, ancestry, gender, sexual orientation, and/or physical or mental challenge, or disability in administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

TCWS Organizational Structure

The Board of Trustees

The Board of Trustees (Board) is accountable to the Three Cedars Waldorf School Society for the well-being of the institution. The board is composed of past and current parents and members of the community-at-large, with the Executive Director serving in ex – officio role. The Board of Trustees meets monthly to monitor the performance of the Executive Director, and concerns itself primarily with the long-term direction of the organization. The Board is legally and ethically responsible for the fulfillment of the school's mission and purpose. The board charges the Executive Director with the task of implementing the school's vision for the school.

The Executive Director

The following reflects TCWS organizational structure as currently defined by the Executive Director (ED). The ED is the Board of Trustee's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board of Trustees is concerned, is considered the authority and accountability of the ED. The organization is designed in such a way as to ensure the integration of fundamental elements of school life (economic, legal, and pedagogical), leading to balanced, fair, and sustainable decisions and practices.

The Executive Director is accountable for all school operations and ensures interconnectedness between the school's working groups, effective communication, and proper channeling of day-to-day schools affairs. The Executive Director respects and furthers the integrity of three autonomous and interrelated working bodies responsible for specific areas of activities:

continued next page

Activity	Representative Body	Constituency	Principle	Staffing
Pedagogy	PCG	Faculty/students	Freedom	Teaching Faculty Receptionist(s)
Development	Development Group	Parents & Donors	Brotherhood	Admissions Staff Development Staff
Associative	Associative Group	Public	Equality	Business Manager Admin. Assistants Facilities Manager Office Manager

Pedagogy

'Pedagogy' includes all activities related to the institution's program and the interaction with students, including classroom teaching, curricular and extra-curricular activities, student social events, and class trips. Pedagogical activities are primarily led by the Head of Pedagogy, who is supported by:

The Pedagogical Carrying Group

The Pedagogical Carrying Group manages the pedagogical affairs of the school through three Pedagogical Work Groups: Care of Personnel, Practical Needs, and Programs and Curriculum.

The Pedagogical Carrying Group is composed of the Faculty chairs of the three divisions, the Full Faculty Chair, and the conveners of the above workgroups, selected yearly by faculty by approval voting.

All faculty members are invited to volunteer to participate in PCG Work Groups, according to their skills, knowledge, and the best interests of the school.

The Full Faculty

All teaching faculty members participate in the Full Faculty. The Full Faculty takes responsibility for the spiritual life of the school through the practice of study, artistic activity, work with the insights of Rudolf Steiner and other prominent pedagogues, and pedagogical observations. The Full Faculty is led by the Full Faculty Chair, elected by faculty through a yearly process of approval voting.

Faculty Divisions

Faculty members meet in groupings related to pedagogical purpose: Early Childhood Division and Elementary School Division. The purpose of these meetings is to further develop programs and curriculum as they pertain to the design, content, sequence of lessons, or pedagogical orientations of their division, to propose to the Program and Curriculum Pedagogical Work Group. Faculty divisions are led by faculty division chairs, elected by faculty divisions through a yearly process of approval voting. Additionally, divisions manage their daily affairs related to students' activities such as assemblies and festivals and calendar of students' events.

Development

'Development' comprises all activities pertaining to the institution's interface with the public, including families of students currently enrolled in the institution, enrollment and admissions, marketing, promotion, alumni relations, fundraising, public relations, image, and positioning. The Development Group carries out the development management of the school, as delegated by the ED. Members are selected by the ED on the basis of skills and knowledge.

Development activities are carried out by the following workgroups:

- *Development Workgroup*
including fundraising, enrollment, publications, and marketing volunteer teams.
- *Parent Association*
including the Class Coordinator team.

Associative

'Associative' comprises all activities pertaining to the school's legal compliance and contractual rights and responsibilities, including such matters as financial strategy and planning, land use, capital strategy and planning, and real estate acquisition, except where those responsibilities rest with the Board of Trustees by legal requirement or policy statement. The Associative group carries out the associative management of the school, as delegated by the ED. Members are selected by the ED on the basis of skills and knowledge.

Associative activities are carried out by the school administration:

- Site planning – held by the Facilities Manager, this process involves the faculty, staff, and community of parents as needed.
- Legal matters are held by the Executive Director.
- Financial matters are held by the Business Manager.

Programs: Early Childhood

Three Cedars Waldorf School offers a developmentally appropriate, experiential approach to education. Academics and arts are integrated for children from preschool through eighth grade, inspiring passion for life-long learning, enabling our students to fully develop their unique capacities.

The principles of Waldorf education evolve from a profound understanding of human development addressing the needs of the growing child. These principles inspire and guide teachers, administrators, trustees and parents today.

The Waldorf curriculum is broad and comprehensive. Science and math, writing, literature, history, geography, music, dance, and theater are not simply subjects to be read about and tested. They are experienced. Through these experiences, Waldorf students cultivate their intellectual, emotional, physical, and spiritual capacities to become individuals certain of their paths and ready to be of service to the world.

Three Cedars Waldorf School offers Parent-Tot, Preschool and Kindergarten programs for children from infancy through 6 years old. All of the children's work and play in the early childhood program is intended to foster their healthy and balanced intellectual, emotional, and physical development.

Imagination

In Waldorf schools, young children are supported in their natural development by an emphasis on imaginative play, purposeful activity, movement, social life, artistic sensibility and a rich oral tradition. At Three Cedars each early childhood classroom provides a warm and secure environment in which a child's imagination and sense of self may flourish. We regard this as our foundation in teaching that the world is good and beautiful.

Simple Play

We view authentic, enjoyable, and practical work as the fertile ground upon which faculties yet to unfold may develop. Waldorf teachers work from the premise that children younger than seven years learn best through doing. The kind of playful work in which children engage in the Waldorf classroom is

very different from the media-saturated expectations generated by modern toy stores and electronic media. Young children are provided opportunities for undirected play and are particularly guided in co-creating a healthy social group.

Rhythm

In the preschool and Kindergarten, indoor and outdoor work and play are presented in a rhythmical schedule, optimizing engagement and learning with a well-timed cycle of activities throughout the day and the year. We observe that for the young child, a consistent, dependable rhythm provides a critical sense of security. Our rhythms include periods of free play – indoors and outdoors – balanced with more focused artistic and practical activities such as cooking, painting, cleaning or sewing, and circle time consisting of verses, nursery rhymes, songs and circle games, oral storytelling and puppetry. Additionally, whole, organic foods are served for snacks and cooking projects.

Beauty

Our classroom environment is central to our goal. Classrooms are designed as beautiful, calm and purposeful areas for living and working. Toys are open-ended and from natural materials – wooden blocks and toys, shells and stones, watercolor paints and beeswax crayons. Our playgrounds and grassy fields are enhanced by the magical 'back woods.'

Purposeful Activities

An essential aim of our early childhood programs is to protect and nurture each child's enthusiasm for school towards readiness for the elementary school years. Songs, stories and rhymes cultivate intimacy with language while puppet shows and dramatic play strengthen the powers of memory and imagination. Counting games and rhythmic activities build a solid foundation for arithmetic and number skills. Painting and crafts help the children develop fine motor skills, coordination and the ability to concentrate. Vigorous play develops their gross motor skills, proprioception, vitality, and further develops concentration. Seasonal activities and outdoor play deepen the children's awareness of the natural world, while colorful seasonal festivals foster connections to the cycle of the year and to the noblest qualities of the human soul.

Child Development as it Unfolds in the Preschool and Kindergarten

In the Preschool and Kindergarten it is our intention that the steady rhythm provides each child with years of continuity. The form and predictability of the curriculum give the children a relatively stress free environment in which they can develop at their own pace. Each child experiences the program in a different way based on his/her current developmental stage and personality. It is our intention to honor each child by meeting them with age-appropriate experiences at each stage. As an Early Childhood Program, our emphasis is on developing the physical body, social skills and the imagination. Activities that awaken the intellect are avoided until after around the age of six, when the growth forces are done developing the organs and begin naturally expanding to develop the memory, and imagination begins to develop into intellect.

The following are the basic developmental characteristics that we see in our ever-changing students followed by brief descriptions of how each age group receives the different components of the Waldorf curriculum. Though the children do not always meet these milestones or demonstrate these behaviors exactly at the corresponding age, in general we experience that their development follows this basic timeline.

Basic Developmental Characteristics

Three-Year-Olds

Social/Emotional – Three-year-olds are just beginning to look beyond their family circle. They are able to see themselves as separate from the parents and begin using the word 'I' to identify self. This milestone is important because it allows them the start of their own inner, imaginative life. It can also be challenging as separation from parents can be difficult. Separation anxiety is common as children often feel alone during this time of self-discovery. Fears of imagination, such as the dark or a flushing toilet are common.

Physical – Three-year-olds are still pudgy and full of 'baby fat.' They are just beginning to run well. Jumping is a whole body effort and some children begin to just slightly lift off of the ground in these efforts.

Four-Year-Olds

Social/Emotional – Four-year-olds are very imaginative. The world around them is alive with play and this fantasy world is rich, complex, and very real. Four-year-olds are just learning to share enough to play with one other child. One common challenge for four-year-olds is food pickiness as they continue growing into the idea that 'I am different from others and have my own likes and dislikes.' Separation anxiety is still common but the allure of play now draws the children more easily into school!

Physical – Children of four are full of energy and their limbs are ready for lots of climbing, more capable jumping, and fast running. The child of this age is also gaining momentum and enjoys learning to pump on the swing and running and rolling very fast down hills! Fours are also capable of self-care and enjoy dressing themselves.

Five-Year-Olds

Social/Emotional – Five-year-olds are full of polarities. Most fives begin with endless play and creative work ideas, and then go through a period of intense boredom. They are full of very serious life questions about death, heaven, and other philosophical ideas. These ideas do not need serious answers—it is important for them to use their budding minds to formulate their own creative answers. At the same time children this age are intensely silly and love to laugh. The challenge for parents of five-year-olds is to have patience with their boredom and to allow the children to formulate their own answers to their many questions.

Physical – Five-year-olds love running and jumping. Rhythm is becoming more established and fives can begin skipping and jump-roping.

Six-Year-Olds

Social/Emotional – Six-year-olds are full of plans. In fact, they often spend playtime planning how to play rather than actually playing. This new ability to plan allows them to accomplish more complex goals. The six-year-old can carry out two requests at a time, by logically taking both in and working with them inwardly. They are also full of humor and love to play with words and tell jokes. Six-year-olds have very firm ideas and will often try to engage adults in

negotiations to get their way. This period is sometimes called the 'first adolescence' because sixes are testing boundaries and need to know who the 'boss' is.

Physical – The sixes have elongated, lost their 'baby fat', and have a waist and longer limbs. Six-year-olds are very physically experimental and love climbing, racing, and jumping from moving swings and tall objects.

Components of the Waldorf Preschool and Kindergarten Curriculum

Morning Activity

The Kindergarten day begins with the morning work activity which often includes food preparation for the daily snack. At this time the younger children typically go directly to their work of play while the oldest children participate in the activity or engage in another helpful type of work in the classroom. These activities help the children develop fine and large motor skills and the capacity for hard work. They give us an opportunity to observe the older children's ability to use tools and complete a sequence of instructions.

When the morning begins with an artistic activity such as painting or drawing, all children participate regardless of age. At this time we can observe each child's ability to use the materials appropriately, and their use of technique and form is noted. For the youngest children these activities are less about the finished product and more about the activity itself. A young child may scribble on the page for several minutes with no intention of representing anything at all. On the contrary, when an older child engages in an artistic activity it is usually with the intention of making something specific. He/she may even sit for several minutes in front of a blank page waiting for inspiration before beginning.

Free Play

Play is perhaps the most important work the children do in the Kindergarten. The youngest children in class are full of play and are inspired by their surroundings. A stick or other object can easily prompt a play idea. Outdoor playtime finds most of the youngest children on the sand digging holes and pushing wheelbarrows. Children this age play alongside or near a friend. Conflict is frequent as they see what they want and grab it with little regard for the child who had it first.

Teachers often need to step in to help these students learn to share. This stage passes quickly as they begin to develop the capacity for cooperative play.

In the four and five-year-olds we see a lot of dressing up, playing house and other games in which they imitate adults. Children of this age, through the imitation of the teachers, often enjoy folding napkins and setting the table during playtime. During outdoor time they frequently play bakery shop, making pies and cakes for their friends and teachers. At this stage the children still need frequent help from teachers when conflict arises.

Towards the end of their fifth year, children typically experience a period of boredom. They may stand outside the play area watching the many games children are already engaged in and then come to a teacher to announce that there is nothing to do. This is how many older five-year-olds find themselves doing work for teachers during playtime! Thankfully this stage passes fairly quickly and they arrive at school one day full of creative ideas. These ideas are very different from before – they are no longer driven by what is before them but are coming from the child's experiences. They now often spend a good deal of time standing around making a plan and at the end of playtime we frequently hear them lament 'But we didn't have time to play!' Arguments are also often heard amongst the oldest children during playtime as they negotiate for their role in play and all try to be in charge at once. Outside, tag and other games with rules are commonly played or led by these children. Playtime is now as important as ever as the children now need a safe place to practice their social skills and to rub up against boundaries. At this age it is very important that there be conflict and disagreement to resolve.

At the end of playtime every child participates in clean up. The youngest children are typically handed objects one at a time to put away. Some require a teacher's hand guiding them to the desired location as they easily forget what they are doing. At this time the older children have an opportunity to practice following through on multi-step tasks without distraction, as well as engaging in physically demanding activities such as moving heavy objects. We particularly watch the six-year-olds for memory, focus and an ability to work autonomously at this time.

Special Projects

Many projects take place inside and outside throughout the year. They include festival preparation, sewing projects and other crafts. These are typically completed by the older children as the youngest need to engage in play as much as possible. Most projects begin very simply and as these are completed more complex projects are given. This stretches focus, fine motor skills and will forces.

There are also seasonal projects that take place, especially for the six-year-olds. The most anticipated project of the year takes place each spring. Each six-year-old child will create his/her own walking stick by sawing down a small sapling in the back woods, stripping it of bark with a carving knife, sanding it down (for several weeks!), and finally oiling it. When the sticks are all complete we are ready for our year-end hike to the farm, a rite of passage for the six and seven-year-olds.

Circle

Circle consists of story, rhyme, song, movement and rhythm and is learned through imitation of the teacher. Our goal is to meet all ages in our classes with circles that are engaging and fun. Many of the circle components are very simple and can be done successfully by all the students but there are always portions of the circle that are geared toward developing the older child's sense of physical awareness and motor skills. The younger children imitate the teacher, blissfully unaware of their shortcomings, thoroughly enjoying themselves. Most five-year-olds particularly love circle time and especially enjoy being silly and drawing attention to themselves through their actions. By six years old, most children have developed the capacity to notice the intricacies of the teacher's movements and take pride in moving just like the teacher.

Circle ends with a short rest on the rug. This is a great time for us to observe the children's ability to be quiet and rest without distraction. The children's behavior at this time often gives us clues about a child's physical development and sensitivities, particularly to noise and touch.

Meal Time

Meal times give all of the children an opportunity to learn table manners and practice sitting quietly in a chair – a skill they will need in the grades program. The teachers sit and eat with the children to model healthy eating habits and good table manners. Many of the youngest children squirm and even sometimes fall out of their chairs during meals. The older children often help teachers to model proper eating habits and help their younger friends by assisting with serving food and pouring tea. When meals are complete there are many jobs to be done to clean up the room. These jobs are the realm of the six-year-olds. The chores are set up so that the child can experience follow-through and what happens when they are not focused (they may be late for playtime!). The older children love to be singled out as helpers at this time. They can feel the responsibility of the work and gain pride for what they are doing. Ideally, the teacher only has to guide and remind minimally once everyone knows their job.

Walk

Our daily walk gives each child a valuable seasonal experience of nature. The children all love to find leaves that have come down in the fall and spy newly budded flowers in the spring. The back woods also offer an opportunity for the older children to go out of sight of the teachers in a safe environment. Our six-year-olds often act as 'scouts' and lead the group through newly discovered paths.

Story

Though we all hear the same story together each day, the children experience it differently depending upon their developmental stage. Most stories told in class have many layers of meaning, so that the older the child, the richer the story becomes for them. The youngest child will drink in the story as a whole, gazing up to the ceiling with a wide open mouth. They particularly enjoy puppet plays which give them an image for what they are hearing. The six-year-old, whose imagination has internalized, can be seen forming his/her own pictures of the story being told. These oldest children sometimes get to help with a puppet play and often have ideas about how it should

be done. The older children will also notice each detail of the story and will point out to the teacher any mistakes he or she may have made in telling it.

It is with awe that we observe the children going through these developmental stages in the context of the Kindergarten day. What a picture of change to see a child who at three could hardly tear herself away from her mother, marching into the classroom each morning at six years old without so much as a kiss goodbye. What pride we have in the student who in his first year in school was pulled in a wagon to the park for lack of stamina but now can easily bypass the teacher when we run on the way to the park. We are privileged to play a small part in the remarkable journey of each child.

Preschool

We offer an innovative preschool experience for children age 3–4 years old. Our preschool experience provides our young students with an expanded social circle within the context of a peaceful and nurturing context for their imagination, physical challenges for their bodies and a loving, beautiful environment for their well-being. Our home-like classroom environment eases the child's transition from home life into school. We offer a smaller, separate preschool class for the youngest students, or placement within our mixed-age Kindergarten classroom.

Every morning the children enjoy spending time both in and out of doors. Splashing in puddles, marveling at the budding daffodils, or running with the winds brings a healthy glow to the young faces! Indoor time helps the children learn to play together. Homemade snacks keep them fueled for mornings filled with movement and fun.

Seasonal activities and festivals mark the rhythm of the changing natural world throughout the year. For instance, in the fall the children may cut and cook apples for applesauce and make lanterns to lighten the growing darkness.

Preschool Experience Details

Class Sessions: Two-day (Th, F), three-day (M, T, W), or five-day options available, with choice of half day or full day

School Hours: Half day 8:00 a.m. to 12:00 p.m.
Full day 8:00 a.m. to 2:45 p.m.

Ages: 2-1/2 to four years old;
children must be 2-1/2 by September 1

Class Size: Up to 8 children, 2 teachers

Note: After-School Care is available for full-day students, from dismissal till 6:00 pm.

Regular parent evenings are held throughout the school year, as a time for sharing questions and resources. We will also explore the foundations of Waldorf early childhood education. Private annual conferences offer parents time to discuss their child's development in-depth alone with the teacher.

Kindergarten

Three Cedars Waldorf School offers a mixed-age Kindergarten experience for children ages three through six. In our Kindergarten the child's imagination is nurtured as a great treasure. Songs, poems, puppet plays and circle games tune the child's ear to the beauty of language. Bread-baking, drawing, and painting awaken the senses. The use of natural materials – such as wood, silk, or beeswax – appeals to the sense of touch and engenders reverence for nature. Outside play, nature walks, and gardening allow the children to experience the joy of movement.

The expanded age range – including the lovely presence of our preschool age students – allows children varied social options and provides opportunities for rites of passage as each child grows older. The younger children admire their older classmates and anticipate growing themselves. The older children become helpers and develop nurturing qualities that will serve them well in life.

In the Kindergarten, healthy social interactions are guided, listening skills are sharpened and large and fine motor skills are nurtured to fully develop and prepare the young child for future academic challenges in grade school.

Kindergarten Program Details

Class Sessions: Five day program, with choice of half day or full day

School Hours: Half day 8:00 a.m. to 12:00 p.m.
Full day 8:00 a.m. to 2:45 p.m.

Ages: Children must be 3 years old by June 1. Younger children may be admitted, pending teacher's assessment.

Class Size: Up to 18 children, 2 teachers

Food Provided: Yes

After School Care Available: Extended care is available for full day students. No after school care for half day students. The Kindergarten follows the Three Cedars Waldorf School calendar. After School Care is available until 6:00 p.m.

Regular parent evenings are held throughout the school year, as a time for sharing questions and resources. We will also explore the foundations of Waldorf early childhood education. Private annual conferences offer parents time to discuss their child's development in-depth alone with the teacher.

Curriculum: Early Childhood Programs

	PRESCHOOL	KINDERGARTEN
Daily Rhythm	Arrival and daily activity Indoor play Circle – story, songs and finger games Snack Walk Outdoor play Story Departure for half day students Lunch, rest/nap and afternoon program for full day students	Arrival and daily activity Indoor play Circle – story, songs and finger games Snack Walk Outdoor play Story Departure for half day students Lunch, rest/nap and afternoon program for full day students
Weekly Activities	Vegetable chopping Watercolor painting Drawing Sewing Finger knitting Grain grinding Bread baking Woodworking Gardening Cleaning	Vegetable chopping Watercolor painting Drawing Sewing Finger knitting Grain grinding Bread baking Woodworking Gardening Cleaning
Seasonal Rhythm	Crafts and circle activities, chosen to reflect the season, along with seasonal celebrations: Michaelmas, Lantern Walk, and Spring Parade	Crafts and circle activities, chosen to reflect the season, along with seasonal celebrations: Michaelmas, Lantern Walk, and Spring Parade
Age Range	For children ages 2-1/2 to 4 years old Must be 2-1/2 by Sept 1	Ages 5 – 6 years old Must be 5 by Sept 1 (younger with teacher assessment only.) Mixed-age program.
Schedule	2-day program: Thurs & Fri 3-day program: Mon – Wed 5-day program: Mon – Fri Choice of half or full day Half Day: 8:00 am – 12:00 pm or Full Day: 8:00 am – 2:45 pm	5 days per week Choice of half or full day Half Day: 8:00 am – 12:00 pm or Full Day: 8:00 am – 2:45 pm
Extended Care	From dismissal time until 6:00 pm, for full day students only	From dismissal time until 6:00 pm, for full day students only
Tuition & Fees	Please visit our website to learn more	

Programs: Grade School

We provide a rich curriculum for the grade school child, encompassing a wide variety of subjects and activities, moving at a pace in harmony with the different stages of child development. Fine and practical arts, music, and movement are well-integrated into our academic program.

The focus each morning is the two-hour lesson where reading, writing, math, history, geography, and science are taught. Students design, write, and illustrate their own books about each subject. The uniqueness of each child is appreciated and encouraged, and learning happens naturally and rhythmically, in a non-competitive environment. Written evaluations of student progress and parent-teacher conferences provide thorough feedback for parents.

When the child is ready for first grade, it is appropriate to use the powers of understanding for more abstract matters, including writing, reading, and arithmetic. But to the child, it is not simply the acquisition of knowledge that is important. The process by which this knowledge is learned – through the creativity of the teachers who become the ‘authors’ of each subject – must meet the inner need in the child for true authority and provide a secure basis for the child to reach out in the world.

During these years – grades one through eight – the basic skills of literacy and numeracy are acquired. The children engage in a variety of cultural activities that cultivate the imaginative faculties – drawing, painting, poetry recitation, drama, singing, playing a musical instrument, and so on. During both the practical and cultural activities, however, the essence of the teacher’s task is to work with his students with the imagination of an artist.

The children should not simply be taught to do artistic activities and manual skills, but they should be taught so-called ‘non-artistic’ subjects imaginatively and artistically as well. This is true, though in widely different ways, in mathematics and grammar, carpentry and knitting, sports and foreign languages, all of which are part of the Waldorf curriculum. These cultural activities help the children build academic skills slowly, fortified with deep comprehension and understanding.

For example, in geography, the reality of the climatic zones of North America will be clearer to the child if the teacher can convey – artistically, descriptively, dramatically – the fresh, oxygen-rich air of the boreal forest of the North; the clammy, fetid thick air of the Everglades and the swamps of Louisiana; the rainy and snowy seasonal swings of the vast prairies of the Midwestern plains; the burning dry, mineral-rich deserts to the west of the Rocky Mountains; and the magnificence of the sequoias and redwoods standing tall in the saturating fog of the forests in the rainy Pacific Northwest.

The teacher appeals primarily to the feelings of the child between seven and fourteen. Indeed, the child is shaped more and led to deeper comprehension by the teacher’s power and efforts as an ‘artist’ than by the subject matter itself.

In the natural sciences, a sense of awe and wonder is cultivated from early childhood. Such a mood can arise, for example, when, while studying the human body, the children discover the vital relationship between the substance in the body – the bones – and the quickest of the cells – the red corpuscles – produced in the bones. It may arise when, in examining the modes of seed production in lower and higher plants, the children realize that there is an evolutionary sequence, a connected progression. This sense of awe and wonder will develop into a feeling of reverence, laying a firm foundation for a respectful treatment of the natural environment in later life. And it should underlie, yet never undermine, the critical faculties which the study of science in the later stages of education both requires and develops.

Programs: Upper Grades

Though there is a great deal of continuity carried forth from the lower grades, the upper grades student is further challenged academically and artistically in an age-appropriate way.

With the onset of puberty, children are anxious to step out into the world. Enhanced programs of arts and academics bring the outside world into the classroom, and outdoor experiences become gradually more challenging. Students participate in multi-day trips such as biking, hiking and kayaking, bringing hands-on experience that is linked to the academic curriculum.

Our students are educated so they may go out into the world ready to meet life's challenges with knowledge, courage, enthusiasm, creativity and a solid sense of how to think and reason. While some effects of a good education are measurable at the time, many of the most important facets are planted as seeds that will continue to grow and bear fruit in the high school years.

Our school responds to this need with a most remarkable offering: providing a Class Teacher as the key authority for the time between the 'change of teeth' and the onset of puberty. Ideally, this teacher, though by no means the only teacher of the class, accompanies the children through all eight grades of elementary school. The Class Teacher's task is to guide the group of children during these important and impressionable years and to teach the class many of the curriculum subjects.

Often, the Class Teacher and students progress together through all eight grades, providing an opportunity for forging deep, meaningful relationships between the students, their families, and the teacher. Other teachers add to the weekly rhythm by sharing their specialties in Japanese and Spanish language instruction, string and wind instruments, vocal music, handwork, gardening, woodworking and the unique movement art of Eurythmy.

Grade school Class Teachers and specialty teachers meet weekly to deepen their understanding of the needs of the grade school child and organize festivals and activities. Additionally, they meet with all faculty members on a weekly basis in the context of the Full Faculty in an ongoing teacher training seminar.

Curriculum

Morning Lessons

In grades one through eight, subjects such as history, language arts, science, and mathematics are taught in morning lessons, which take place every morning for approximately two hours, for a three to five week period, referred to as the morning lesson block. For each morning lesson, students record their work in their morning lesson book, accompanied by a high level of artistic expression as illustrations of the lesson content. The content and illustrations of morning lesson books become increasingly individualized as the students grow

and mature in their academic and artistic abilities. During the school year, students engage in around ten morning lesson blocks.

Subject Lessons

Waldorf teachers view students as individuals of will and feeling, as well as of intellect. To ensure that education does not produce one-sided individuals impaired in emotional health and volition, these less conscious aspects of our human nature are constantly exercised, nurtured, and guided. Here the arts and practical skills make their essential contribution, educating not only heart and hand but, in very real ways, the intellect as well.

Music

In the early childhood years, music is an important component of the Waldorf experience. Children sing simple songs daily and learn rhythmic speech matched with movements. As they move to the grade school, they continue to develop their musical abilities under the guidance of their Class Teacher and the music teacher. In grades one and two, the Class Teacher teaches pentatonic flute and singing, with an emphasis on the training of the ear. In grade three, daily singing continues and the diatonic flute is introduced.

Musical education as a specialty subject begins in grade four with stringed instruments, and continues throughout the elementary years.

World Languages

Two World languages, Spanish and Japanese, are taught in grades one through eight. World language instruction in the first two years is purely oral; reading and writing are generally introduced toward the end of third grade. Language teaching in the first three years aims to give the children a sense of a greater belonging and understanding of the other. This helps develop a relaxed relationship to things unknown, which is extremely important for all learning thereafter, especially for further World language training.

Students' mastery of World languages continues through the upper school years. In addition to the comprehension of oral and written content, the curriculum emphasizes the cultural elements of the

continued page 15

Curriculum: Grades One – Four

ACADEMICS		1	2	3	4
History & Literature	Fairy Tales Around the World	Fables Around the World	Hebrew Legends & Culture	Native American Tales	
	Nature Stories	Saint Legends		Norse Mythology	
		Tall Tales		Local History	
		Folk Tales		Local Natural Resources, Native Peoples, Early Settlers	
Language Arts	Letter Forms and Sounds	Reading	Reading	Reading	
	Writing Words and Simple Sentences	Word Families	Spelling	Spelling	
	Beginning Reading with Own Writing as Text	Punctuation	Grammar	Grammar	
	Word Families	Writing	Composition	Composition	
	Oral Poetry	Intro to Cursive Writing	Student Composition	Student Composition	
	Oral Recitation	Poetry	Poetry	Poetry	
			Drama and Speech	Drama and Speech	
			Handwriting as an Art	Handwriting as an Art	
Math	Geometric Form Drawing (freehand)	Geometric Form Drawing (freehand)	Geometric Form Drawing (freehand)	Geometric Form Drawing (freehand)	
	Multiplication Tables through Movement and Recitation	Multiplication Tables through Movement and Recitation	Multiplication Tables	Multiplication Tables	
	Intro to the Four Operations: Addition, Subtraction, Multiplication, Division	Four Operations (continued)	Larger Numbers with the Four Operations	Fractions	
	Qualities of Numbers	System of Place Value	Beginning Long Division	Long Division (continued)	
	Count to 100		Borrowing and Carrying		
	Roman Numerals		Time	Factoring	
	Rhythmic Patterns		Money		
	Number Sequences and Relationships	Number Sequences and Relationships	Number Sequences and Relationships	Number Sequences and Relationships	
	Odds and Evens		Weights and Measures		
	Word Problems		Use of the Ruler		
		Daily Oral & Written Practice	Daily Oral & Written Practice	Daily Oral & Written Practice	
	Mental Arithmetic	Mental Arithmetic	Mental Arithmetic	Mental Arithmetic	
Science	Kingdoms of Nature through Stories	Kingdoms of Nature through Stories	Human Activity in Nature: Farming, Gardening, House Building, Food Production, Clothing Around the World	Human Beings and Animal Studies	
			Cooking and Baking		
Geography	Exploration of Immediate Surroundings	World Cultural Geography through Stories	Practical Studies of World Housing and Clothing	Local Geography and Washington State	
The Arts	Drama, speech, singing, recorder, drawing, painting, handwriting and sculpting: woven throughout the core curriculum weekly				

SPECIAL SUBJECTS		1	2	3	4
World Languages	Spanish	Spanish	Spanish	Spanish	Spanish
	Japanese	Japanese	Japanese	Japanese	Japanese
Music	Pentatonic Flute and Singing are Integrated into Academics	Pentatonic Flute and Singing are Integrated into Academics	Recorder and Singing are Integrated into Academics	Recorder and Singing are Integrated into Academics	Recorder and Singing are Integrated into Academics
				Strings	
Practical Arts	Handwork	Handwork	Handwork	Handwork	
			Gardening		
Movement	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
	Eurythmy	Eurythmy	Eurythmy	Eurythmy	Eurythmy
	Folk Dance	Folk Dance	Folk Dance	Folk Dance	Folk Dance

Curriculum: Grades Five – Eight

ACADEMICS		5	6	7	8
History & Literature	Ancient Mythologies and Histories: India, Persia, Mesopotamia, Egypt, Greece, North American Culture	Roman History	Renaissance	Modern History	
		Medieval History	Age of Exploration: Tales of Discovery	18th – 20th Centuries: Revolutions in Politics and Industry	
	Biographies	Biographies	Biographies	Biographies	
Language Arts	Reading	Reading	Reading	Reading	
	Spelling	Spelling	Spelling	Spelling	
	Grammar	Grammar	Grammar	Grammar	
	Composition	Composition	Composition	Composition	
	Creative Writing	Creative Writing		Short Stories	
	Poetry	Poetry	Poetry	Poetry	
	Drama and Speech	Drama and Speech	Drama and Speech	Drama and Speech	
	Handwriting as an Art	Research Skills	Research Skills	Research Skills	
		Calligraphy			
Math	Geometric Form Drawing (freehand)	Geometric Form Drawing (with instruments)	Algebra	Algebra	
	Fractions	Ratios	Geometry	Geometry	
	Decimals	Proportion	Graphs (continued)	Practical Applications	
	Averages	Percentages	Daily Oral & Written Practice	Daily Oral & Written Practice	
	Metric System	Graphs			
	Daily Oral & Written Practice	Estimating			
		Business Math: Profit & Loss, Discounting, Interest			
	Daily Oral & Written Practice				
Science	Botany	Geology/Mineralogy	Human Physiology/Nutrition	Meteorology	
		Physics: Heat, Light, Acoustics, Magnetism, Electricity, Mechanics, Hydraulics, Aerodynamics	Astronomy	Human Anatomy	
			Chemistry: Inorganic	Chemistry: Organic	
			Physics: Continued	Physics: Continued	
Geography	Historical Maps of Mediterranean Area	Physical Geography of the World	Physical Geography of the World	Physical Geography of the World	
	North America				
	Mapmaking & North American Geography	Economic Interdependence	Economic Interdependence	Economic Interdependence	
		Cultural Geography: Religions, Traditions, Lifestyles	Cultural Geography: Religions, Traditions, Lifestyles	Cultural Geography: Religions, Traditions, Lifestyles	
		Mapmaking	Mapmaking	Mapmaking	
The Arts	Drama, speech, singing, recorder, drawing, painting, handwriting and sculpting: woven throughout the core curriculum weekly				

SPECIAL SUBJECTS		5	6	7	8
World Languages	Spanish	Spanish	Spanish	Spanish	Spanish
	Japanese	Japanese	Japanese	Japanese	Japanese
Music	Recorder and Singing are Integrated into Academics	Recorder and Singing are Integrated into Academics	Recorder and Singing are Integrated into Academics	Recorder and Singing are Integrated into Academics	Recorder and Singing are Integrated into Academics
	Orchestra	Strings Ensemble	Strings Ensemble	Strings Ensemble	Strings Ensemble
		Choir	Choir	Choir	Choir
Practical Arts	Handwork	Handwork	Handwork	Handwork	Handwork
		Woodworking	Woodworking	Woodworking	Woodworking
Movement	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
	Eurythmy	Eurythmy	Eurythmy	Eurythmy	Eurythmy
	Folk Dance	Medieval Dance	Renaissance Dance	Ballroom Dance	

countries in which the languages are spoken. Field trips and special projects contribute to the students' relation to the languages they study.

TCWS Practical Arts

'The more we take in account... that the intellect develops from the movements of the limbs, from dexterity and skills, the better it will be.'

~ Rudolf Steiner, Basel Course 1920

Purpose

Waldorf education is anchored in the belief that the human being is much more than brain – a being of will and feeling, as well as of intellect. To ensure that education does not produce one-sided individuals, these less conscious aspects of our human nature must constantly be exercised, nurtured, and guided. Here the arts and practical skills make their essential contribution, educating not only a sense of aesthetics and practical capacities, but in very real ways, the brain as well.

~ Adapted from H. Barnes

Students in this age find themselves in a growing dilemma. They are potentially capable of resolving considerable practical and environmental problems through the interdisciplinary approach to their learning, but their ability to manifest this increasingly requires an as yet undeveloped context. Our Waldorf school presents students with practical challenges and environmental issues which allow them the opportunity to unite all aspects of Waldorf education harmoniously in their thinking, feeling, and willing.

Solving practical problems greatly contributes to a deeper social, ethical morality. Environmental problems are moral problems requiring people to offer solutions out of creative, practical experience. For this purpose, our school intensifies and reappraises craft and handwork. One of the principle tenets of the Waldorf approach is that thinking arises out of activity and movement in the early developmental stages of the child. Teachers emphasize the importance of the development of the will through transforming basic materials into useful objects, which empowers the students, changes their relationship to their surroundings, and develops respect for the labor of other people.

Each craft and handwork activity is experienced as related to the rest of life, as a progression from play to work, from picture to ideal, from archetypal gesture through craft to technology. The various hand skills are taught in regular lessons and blocks, and integrated with the rest of the curriculum, towards a transition to modern technology.

Crafts

In grades one through five, students are handling natural materials such as wooden twigs, branches, chestnuts, acorns, which they find and combine to make simple creative toys, or arrangements on the classroom nature table, or to make furniture for dolls, gnomes, and other classroom friends. Class Teachers may introduce basic tools suitable for children of this age, such as knife for hand carving, saw, drill and bit, hammer, or rasp, in the context of their regular classes.

Woodwork

In grades five through eight, students engage their creativity and will in woodwork projects, developing focus and dexterity in working with purpose on useful and beautiful objects.

Handwork

Students in grades one through eight enjoy handwork twice per week. Handwork is introduced in grade one with finger knitting which the students use to make a belt. First graders then sand and polish their own knitting needles which they use to knit a simple square used as a pouch for a tiny baby doll. They spend the rest of the year knitting their flute case.

In grade two, students learn to purl. They knit a small animal and spend most of the year making a gnome. In grade three, butterfly stitch and then crochet are introduced. Projects include a jump-rope, net bag for their Eurythmy shoes, and other projects with progressively more difficulty. In grade four students learn cross-stitch and make and decorate pin cushions. They learn about mirror imaging and incorporate this technique into the pin cushion and their final project of the year – a hand-embroidered bag.

In grade five, knitting in the round with four needles is introduced. Children knit a pair of socks or a stocking using this method. They can choose their own projects at the end of the year, such as hats or gloves. In grade

six, students make and embellish medieval tunics, which they will wear later in the year to the Medieval Games. In grade seven, they hand sew a doll. Each part of this project involves complicated, precise steps, resulting in a doll with correct body proportions and reflecting the student's own personality. In Grade Eight, the basic care and use of the sewing machine is introduced. Students start with two simple projects which are given as gifts. The students learn to read and use commercial patterns to complete their final Handwork project – articles of clothing for themselves.

Movement Arts

Our school views movement as a crucial contribution to the physical, social and emotional development of the child. Our students receive ample opportunity for movement throughout the school day as well as a balanced spatial education in their movement classes, with Spatial Dynamics and Eurythmy at the core of our movement curriculum.

Physical Education

Movement classes, as specialty lessons, begin in third grade, with games and circle activities where dexterity, creativity and imagination, and collaboration are emphasized. Performing with grace and beauty as well as with skill are affirmed as important.

In grades six, seven and eight, students develop an inner sense of form and strive to find their place in a group. Many games for this age teach a sense of formation – how the players position and conduct themselves in a team setting. The students love to measure themselves against challenges, and they find the opportunity to do so in team games such as Volleyball, Hockey, Spaceball, Basketball, and Dodgeball.

Bothmer gymnastics, a Waldorf specific form of physical movement, is introduced at this time in the context of Spatial Dynamics. This approach to physical education includes spatially oriented movement activities whose aim is supporting the healthy development and interaction of body, soul, and spirit. Space itself is normally a neglected component in the study and practice of human movement, human development, and human health. Through the practice of Spatial Dynamics, we offer students an opportunity to meet space as a vibrant and living medium. For

more information about Spatial Dynamics, visit spatialdynamics.com.

In addition to regular physical movement classes, students participate in movement focused events with students of other local Waldorf schools, such as the grade five Olympiad, grade six Medieval Games, and Track Meets for grades seven and eight.

Physical Education: Early Childhood

Preschool and Kindergarten students' daily activities include a large movement component, with daily walks and outdoor activities during which students run, jump, climb, and build. This informal yet conscious approach to movement continues in grades one and two, where movement education is part of regular lessons. Additionally, all our grade school students enjoy two recesses during the school day, providing them with time for active physical activity on our playgrounds.

Physical Education: Grades One through Five

Grade One – In the first grade, the teacher holds the children in a circle and engages their imagination through fairy tales of kings and queens, dragons and giants. The children become part of the imaginative picture and this imitation is translated into movement. First grade games are very simple as the students adapt to life in the grade school. Follow-the-leader might lead into a basic circle game such as duck-duck-goose or singing games like wind-the-bobbin. As these games are played, the children come to a more developed spatial awareness of themselves.

Grade Two – The second grade curriculum is a continuation of the circle, but the borders become less defined. There is an added mood of suspenseful anticipation as the circle moves in and out, expanding and contracting. The children learn to play cooperatively through basic movement skills such as running, jumping, skipping, and galloping. The games stimulate the imagination and generate excitement and interest. Through this imaginative play the children develop the ability to think, reason, and solve problems creatively.

Grade Three – Third graders enter easily into games presented with imagination and creativity. String games, clapping games, hopscotch, and jump rope are some of the rhythmic activities used to strengthen

the children's spatial awareness. The first Bothmer roundelay, 'Building a House', begins in the third grade year. The roundelay contains spatial concepts in picture form, bringing in a living way the conscious awareness of the laws of space. The wording for this roundelay begins with 'we come; we come, from far and wide, a running and a springing.' The child does actually come from the widths of space and has to gradually find himself in his own center.

Most of the tag games played by the third grader represent the roles people play in life: the baker, the farmer, the king, or the beggar. The children awaken to the human condition. Through playful twisting and turning they learn to be aware of the space around them. The uses of word play, riddles, and scripted conversation have a wonderfully stimulating effect on the children. Building obstacle courses and games of hide and seek are also games that delight the third grader.

Movement lesson is generally taught by a subject teacher. Learning to be a coherent group within a large space, coming together in huddles for discussion, presentation of new tasks, leaving the huddle to enter space and returning to it once more, working on social and moral skills all happen while playing games. In grade three, we see a progressive separation of the individual from the group and the cultivation of the ability to act alone or with others. The emphasis is on the experience of 'we' that is a sense of the collective group going into the world to face group challenges.

Grade Four – The fourth grade curriculum is a continuation of the third, though the tag games bring more demanding dodging and twisting, paralleling the obstacles and risks the fourth graders are now more aware of. The games take on a more lighthearted mocking or a 'good versus evil' theme. Games with a goal are now played, for example getting all of the bean bags in the basket, or games that feature venturing out into the other's territory and returning home. Capture the Flag is very popular.

The children come to a place of rhythmical play in their running and enjoy relay races. Simple ball games, like straddle ball, four square, monarch, and kickball are introduced. Natural physical activities like knee hanging, swinging and climbing are encouraged and are at times incorporated into the beginning

activity. The emphasis shifts from 'we' to 'I', in the sense of 'here am I, there are you.' This also involves experiencing polarities such as dreaming and waking, weak and strong, safety and danger, or creation and destruction. Separation becomes stronger and we start seeing 'One against the Group'

Grade Five – The fifth grade student is physically most balanced and harmonized. Ancient Greek Olympics ideal stands as a leitmotiv for grade five. The ideals of truth, beauty and goodness permeate the activities and the five classical exercises, running, jumping, throwing discus and javelin, and wrestling all mirror archetypal inner movements conducive to a 'moral' education. Performing with grace and beauty as well as with skill are important expectations. The Bothmer exercise done by the fifth grade – 'Play between Heaviness and Lightness' – is also known as 'Wide, Thin' by the children. As the child approaches puberty, he begins to feel a contrast of gravity and levity, and the interplay of these two forces is brought forth in this exercise.

Physical Education: Upper Grades Grades Six through Eight

By the time students begin the upper grades, they have developed an inner sense of form and are striving to know where their place is in the whole. Many games for this age teach a sense of formation – how players position and conduct themselves in a team setting. Team games such as Volleyball, Hockey, Spaceball, Basketball, Dodgeball, and Capture the Football are practiced. Students love to measure themselves against challenges. Formal Bothmer exercises are introduced.

Grade Six – Sixth graders are introduced to rod fencing, demanding from them agility, precision, and form. They establish a good sense of boundaries in the game of Spaceball, bringing into consciousness the development of their own personal space, and practice archery in preparation for the Medieval Games, which capture a movement theme of trust exercises along with skills such as stilt walking, archery, and throwing the javelin. The Bothmer 'Triangle' form is brought into movement, bringing to consciousness the many possibilities of the play of form and forces in space. Students begin experiencing winning and losing, outwitting opponents, sometimes physical contact, and keeping scores.

Grade Seven – Students have now the ability to separate themselves from the group and sufficient personal standing in the world to be ready for the challenge of competitive sport. Team sports continue with increased challenges and seriousness.

Grade Eight – Students now encounter the full weight of their physical bodies and their sense of movement involves the skeletal structure. From a movement point of view this age really marks the end of childhood. In addition to self-reliance, the relationship to the environment is emphasized. At this age gender differences need to be especially respected.

Eurythmy

Eurythmy is the art of movement that attempts to make visible the tone and feeling of music and speech. The practice of Eurythmy helps to develop concentration, self-discipline, and a sense of beauty. This training of moving artistically with a group stimulates sensitivity to the other as well as individual mastery. Eurythmy lessons follow the themes of the curriculum, exploring rhyme, meter, story, and geometric forms. Students in grades one through eight attend two lessons per week. Eurythmy may be introduced to preschool and Kindergarten students in short sessions of 10 to 20 minutes throughout the school year, at the teachers' discretion.

Additional Sports and Activities

Olympiad

In the fifth grade one block of the curriculum covers the study of ancient civilizations. The children at this age possess the physical and soul qualities of harmony, grace, and balance, akin to the criteria of ancient Greece. To support this block in the curriculum, an ancient Greek Olympiad is held. On a Friday afternoon in May, after preparing for the events over the course of the year, fifth graders from all of the Washington Waldorf schools gather at Camp Killoqua, near Stanwood, WA. In the evening they share a banquet, class offerings, and odes to the gods written by the children. The children then go to their assigned City State with their King or Queen for a good night's sleep.

On Saturday the children ready themselves for the day's competitions of running, jumping, wrestling, javelin, and discus. In each event, the competitors

are judged on their athletic prowess, and also how harmoniously, gracefully, and beautifully they perform. For each event, there is a recognition award for the winner (who threw the javelin the farthest), and another award for grace and beauty (whose technique was most harmonious). Each participant receives a t-shirt at the beginning and a participation medal at the end. One participant from each city-state is chosen as the student who most exemplified the Olympic spirit, and then presented with a laurel wreath crown.

Medieval Games

The Medieval Games, like the Olympiad, brings a movement theme to the day's event, and serve as an excellent setting to meet other sixth graders from regional Waldorf schools. Students are divided into shires and compete with other shires in trust activities, archery, javelin throwing, stilt walking and running races to name a few, all under the watchful eye of the king and queen. An evening banquet, complete with costumes, is presided over by the king and queen (impersonated by teachers or parents).

Track and Field

Springtime brings the track and field block to the seventh and eighth grades. The students train in each event: sprints, long distance running, javelin, discus, shot-put, long jump, and high jump. From these, each student chooses a minimum of three events, including one track and one field event, to compete in at the track meet. The students compete against other students from other Waldorf schools from the northwest. The competition events are organized by grade and gender. Every year the four-hour event is held at the Shoreline Stadium. First, second, and third place ribbons are given for each event.

TCWS Festivals, Assemblies, and Celebrations

Throughout history and in all civilizations, celebrations reflect the cycle of seasons and nature's rhythms. Waldorf schools across the world view festivals, community events, and ceremonies as an essential element of Waldorf school life. While each school's events are unique to that school community, they share an understanding of the need for children and families to create and experience community and a dedication to do so based on an evolving understanding of the values informing Waldorf Education.

TCWS assemblies are designed primarily for our students, though parents occasionally are invited to attend. Celebrations and festivals are a festive time when the school community gathers to celebrate turning points in the year: beginnings, accomplishments, seasonal festivities, and journeys yet to come.

Early Childhood Program

The festivals in the Early Childhood Program – Preschool and Kindergarten – celebrate the seasons of the school year in a simple and reverential way. Parents are warmly welcome to attend many festivals, while some are celebrated in the classroom with the teachers and the occasional special guest. Early Childhood festivals expand the children's relationship to the world, the cycles of nature, and each other. The children spend many days, at times even weeks, preparing for festivals.

The autumn festivals in the Early Childhood classes celebrate the time of harvest, the gratitude felt for the abundant gifts of Mother Earth, and appreciation for the growing darkness as winter approaches.

At **Michaelmas** a harvest feast and autumn circle are prepared and presented by the children to their guests. Later in the season they prepare lanterns to light their way through the back woods at night during the **Lantern Festival**.

As winter solstice approaches and the light of the celestial bodies seems to intensify in contrast to the quiet darkness of the earth, the **Winter Spiral** is held. On the night of this event, the 5 and 6 year old children and their parents gather together in a quiet mood and, one by one, each child walks with an unlit candle deep into the spiral of evergreens, lights it from the glowing candle in the middle, and then places their candle along the spiral of light on the journey back out into the world.

In mid-winter our **Potluck and Games Night** finds us spending a dark weekend evening together for good, old-fashioned family fun. The Kindergarten families come together to dance, play traditional games, eat a potluck meal and hear a story. In February we enjoy preparing a gift for a loved one for **Valentine's Day**.

In the spring, the return of the sun's forces is celebrated with a **Spring Parade** to Wilburton Park. We prepare by learning a spring themed circle and making an abundance of bread to share with guests. We often find that Lady Spring has left a gift of seeds at the park for each of the children to plant at home. The Early Childhood families are all invited to join in the **May Faire** festivities with our Grade School friends later in the springtime. The children especially enjoy watching a puppet show produced by their teachers at this event.

In addition to these, other festivals are sometimes celebrated with the help of class parents in a specific class, depending on the cultural constellation of the group, for example Mexican Children's Day, Hanukkah, or the Chinese New Year.

We also celebrate each child's birthday in simple ways in class. On a child's birthday – or near it – we serve a special healthy treat at snack time and gift the child with a gift in honor of their special day, created with much love and care by the teachers. As one parent told us: 'Your wishes for her have been sewn into each stitch.' This is in fact true: the creation of a birthday gift is indeed a lengthy meditation on the child. As a result, each gift is truly unique. In addition, parents of students who are turning six or seven (in their last year of Kindergarten) are invited to join us for a special birthday story followed by snack. The story describes how one might imagine the child's journey to earth, and gives the child a sense that he or she has been cared for and watched over since long before birth and continues to be so now. The child is precious in the story, as in life. Children love to hear the birthday story and are always ready to have a good snuggle with their parents after hearing it!

Elementary School

Rose Ceremony

First Grade students are welcomed in the Elementary school with the traditional Rose Ceremony, held on the morning of the first day of school. During this meaningful ceremony, the First Grade students pass through a symbolic threshold into the Grade School. Eighth Graders, as the elders in the Elementary School, honor each First Grader with a rose, as First Graders

begin their journey as a class guided by their class teacher. This ceremony is designed by the Grade One and Grade Eight Class Teachers. Parents of First Grade and Eighth Grade students are warmly invited to attend this traditional ceremony. All Elementary students are present.

Michaelmas

As we spiral our way inward from the heights of starry summer nights toward approaching winter rains, Michaelmas marks that time of the year when we reflect on the challenges that face us in the waning light. At this turning point, just beyond the autumnal equinox when the nights are now longer than the days, our students gather for Michaelmas, performing a pageant and spending the day going through meaningful challenges, which may include physical, artistic, or social activities as well as an all-school game of "Taming the Dragon." These activities focus on the inner meaning of our students' accomplishments and are framed by a story related to the meaning of this festival – that of courage and transformation. Michaelmas is a special occasion unique to Waldorf schools, and takes place on the Friday closest to September 29th.

Lantern Walk

In early November, our younger students in Kindergarten, First Grade, and Second Grade, gather for a Lantern Walk, for which they have made lanterns in class. Walking and singing with glimmering lanterns held high, they carry light into the approaching darkness of winter. The Lantern Walk carries a special meaning and theme, that of taking the courage we mustered at Michaelmas and kindling a light that will illuminate the darkness. In the Lantern Walk we actively encounter the dark and challenge its power with the light.

In the Second Grade the festival has an added theme that parallels the Second Grade curriculum. The festival is celebrated on or around November 11th, which is St. Martin's day. The students are told the story of the Roman soldier Martin, who tears his cloak in two to help a beggar. Since it is the beginning of winter, the idea of being cold is not hard to imagine nor is our brother's need. The festival provides a home

for the story to live. Along with the Lantern Walk, a Second Grade class might elect to host a **Second Grade Coat Drive**.

St. Nicholas

On December 6th Saint Nicholas visits grades one and two. Saint Nicholas fills the waiting shoe of the young student with treats.

Winter Festival: Grades 1-8

With quiet anticipation we enter into the winter season. In addition to daily classroom experiences our Winter Festival prepares the students for the wintry nights. Our Winter festival includes a grades 1-8 assembly in the morning, our Winter Spiral in the afternoon, and the Winter Faire organized by the Parent Association.

Winter Spiral

The Winter Spiral (also known as the Advent Spiral, Advent Garden, or Winter Garden) marks the beginning of the darkest time of the year. Walking the spiral as an individual carries the image that every human being must make: a journey to an inner place where we can find a light to carry back into the world to help us in our own journey. As a universal symbol the Spiral appears throughout history dating some 4,500 years and appears cross-culturally over the face of the world throughout our known history. All students take a candlelit journey inward in the Winter Spiral. One at a time, each student walks through the spiral of evergreens to the center of the garden, lights a lantern, and then places it somewhere along the path, reminding us of the dark winter journey ahead.

Martin Luther King Service Day: Grades 1-8

Martin Luther King Service Day takes place before Martin Luther King Jr. A United States holiday marking the birth date of the Reverend Martin Luther King, Jr., MLK Day is observed on the third Friday of January each year around the time of Dr. King's birthday on January 15. King was the chief spokesman of the nonviolent civil rights movement, which successfully protested racial discrimination in federal and state law.

Volunteer Appreciation Event – Hosted by the faculty and staff, the Volunteer Appreciation Event is an opportunity to thank our parents and volunteers for their generous trust and support of our school.

Plough Days: Grade 3

Sunfield Farm and Waldorf School in Chimacum, WA offers an overnight farm experience to the regional third grade Waldorf classes in October. Farm chores, plowing with a hand plow, threshing wheat, grinding flour, and animal care activities are part of the program. Watching the plow horses in action is a highlight of the event.

The Potlatch: Grade 4

The regional fourth grade Waldorf classes gather on Whidbey Island in May for a celebration of local history and Native culture. Led by tribal elders, this 3-day event includes performances, a salmon feast, drumming, wilderness walks, crafts, and a giveaway ceremony. The grounds and festival hall of the Chinook Learning Center offer a spectacular setting for the Native culture activities, and the students get to know each other by working together in “clans” made up of students from all the attending schools.

Olympiad (Greek Pentathlon): Grade 5

Each year, our Grade 5 students from regional Waldorf schools meet for the Olympiad – the Greek Pentathlon tournament. The impulse for this event came about in the mid-1980s as [*Spacial Dynamics®*](#) began to develop the Greek Pentathlon tournaments for children aged 10 to 11. The focus of these tournaments is not on competition against others, but rather on the grace and beauty of form, the effective dynamic of the movement, and the potential to increase each child’s own individual level of performance with objective measurement. This way of play creates an enlivening and joyful experience, which challenges the children to work towards greater harmony in running, jumping, wrestling, and throwing the discus and javelin, rather than challenging each other.

Medieval Games: Grade 6

In Grade 6, students gather with sixth graders from other Waldorf schools in the region to experience a taste of medieval times, a banquet, and cooperative and challenging games.

May Faire: Community Event

May Faire is an ancient festival welcoming spring. We raise the maypole, bedecked with fresh flowers and ribbons. The children make and wear floral wreaths and celebrate the arrival of spring by dancing

and singing. Traditional maypole dances and other offerings are presented by a few of the classes. May Faire is a community celebration – not a fundraiser – conducive to new families discovering our school. Students’ musical performance support the mood of the festive and celebratory day.

Sharing Assembly

The Sharing Assembly bring together the whole school community in celebration of music, movement, and speech. Through the performance of students’ choral and instrumental work and examples of academic classes, the school community gathers to enjoy and celebrate the many accomplishments of the students. The assembly are held off-campus, to ensure the comfortable accommodation of a large audience, and are scheduled at least two weeks prior to Recommitment Days.

Grade 8 Class Play

The Grade 8 Class Play is Scheduled for 2 evening performances for parents and the school community. It is a showcase of the students’ work and the school is keen on engaging all parents to attend. Grade 8 class teacher may request an offsite venue if s/he is ready for the additional challenge (logistics, cost, preparedness of students).

Grade School Stepping Up

Several events mark the achievements of the students of the Three Cedars Waldorf School. Acknowledging the journey of the Grade School students and their Class Teacher(s) as they prepare to further their education through the high school years is of great importance to the students and their families, the faculty, and the school community.

Three Cedars Waldorf School marks the successful completion of the Waldorf Grade School program of study with the Grade School Stepping Up. Several significant events take place in the spring of the Grade 8 school year, and the students are offered opportunities to share their individual and collective talents, abilities, and success with the school community, while being appreciated and recognized for the unique and promising young adults they are becoming. In addition to these events sponsored by the school, families may choose to host parties which are held privately without the school’s sponsorship.

- **Grade 8 Projects Presentation** In the context of a public presentation, each student of the Grade 8 Class is offered the opportunity to share their research, understanding, and personal viewpoint of a topic of their choice focused on service or a cause, which they have prepared for a period of 8 to 12 weeks. These Projects Presentations are a significant step in the development of our students' ability to think independently, and offer them the opportunity to articulate and present their findings in an individual and personalized way.
- **Summer Send-Off Assembly** Students in Grades 1 through 8 gather to honor the Grade 8 students at an assembly on the Grade 8 last day of school. This assembly ends with the gift of a rose from Grade One students to each of the eighth graders, as a gesture of appreciation for the culmination of the students' journey with their Class Teacher. Parents of Grades 1 and 8 students are warmly invited to attend.
- **Grade School Stepping Up Ceremony** The Grade School Stepping Up Ceremony honors the Grade 8 students and their families as they reach the end of their journey with their Class Teacher. The ceremony is hosted by the school and takes place on campus. It is designed by the Class teacher and his or her class, with the assistance of the school and other faculty members. Refreshments are offered by parents of Grade 6 and Grade 7, as well as help with setting up and cleaning of the venue. The Ceremony includes presentations such as a student or parent speaker or speakers, a group performance, an allocution by the class teacher, and an artistic gift from the faculty.
- **Grade 8 Class Trip** The Grade 8 Class Trip is a very special occasion in the life of a class, as a celebration of their achievements as a group under the guidance of their Class Teacher. The Grade 8 Class Trip is designed by the Class Teacher and his or her students and takes place within a 500 miles radius from the school.

Summer Send-Off

The Summer Send-Off takes place on the last school day, and includes games at Wilburton Park, an ice cream social on campus, and concludes with a "grand handshake," where each student shakes each teacher's and administrative staff's hand.

Japanese Festivals

Each year the Grade School celebrates a few of the following traditional Japanese Festivals. The Japanese New Year *Oshogatsu* is the most important traditional Japanese festival which celebrates the New Year in the month of January. In February the festival of *Mamemaki* celebrates the end of the coldest part of the year with a "throwing of the beans" tradition. On March 3rd, the Japanese Doll Festival (traditionally Girl's Day) is honored with displays of dolls. Our 4th Japanese festival *Kodomo No Hi* (Children's Day) is celebrated in May. Traditionally Boy's Day, it is marked by a display of Carp banners indicating success and good health for the year to come.

Spanish Festivals

Traditionally celebrated on November 2nd, *El Dia de los Muertos* (Day of the Dead) is one of the most popular festivals of Mexico, an occasion to remember and honor the departed ones and invite them once again to the earth. This festival is a joyous one and an occasion to honor the memories of family members who have passed away. Students create a small altar where pictures of departed loved ones are displayed and honored.

Class Trips at TCWS

Within their classrooms, Waldorf teachers introduce the world to their students through the careful creation of living images. Nurturing the children's inherent imaginative capacities allows them to meet the world with open heart and mind.

Class trips, as an extension of what the students have already been exposed to in the classroom, are a natural continuation of this learning process, and enable the students to integrate new information in a meaningful context. Intimately connected to the specific curriculum of each grade, class trips are also a wonderfully rich way to enhance and balance the social dynamics of the class.

Class trips are an integral part of the curriculum involving all students and their Class Teacher or subject teachers. Participation in class trips is expected of all students.

In addition to class trips, there may be occasions where, through the initiative of a teacher or parent, an exceptional excursion is offered to the members of the class and their families, for example to attend a play or exhibition, or to go on a camping trip. Such optional excursions are not sponsored by the school, and attendance is always optional. All costs associated with these optional excursions are the responsibility of parents.

The pedagogical relevance of all class trips is determined by the Programs & Curriculum Workgroup of the Pedagogical Carrying Group (PCG). PCG may exceptionally alter destinations, provided that costs remain within the planned class trips budget. Funding of class trips is derived from tuition, and may not be supplemented from any non-tuition based sources.

Note: Grade Eight trip may only take place at a location within 500 miles from the Three Cedars Waldorf School.

Field Trip Aims and Possible Destinations

Grade One – Socialize with the class in order to build a foundation for a solid social group – visits and picnics in parks, beaches, or woods.

Grade Two – Build a foundation from grade one – visits and picnics in parks, beaches, woods; planting in preparation to grade three farm trip, visit to pumpkin patch, and swimming.

Grade Three – Connect the students with the earth in their incarnation process. Day trips to farms, visits to craftsmen and workshops, and swimming.

Grade Four – Support students in their nine-year change; experience increased self-reliance, experiential study of native culture, meet with other students, and work communally, for example, two-night Potlatch trip, Wolf Track, Of Salmon & Cedar, history trip, swimming, and theatre.

Grade Five – Continuation of Grade Four, and introduction to elements of competition – Olympiad (one night), botany trip, Japanese Garden (Arboretum), and theatre.

Grade Six – Increase study components to trips, awaken interest in the world, and meeting and working with the elements, theater and symphony, Medieval games.

Grade Seven – Develop independence and increase sense of responsibility. Exploration of the Renaissance discoveries and practical applications, navigation, and track meet (with Grade Eight).

Grade Eight – Emphasize outdoor experiences, meet the elements, self-propelled travel and self-sufficiency, planning and organization. Develop interest, understanding, and acceptance of other people – backpacking or river rafting trip (two to three nights camping on the beach or in the mountains includes meteorological study), University of Washington Engineers' Day, Museum of Flight, Track Meet (with grade seven), theatre and symphony, World language cultural day trip, and grade eight trip (no further than 500 miles radius from TCWS).

Additional Programs

Educational Support

'One aim in Rudolf Steiner's pioneering work in education was to establish the principle that education based on real insight would also serve to prevent disease. He recognized that the powers that enable young children to grow and to regenerate and build their bodies are gradually liberated as their physical development reaches completion and are then available for the active thinking required in the learning process. Every suggestion Rudolf Steiner made with regard to teaching methods and practice was designed to show teachers that in everything they do they must keep a careful eye on the physical development of their pupils. School age is not merely a time for learning but above all a time when children should be given every opportunity for unhindered healthy growth and development.'

To assist teachers in this, Rudolf Steiner made sure, when the first Waldorf school opened in 1919, that its teachers soon had the support of a school doctor, a special teacher, and a curative Eurythmist. Cooperation between them was intended to provide deeper insight into the constitution of the child and guidance towards the best method of teaching in a given situation. Without this support teachers might not find

enough orientation needed in the work to ensure the development of a healthy body for the child.'

*~ Foreword to the 1992 edition of 'The Extra Lesson'
by Audrey E. McAllen & Dr. Michaela Glockler*

TCWS Commitment to Educational Support

The question and meaning of learning differences continues to be an on-going topic of research for educators, and Waldorf education is well poised to participate in the questioning of teaching methods in the search to best meet the learning needs of today's children. Extensive research and experience developed through decades of practice in this field are available to us through the network of Waldorf schools worldwide, developed through decades of practice in this field. TCWS Educational Support is aligned with the philosophy that informs our pedagogical approach.

While Waldorf education has proven its capacity to provide ways to support children with adequate and often remarkable therapeutic services, TCWS Educational Support program is not currently sufficiently extensive to guarantee the most effective services to all students who need them. In such instances, we turn to the diagnostic and treatment tools developed in the public school system and other circles. In addition, TCWS has developed an extensive network of practitioners in the fields of vision therapy, homeopathy, nutrition, and other modalities, for the purposes of consultation and referral.

Waldorf educators are challenged to learn of the current research on the 'minds of learners' and to maintain and deepen understanding of the intrinsic value of the Waldorf approach to educating the youth of today. To guide and support their efforts, the Educational Support program of Three Cedars Waldorf School offers three main areas of support:

Research

The various ways of conducting child study (fourfold, threefold, sevenfold or twelvefold) in the weekly full faculty study are placed in the context of current research and evolutions in educational support practices. For example, considering the title 'The Seven Intelligences', faculty asks the question: 'How is this reflected in the work of a Waldorf Educator?'

Professional Development

The aim of TCWS Educational Support professional development is to develop our faculty's expertise in child study and child observation. The wisdom and healing nature of the Waldorf Curriculum are confirmed by current research, and we continually strive to deepen our understanding and application of these methods for the benefit of our students through the internal deepening of the paradigms of thought advanced through an Anthroposophical understanding of healing. For example the study of constitutional types, temperaments, organ function, the foundational senses and their relationship to the higher social senses, understanding Anthroposophical medicine, Therapeutic Eurythmy, Chiropneumatics, Therapeutic Speech, Painting Therapy, Clay Therapy are studied in weekly faculty meetings. Through this work, individual teachers are identified for their particular talents and encouraged to seek further training in these areas. They in turn provide training for their fellow teachers in faculty meetings.

Care Groups

A Care Group is a group of teachers and therapists selected for a specific period of time to assist teachers in deepening their understanding of a child's particular challenges. A Care Group may be convened for any student who encounters difficulties in the classroom, whether academic, behavioral or social. A serious physical illness may also warrant the convening of a Care Group. As parents, you will be asked for your permission for a Care Group to be formed around your child, and may be invited to share your insights, concerns, observations, and progress of your child. The work of a Care Group generally gives rise to a Plan of Educational Support, held within our educational support program in close collaboration with you.

Education Support Program

The TCWS Educational Support program is held by an Educational Support teacher, ensuring that the students in need of additional services are promptly identified, and that a program of educational support is defined for their individual needs. Our Educational Support teacher has access to a team of specialists including a school doctor, and a curative Eurythmist who help to inspire the development of individually tailored programs aligned with Waldorf educational principles.

Early Childhood

Children attending preschool and Kindergarten are continuously assessed by their teachers in the context of classroom work. Concerns regarding the development of a student are brought to the Early Childhood faculty by the teacher to obtain further understanding of the child and additional methodology. TCWS does not offer educational support to students in the early childhood programs. Specialized educational support may be requested by the teacher, in which case parents are advised to obtain such services in the wider community.

A comprehensive assessment of students is done by the Kindergarten teachers at the transition to first grade, when all Kindergarten students are presented by the Kindergarten teachers to the grade school faculty. In this context, observations about students who have begun to present signs of additional needs are taken into consideration by the grade school faculty.

Grades One through Eight

Second and Fifth Grade Assessment – Each second and fifth grade student receives a thorough assessment designed to assess their progress in achieving the developmental milestones appropriate for successful learning in school, as well as their acquisition of basic skills in the areas of writing, reading, and mathematics. The educational support teacher holds a parent conference for each of those children whose assessments indicate a need for educational support services, where an explanation of the results of the assessments and the child's individual educational support plan is shared with the parents. The second and fifth grade teacher is trained in the particular exercises addressing the unique development needs of those students.

Individual Plans – In addition to the systematic assessment of second and fifth grade students, we provide services to students in all other grades as needed, either at the teachers' request, or from the recommendations of a Care Group. Students may need help on a physical level, as in movement, coordination, dexterity, and sensory integration, which we refer to as Educational Services. Students may

also need support in building their reading, writing, spelling, and math skills, which we refer to as Tutoring. Our desired outcome is that these young students become comfortable in their bodies, gain self esteem and skills in the areas needing support, and reach a healthy level of integration in the social fabric of their class.

Educational Support Funding: Grade School

The second grade assessment is provided at no cost to the families of TCWS.

Each student referred to the educational support team by his or her Class Teacher receives a grade appropriate assessment specific to the child's developmental needs followed by either eight sessions per school year of educational support, or eight sessions of tutoring, or eight sessions of combined educational support and tutoring. These sessions are offered at no additional cost to the family. Our Educational Support teacher sends a written report to the family following these eight sessions, accompanied by a request for a meeting if needed. If additional sessions are needed beyond this point, of either Educational Support or tutoring, an educational plan is proposed to the families and the financial responsibility is that of the family.

Special Needs

- All families are treated with dignity and with respect for their individual needs and/or differences. The school is committed to holding family and staff information confidentially.
- A written plan of care is developed by the Executive Director, parent/guardian and teacher for each child with special needs.
- Children with special needs are given the opportunity to participate in the program to the fullest extent possible. This may be supported by consulting with outside agencies/organizations.
- All staff members receive general training on working with children with special needs and updated trainings on specific special needs that are encountered in their classrooms.

TCWS After School Care

The After School Care program supports TCWS students who need supervised care after school hours. We provide an age-appropriate, safe, and nurturing environment congruent with TCWS's pedagogical orientation. Our After School Care program currently includes Early Childhood After School Care and Grade School After School Care.

We do not currently provide After School Care during holidays, snow days, or for students who have not attended the regular school day. We occasionally provide Extended Care during school breaks. A schedule is published on a yearly basis.

Early Childhood After School Care

From Dismissal Time to 6:00 pm

A period of quiet activity provides young children with 'down time' indispensable to their balanced daily rhythm. This quiet time of storytelling is offered for the first hour, followed by age-appropriate afternoon activities such as arts and crafts, free play, and snack. Our After-School Care activities complement our Early Childhood programs, and bring the same level of attention to the rhythm of the day and the needs of our young students.

Grade School After School Care

From Dismissal Time to 6:00 pm

The environment for the younger students (Grades One through Five) is warm and home-like, designed to provide them with a slower pace and caring atmosphere after a busy school day. Activities such as crafts, dress-up, imaginative play, and plenty of supervised outdoor free play are offered. Children help with snack preparation and clean up.

Upper grades students in Grade Six, Seven, and Eight need to remain physically active, interact socially with their peers, and begin to develop individual interests (i.e. music, drama, sports, etc), which many families choose to pursue outside of school. Students are provided a quiet space to practice musical instruments, read, or complete homework. Throughout the year we also offer extra-curricular activities such as the Upper Grades Musical and Ultimate Frisbee® as age-appropriate activities for students in this age group.

How to Use After School Care

To register for After-Care and to view current rates, please download the [After School Care registration form](#) available on our website.

As our students take their journey from preschool through high school, their needs, responsibilities, and privileges gradually evolve. This section of our parent handbook is organized by topics, within which the specific indications for each division are outlined. Although this organization may be a little cumbersome, we believe that you will appreciate understanding the progression of our guidelines through the grades.

Behavior Expectations

As a Waldorf school, we are committed to helping children build a healthy habit life, and to guiding them as they grow and develop toward a gradually expanding consciousness of the moral and social implications of their choices and actions. By deliberately framing our behavior expectations in terms of shared moral principles, we encourage adults and students to engage in thoughtful discussion, reflection, and positive action when transgressions occur.

Waldorf teachers are trained in managing students' behavior through pedagogical means. A wide range of pedagogical tools is available to teachers, who use them as they deem necessary in each particular situation. Teachers shall not engage in any practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. Corporal punishment of any kind, including spanking, slapping, pinching, shaking, etc., is prohibited by law, and is not permitted on school premises by anyone (including parents with their own children). Name-calling, teasing, blaming, embarrassing, frightening, or yelling at children are also prohibited.

In some cases, a teacher will determine that a student's behavior is best addressed through means other than those available in the context of the classroom. In such instance, a teacher may request the Dean of Education or the Executive Director to step in for support. This may result in a student being sent

home, either in the context of a Plan of Intervention, or as a stand-alone measure.

If a child's behavior continues to be problematic in spite of staff efforts to accommodate his/her needs to support improvement, a meeting will be called so that Executive Director, teachers and parents can work together to plan next steps.

General Rules

All students in the Grade School are expected to respect general rules of good behavior conducive to the creation of a positive school environment.

- Follow directives and indications given by teachers.
- Refrain from using rude or abusive language.
- Treat personal and school property with respect.
- Follow the school Dress Code and other policies.
- Stay in designated and supervised areas at recess.
- Refrain from running or roughhousing in any indoor spaces.
- Treat all learning environments with respect.

Classroom Expectations

- Be on time for all lessons.
- Ask permission to leave the classroom for any reason.
- Positively engage and participate in the lesson or activity at hand.
- Be prepared for all lessons, including homework, equipment, and attire.

Items Prohibited in School

- Dangerous items (knives, weapons, matches, lighters, etc.)
- Illegal substances, alcohol, cigarettes
- All electronic devices (cell phones, games, etc.)
- Candy, gum, soda, caffeinated drinks

Preschool & Kindergarten

The Early Childhood faculty works with warmth and a strong rhythm to create a safe, secure, and predictable environment for children. The students' emerging social skills are nurtured through the many social opportunities offered throughout the day.

Teachers support and guide them to facilitate healthy communication with friends, taking turns, showing courtesy to others, and expressing themselves verbally when upset.

While expectations vary with the age of the child, the basic requirements are that children demonstrate the ability to listen to the teachers' instructions and refrain from hurting other children, adults or themselves.

Teachers use redirection to help the children transition away from misbehavior. Most of the time a quiet time on a teacher's lap, a small job, or simply leading the child away from the situation is sufficient for the student to move into positive behavior. Teachers never engage in any practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. Corporal punishment of any kind, including spanking, slapping, pinching, shaking, etc., is prohibited by law, and is not permitted on school premises by anyone (including parents with their own children). Name-calling, teasing, blaming, embarrassing, frightening, or yelling at children are also prohibited. Significant incidents that cause harm to self or others are documented and immediately communicated to parents. When a student's behavior indicates that they are unable to function successfully within the class on a particular day, the student may be sent home for the remainder of the school day.

Extracurricular Activities in Early Childhood

In our society at this time, we are offered a multitude of opportunities for children to engage in extra-curricular activities, beginning at a very early age. As a Waldorf school, we strongly advocate for unstructured play for our youngest students. We view self-directed play as a fundamental element of healthy and unhurried child development, and we would like to invite you to consider simple, unstructured play as the most important activity for your preschool or kindergarten child.

As a child moves through the grades in a Waldorf school, he or she will encounter and engage deeply in artistic expression, music, and movement. We choose the best times for each of these activities with great care, from our understanding of each phase of childhood development.

We continue to observe that organized activities – such as team sports, dance, music, art classes – often contain elements that children do not yet have the developmental abilities to master. Starting too early with such ‘formed’ activities may have a negative impact on a child’s physical, emotional and intellectual development. This is particularly true in the realm of team sports. In this context, we offer you the following points to consider. Derived from notes given to us by Edmund Knighton, Clinical Psychologist, Movement Therapist, Waldorf Teacher and Teacher Trainer and originally intended for teacher training purposes, these notes have been edited for your use. We hope they will be helpful in your consideration of sports for your young children.

Some elements to consider before enrolling your child in a sport:

- Children need lots of time for self-directed play. Organized sports result in a loss of down-time which is an essential ingredient in creativity.
- Adults originally created sports for adults. Over the course of the last century they were passed down to high school, then elementary, and recently Kindergarten and preschool age children.
- The goal is often to win instead of playing to play.
- Physical training of a particular gesture such as kicking may become a part of the habit life of the child. If a child practices a gesture every day for months at a time, it becomes automatic, almost instinctual. Repetitive movements can cause chronic injury, body weakening and premature hardening of bones, joints, tendons, muscles during the critical growth period.
- Young children do not have a sense for space – theirs or someone else’s – thus they tend to crowd the ball and kick one another.
- Typically in sports, adults direct all activity, leaving the child little chance to develop conflict skills and work toward resolution.
- Having an audience yelling from the sidelines and being singled out during play can result in anxiety for young children.

- Learning to play against others before learning to play with them is putting the cart before the horse. Children are better served learning cooperation before competition.
- Competitive sports set children against their peers as opponents.

If you do choose to enroll your child in a league play situation, below are a few further considerations regarding the adult leadership of the team.

- Get to know your coach.
- Find out his/her background.
- Ask him/her to describe his/her experiences in sports and movement with young children.
- Ask yourself if you are comfortable with your child emulating the coach.
- Come and observe his/her coaching. Turn your back on the practices/games and listen. Sometimes ears can hear what eyes miss. Does it sound healthy? What does it feel like?
- Observe your child on the field. What do you notice? How does he/she move? Interact?
- Has there been behavior change since your child began the sport? Positive? Negative?
- Is a code of honor practiced?
- Is winning overemphasized at the expense of playing and enjoying the game, developing skills, and connecting socially with others?
- Does the coach take losing personally? Does the coach take it out on the players?
- Does the coach have an awareness of the social dynamic of the group?

After interviewing your coach, ask yourself a few questions:

- What is my relationship to sports and movement?
- What experiences have I had in these arenas?
- How did my child get to be on this team? His/her impetus? Mine? If his/hers, where did s/he get it? From me? A friend? The culture? Him/herself?
- What are my reasons for allowing and/or encouraging him/her to play?

- What would be the reasons for me not to have him/her play?
- What other activities is my child already doing? Is s/he overscheduled?
- How does this affect my child's life at school in relationship to the curriculum?

Please feel free to ask your child's teacher if you are uncertain as to whether signing your child up for an activity is congruent with, and supportive of, his or her experience in the Waldorf school.

Early Childhood Play Dates

Many of us parents and teachers recall that while growing up, social opportunities after school were often just outside our back doors. Our schoolmates often lived in our neighborhoods and we could often be found together in one or another's yard, the vacant lot across the street, the park or the nearby woods. The social situation for our children may be quite different. Friends from school may live miles away, their peers in the neighborhood unavailable for spontaneous play due to lessons, sports, homework or just the draw of TV. Because of this, we often look to planned play times to create social opportunities and community for our children. Unfortunately, the effort involved in making these play dates happen can be stressful for parents and children.

In light of all this, we would like to take a closer look at play dates, their impact on individual children and on our classes at school.

Let's first take a look at the positive impact a play date can have.

- Often a child's only opportunity for peer interaction is at school. A play date gives the child a time to continue to develop social skills with his/her peers in a smaller group setting. It is important to remember that conflict is actually an opportunity for the children to learn. Let the children work out their difficulties together and don't consider the play date a flop if the children spent some time arguing. Collaborative play is a skill which develops over time.
- A one on one play date gives two children the opportunity to really see each other as individuals outside the group. For a child who is quiet and does not draw attention to him/herself at school this is a great opportunity to be seen and heard.

- Very often just before and after a play date we observe the children involved coming together at school in play. For a child who is feeling excluded or is simply having a hard time entering into play with others this can be wonderful. The effect often lasts many weeks.
- Play dates in which the parents are present can be a wonderful opportunity to share ideas about parenting and develop friendships on an adult level. Some of you may be together as class parents for many years to come!

And now some possible disadvantages to play dates:

- Play dates can disrupt the rhythm of the child's day. We all know the impact of a missed nap or meal. Try to fit play dates into the usual rhythm of your day.
- Children are easily stressed by being in a new environment with which they are unfamiliar. This is especially true if their parent is not present. Going home from school with someone else without a parent may be best reserved until age 5 or 6.
- Children talk about play dates at school and this can easily become exclusive. This is especially true if play dates occur between the same children over and over. Other children – and parents – begin to wonder why they don't get invited.
- Children planning their own play dates and given the responsibility of choosing who they would most like to play with can be problematic. Children sometimes begin using play dates as a tool to manipulate. For example: 'If you don't give me that toy, then you can't come over to my house to play.' We find that planning play dates is best kept in the parent realm. Children may also choose the same child over and over and never broaden their social horizon.
- One of the biggest disadvantages to play dates is over-scheduling. Does your child have enough time to play and work at home?

With all of this in mind, we would like to offer you a few recommendations:

First, check in with your child's teacher to find out who it may be most beneficial to have a play date with. It may be that your child has a particular connection with another child at school which we would encourage you to foster, or that there is a conflict that could be overcome in a play date.

Secondly, keep planning on an adult level as this is a big social responsibility that could be a real burden to a child. And finally, ask yourself what is sustainable and healthy for your own family, keeping in mind that you have many years to develop relationships within this community.

Celebrating the Life of the Kindergartener

With each journey around the sun we see great changes in a child. The first year brings uprightness, the second language, and on and on. At the birthday, we often choose to celebrate the child's life with a party. What are we celebrating? Life, new milestones reached and blessings for the year to come. Families of different cultures choose to celebrate in many different ways. Many Kindergarten families are just developing traditions around birthdays while some already have long established traditions. Either way, we would like to offer some considerations on the Birthday.

Birthday Celebration in School

We love to celebrate each child's birthday in very simple ways, which are both well integrated in our usual rhythm and adapted to those students who are not quite ready to be singled out in front of their classmates. On each child's birthday – or near it – we serve a special treat of applesauce for dessert – made in class on that day. The birthday child also receives a gift in honor of their special day, created with much love and care by the teachers. As one parent told us: 'Your wishes for her have been sewn into each stitch.' This is in fact true: the creation of a birthday gift is indeed a lengthy meditation on the child. As a result, each gift is truly unique. In addition, parents of students who are turning six or seven (in their last year of Kindergarten) are invited to join us for a special birthday story followed by lunch. The story describes how one might imagine the child's journey to earth, and gives the child a sense that he or she has been cared for and watched over since long before birth and continues to be so now. The child is precious in the story, as in life. Children love to hear the birthday story and are always ready to have a good snuggle with their parents after hearing it!

Prior to your child's birthday, we will kindly request that you and your child bring a special delivery of

apples for the birthday applesauce and, for those of you with older children, we will agree on a date for you to join us for the celebration. We look forward to honoring each of your children as they complete yet another journey around the sun!

Birthday Celebration at Home

We all wish to honor our children with a beautiful birthday celebration outside of school, and offer a fun and meaningful event. We can perhaps start by asking ourselves: 'What is the message I want my child to receive on his/her birthday and how can I send that message in a way that meets our family's values?'

Over the years, we have been asked by many parents advice on birthday parties. We gladly share our perspective and experience with you below, in the hope that you will find these helpful. As with most things Waldorf, we recommend 'Keep It Simple'!

Should we throw a party? If your child does not have the expectation of a party then it is easy to simply wait until next year. (Once the party ball is rolling it is hard to stop!) Postponing party-giving until your child has an expectation of a celebration can give you more time to consider what type of party tradition really meets your family. In fact, even if your child is asking for a party, it may be better to wait.

Is it okay to invite just a few special friends?

Should I invite the whole class or just all the boys or all the girls? A small party can be considerably more successful than a large one for young children. A group of more than a few preschool and Kindergarten aged children in a party setting is often a chaotic and stressful situation for everyone. Consider how many children and parents you can accommodate in your home.

Also consider the impact on the social group when you plan your party. If the children know about the party prior to the event they will talk about it amongst their friends. A child who is creating his own guest list wields great social power over his peers. In the Kindergarten we often hear things like 'You can't come to my party because you're a girl.' Or 'If you are nice to me I'll invite you to my birthday party!' Often the assumption among parents is that if a whole class is invited, this problem is alleviated. Unfortunately, there are often one or two children who cannot attend and are therefore left out. Parents can greatly

help soften this social blow by creating the guest list themselves, sending invitations directly to the parents and asking that the children only be told on the day of the event. Keep in mind that the more exciting and unusual the party is, the more likely it is to affect the social group. A party at home can be approached like a play-date with little fanfare while a party at an amusement park is a major event that is often talked about for weeks by the children.

It is important to consider that in a community like ours the first few parties in a Kindergarten can set the social trend for many years. Taking care in setting expectations for the group is an extremely important social step for a class.

Should I move the party out of my home? These days it is common for parents to rent an event space to accommodate a large group or take the children to some kind of activity such as skating, swimming or bowling. Often the location is open to the public and there are numerous parties going on at once. Children attending parties are already under stress. Adding an unfamiliar location, crowds of people and noise can be overwhelming.

What are the disadvantages to an exciting, big party? For children excitement equals stress. Many parents find that after the frenzied excitement of the party often the day ends in emotional breakdown. Crying on the way home from a party is not uncommon.

What about gifts? First, consider how your family values material possessions. Keeping gifts to a minimum can be a gift in itself. Parents have the opportunity to really look at what the child needs and gift appropriately. Does the child have an expectation of gifts? If not, you're off the hook again! Just wait until next year.

The value of a gift is often lost when it comes in a pile of others. After a large party the birthday child often has no idea who each item came from. Parents who have observed children at parties during the gift opening know how little value each gift often has. It is common for a child to tear open one gift only to toss it on the floor in their haste for another. Meanwhile, the observing children crowd around, fighting over a

place to sit where they can best see the action, some actually find it physically difficult not to help with the tearing of paper. This is often the most frenzied moment of a party.

Some alternatives to this type of gift giving include: A birthday gift exchange in which each child brings a favorite book and goes home with another. Guests can be asked to donate a gift or money to charity in the name of the child. A joint gift from the group of children can be organized by parents. Each child can bring a handmade card for the birthday child. 'No gifts please' on the invitation is as simple as you can get.

Do I need to give party favors? It is easy to fall into the party favor trap. These theme driven bags full of disposable toys and candy are tempting. But what meaning do they have? Consider having the children participate in creating something at the party which they can then take home or just do away with party favors all together.

A birthday is a time to honor, respect and celebrate a person's life. In our culture it is quite easy to lose touch with the true meaning of this special milestone. As parents, especially of young children, we have the wonderful opportunity to start new traditions that our children can carry on to another generation. We hope that these thoughts will help you to create a lovely birthday that will honor your child and stand up to your family's values.

Grade School

In the Grade School, more responsibility is placed with the students as they grow up through grade levels and developmental stages. Consequences for disrespect of school rules are designed to raise the student's awareness, aid reflection, and make amends in constructive ways. In some instance, a teacher may choose a limited time-out in the back of the classroom or in the hall immediately adjacent to the classroom.

Grades One through Five – Teachers support the children by developing healthy routines and habits with skill, imagination and warmth. When needed, students receive support and coaching to practice their emerging social skills. Behavior incidents are primarily managed directly by the teachers.

Upper School (Grades Six through Eight) – Students are expected to maintain and further develop the level of good behavior built in Grades One through Five. The unity of experience in the younger grades becomes differentiated as academic life grows in magnitude in the middle grades. School life then can be viewed as a mix of academic and behavioral opportunities for growth. As students reach the upper grades, they increasingly become full partners in their education and learn to take personal responsibility for their behavior and academic life.

Upper School students are expected to arrive at school fully prepared (completed homework and assignments, practice of musical instruments, and all necessary equipment), to demonstrate an appropriate degree of personal organization, to engage in all lessons and activities to the best of their abilities, and to take personal responsibility for understanding specific assignments and indications given by the teacher.

A student who comes to school unprepared for his or her lessons is asked to complete his or her missed or incomplete assignment during class time, lunch or recess time, or at home for the next school day. Each incident is recorded by the teacher in the class-specific Student Record Book held by each Class Teacher. When a student demonstrates a recurrent lack of seriousness in his or her preparation, teachers may bring the situation to the attention of the Dean of Education to initiate a Plan of Intervention.

Plan of Intervention

When a student's behavior or academic performance is of concern, a teacher may choose to request a Plan of Intervention. Plans of Intervention, held by the Dean of Education and/or the Executive Director, are designed to gain a deeper understanding of the student and to articulate specific expectations and desired outcome. Plans of Intervention include conversations with parents and teachers and, when necessary, therapists and physicians.

Monitoring of a Plan of Intervention determines whether a student continues to demonstrate and sustain sufficient improvement in the area of behavioral or academic concern, or whether

further steps need to be articulated for additional improvements. When improvements are clearly insufficient, a Plan of Intervention may include a period of focused observation (probation), or lead to the student's temporary suspension or permanent dismissal from school (expulsion). The decision to suspend or expel a child, with or without notice and/or the forfeiture of unused tuition, fees or deposits is made by the Executive Director, depending upon the circumstances.

TCWS Dress Expectations

Early Childhood

Your early childhood teachers provide you with a detailed list of recommendations and requests regarding clothing for indoor and outdoor play, below.

Kindergarten Gear

Children are most happy and successful when they are wearing the proper gear. We recommend the following gear:

Rain Coat and Pants/Overalls – Rubber rain gear is the longest lasting for our rainy climate. Rain gear that is labeled 'breathable' tends to lose its waterproof qualities after the first or second washing and rarely, if ever, lasts through the school year. It is also important to purchase a set that fits well. Rain gear that is ill-fitting will leak and wear out more quickly. Elastic cuffs are easy to get on, last longer and keep out the rain best. Please avoid rain pants with Velcro or snap closures at the cuffs as they fill with sand and can no longer be fastened.

Rain Hood – We recommend a hood rather than a rain hat, as hoods keep out water best and can fit a warm hat underneath if needed.

Rain Boots – Rain gear paired with proper boots keeps water out even in the extreme conditions of the Kindergarten (think jumping in deep puddles and rolling in the mud). A high boot is best.

Waterproof Mittens – Proper waterproof mittens with long cuffs are an essential part of your child's rain gear as well.

We cannot emphasize enough how important good rain gear is!

Indoor Shoes – The children wear their indoor shoes for our indoor activities. Our preference is for fitted wool-cuffed slippers or fleece slipper socks with a leather sole that provide support, are easy for children to put on and do not slip off during vigorous movement.

Please refer to your beginning of year letter for specific recommendations. Your child's class teacher can also be a great resource if you need further clothing help.

Grade School

We expect all grade school students to wear clothing and shoes which permit them to participate in a range of activities throughout the day (artistic courses, crafts, physical education, and recess). We ask that you provide clothing that supports the activities of that age. The needs of younger students differ in several important ways from those of upper grades students. Your Class Teacher will convey the requirements specific to each grade each year, as the students grow up.

General Requirements

Our requirements for school dress are based on considerations of health, warmth, neatness, cleanliness and respect. No statement of dress expectations will ever eliminate the need for judgment. Helping students develop good judgment about appropriate attire is part of our work as a school.

The recommendations below outline more specific indications:

- Students go outdoors for recess and Games Class even if it is raining, making it very important that all students keep their full raingear at school.
- Our weather is such that we ask students to come to school with layers, enabling them to stay warm when outdoors.
- Class Teachers, subject teachers, or teachers on recess duty may address a student's dress during the course of the school day, using their best individual judgment in the context of a specific activity or class.
- Students who are inappropriately dressed for school will be provided with adequate clothing for the day.

The school strives to create a healthy mood devoid of commercial or fashion concerns. Therefore we ask that students refrain from wearing the following:

- Clothing which includes commercial logos, media images, or slogans.
- Clothing that is torn or ripped, excessively baggy, tight, or revealing.
- Spaghetti straps, halter tops, visible undergarments, exposed mid-riffs and low-riding pants.
- Sports uniforms or uniform-type styles.
- Shorts and skirts shorter than three inches above the knee, even when worn with leggings.
- Piercings (other than one hole per ear), ear-stretching, tattoos.
- Make-up, dyed hair, gel, or hair spray, and nail polish (permitted in Grades 7 and 8 when natural looking)
- Dangling jewelry and earrings for safety reasons.
- Flip-flops or other types of unsecured shoes.

Special Clothing Requirements

Games Class – Students are asked to wear or bring clothing and footwear appropriate for movement class, such as athletic shoes and clothing that does not restrict movement.

Assemblies, Concerts, Festivals – Several times each year, the school gathers for special events and assemblies for which participating students need to dress in 'Concert Attire.' We request that students wear attire that is festive and tasteful. We no longer require a concert attire, which is unfamiliar to the children and an additional cost to families. All students are asked to wear flat, comfortable dress shoes unless otherwise indicated. Additionally, some school events invite a festive type of dress, such as the Rose Ceremony, graduation, or festivals. We will let you know well in advance when special occasion dress is invited or required.

TCWS School Dances

TCWS school dances are offered to currently enrolled TCWS students in Grade Seven and Eight, and to students of the same grades from other Waldorf schools.

Purpose

The purpose of TCWS dances is to provide students with a social event in a supervised, safe, and fun environment.

Scheduling

The Grades Seven and Eight dance may be scheduled once yearly.

Communication

School Dance Invitations

The sponsor of the dance – grade eight Class Teacher – invites his/her students and students in Grade Seven, six weeks prior to the event, both verbally and in writing via an email message through the TCWS office, to the parents of both classes, indicating:

- Time and date of event
- Location
- Request for chaperones (who are not class parents) if deemed necessary by the dance sponsor
- Copy of the dance protocol – behavior expectations

The sponsor of the dance invites students from other local Waldorf schools – Seattle Waldorf, Bright Water, Madrona Waldorf, Whidbey Island Waldorf – and Olympia Waldorf if deemed desirable by the Executive Director. Invitations are sent via email to the office AND the Class Teachers of Grades Seven and Eight, six weeks prior to the event and include:

- Time and date of event
- Location
- Request for chaperones – Class Teacher and x parents
- Copy of TCWS Dance Protocol Behavior Expectations

School Dance Reminders

The sponsor of the dance – Grade Eight Class Teacher – sends a written reminder to TCWS Grade Seven and 8 students and their families, AND to office and Class Teachers of local Waldorf schools via TCWS office, 3 weeks prior to the event, recapitulating the above information.

Dance Sponsor Responsibilities

The sponsor of the school dance is responsible for:

- Communication to students and local Waldorf schools as outlined above
- Presentation of school dance protocol to students
- Presence during the entire duration of the event
- Ensuring that the Class Teachers of other schools, as well as accompanying parents, be present for the duration of the event.
- Selection of the music in collaboration with the Dean of Education, or in his/her absence, the Executive Director. (The music chosen is in good taste, with lyrics appropriate for students of this age. The choice of music may be altered by attending adults if the lyrics are considered inappropriate. Students may bring CDs and make requests of the DJ. They however are not authorized to use the electronic equipment unless previously authorized by the DJ or dance sponsor.)
- The music is kept to a reasonable volume so as not to disturb neighbors.
- Ensure that the event is supervised by a minimum of three adult chaperones (who are not parents of students who attend these classes) approved by the teacher and/or the Dean of Education and Executive Director.
- Ensures that refreshments are provided by a group of volunteers (students and/or parents) who are allocated a budget for this purpose out of the class Activity Fees.

Additional Information

Guests are welcome to attend TCWS school dance with a one week advance written authorization from the dance sponsor, or other Class Teacher attending the event, with the approval of the Dean or Executive Director.

Students are asked to remain within the parameters specifically set up for the event, near the dance area and inside the building. Students may be outside the building if accompanied by a chaperone.

We highly value our students' experience of school dances as occasions of safe and respectful social interactions. In this spirit, sponsors or chaperones

The Family-School Partnership

are asked to intervene if they perceive students' interactions as inappropriate.

In the rare instance of inappropriate behavior, the sponsor or chaperone kindly reminds the student(s) of the agreed upon standards of social respect and personal boundaries. If warranted, the sponsor or chaperone may, at his or her own discretion and after consultation with the dance sponsor, choose to ask a student to leave the event. In this instance, the student is supervised by a chaperone outside of the dance until he or she is able to be brought home.

Parents who accompany students to the dance are kindly asked to honor the purpose of the event, and to simply drop the students at the event and pick them up at the assigned time, unless invited to stay by the dance sponsor for additional supervision if needed.

Guidelines for Chaperones

Dance chaperones assist in creating an environment that is safe, fun, and supportive of the students ease and well-being. By observing with minimal interference, a chaperone is able to kindly remind students of appropriate behavior and social and personal boundaries, bringing guidance only if needed.

- One chaperone is present in the dance area, hallway, and outside the building at all times.
- Chaperones shift areas of supervision every 30 minutes.
- Chaperones guide the students' behavior as discreetly and kindly as possible.
- Chaperones do not take part in the dance.
- Sponsors or other teachers are not chaperones, and supervise the dance in ways deemed suitable by them.

Our Students and Their Families

Families who choose the Three Cedars Waldorf School value a close cooperation between parents and teachers in the education of students and an age-appropriate learning methodology. They are open to the philosophical foundation of Waldorf education and interested in developing a supportive relationship with their child's teachers and with the school. They

understand and support the beneficial nature of rhythms and habits, and the natural alignment of the Waldorf curriculum in relation to child development.

These families view independent education as a choice and a priority, and are willing to work collaboratively with the school's teachers regarding their child's development and needs. They are open to and respect the value that the school places on the cultivation of physical, social, and emotional development in balance with intellectual capacities. In particular, families:

- Understand and implement the school's purposeful avoidance of electronic entertainment media in the lives of our younger students
- Appreciate the school's qualitative approach to assessment
- Understand and value the school's manner of supporting each child in working to high standards of achievement within the curriculum, while deliberately avoiding an approach of academic acceleration.
- Families are committed to fully understand TCWS' unique educational approach, and are open to active participation in a school community based on mutual respect, inquiry, and contribution.

Rhythm

As human beings, we experience rhythm in the yearly cycle of the seasons, the monthly passage of the moon, and the daily passage of the sun across our sky. Our physical bodies are attuned to the rhythm of our heart beat and our breath. Children are very sensitive to life rhythms and thrive in the dependable and rhythmical unfolding of daily life. Continuity and routine give children a deep sense of security and largely contribute to their sense of well-being. We strongly recommend a calm and orderly morning and evening routine which support the children's alert and positive participation in school activities. Many families create a regular nightly routine of story, song, or quiet conversation supportive of the transition into the important period of sleep. These routines evolve as children journey through the grades – yet we continue to find that a steady and predictable rhythm to the day is a strong foundation for children of all ages.

The Family-School Partnership

Early Childhood – Sleep and Warmth

As the golden light of autumn fades and the days grow shorter and colder, school begins and it is time to turn toward the warmth of our homes and inner lives. This is the time of year when nature turns inward, and we need to take this as a hint to do likewise. The sun retreats, the weather grows cold and we naturally look forward to the warmth of Thanksgiving and Winter Festivals. Our impulse is to curl up by the hearth to keep off the chill and absorb the warmth of family and friends. Our warm and cozy beds are beckoning us to linger just a little longer every morning. All of nature encourages us to slow down, rest, and enter into our inner life. In this day and age, if we do not go into the dark time of the year with this intention, it is all too easy to be pulled away from what our bodies instinctively want to do.

Children are particularly sensitive to the changes of the seasons and the chill in the air. In order for our children to form a proper relationship to their bodies and live right down into their fingertips and toes, it is important to keep them warm. A child's energy is ideally used for growth; to form and develop organs such as the brain, heart and lungs. If a child is not dressed warmly enough, this energy will instead be used to keep him or her warm. Keeping your child warm will also help boost his or her immunity. Young children do not always understand what proper attire is; they are still learning about what it means to be comfortable in their bodies. They may not realize that they are cold. As parents and teachers, we often need to tell children what to wear rather than ask them what they prefer. Layering clothing and identifying when a layer needs to be added or removed can ensure that the children do not get too cold or too hot. When choosing layers for your child keep in mind that natural fibers such as wool and silk keep the body warm while allowing it to breathe and wick away moisture. Keeping the children's bodies comfortable throughout the day leaves them free to connect with life and nature in a healthy way.

There is another way to create warmth in your child's life. There is no coincidence that this is the time of the year when root vegetables, squash and dark leafy greens become abundant. Hot soups and rich stews taste especially good now. These nourishing foods

help our bodies to sustain warmth during this cold, dark time. Involving children in cooking activities is warming as well. Children are often willing to try unfamiliar foods if they have taken part in the process of cooking them.

One of the ways we can experience our inner lives at this time of year is through sleep. Sleep is the time when our spirits can leave the physical confines of our bodies to explore the spiritual world. The longer nights of the dark time of the year are conducive to spending more time in bed and sleeping. Sleep is refreshing and restorative because it is the time when we process the day's sense perceptions, and our bodies have time to cleanse. The most restorative sleep occurs before midnight. By early morning, the liver begins its cleansing period and sleep is not as nourishing. Children need more sleep than adults; a child of 6 needs about 12 hours of sleep every 24 hours. Also, children are easily over-stimulated and require rest times during the day. In our Kindergartens, there is a brief rest time mid-morning following circle time. Ideally, a rest time after the Kindergarten day will allow each child to process his or her busy morning and stay cheerful right up until bedtime. These daytime rests allow a child to let go of their stimulation and relax back into the rhythm of the day.

Making sure your children are dressed warmly and well rested is the best way to keep them comfortable, healthy and happy this time of year. The best news is that it works for grown-ups too! In addition to being well rested, it is important for a child to start the school day in a calm and reflective manner. Parents should be sure their children are up early enough to allow time for their child to complete the early morning routing without being rushed.

Religion

The educational philosophy of the Three Cedars Waldorf School is based in Anthroposophy, a set of views put forth by Rudolf Steiner (1861–1925). We welcome children of all cultural and religious backgrounds, view each child as a spiritual being, and acknowledge that there is more to the world than what we are able to see. Thus, it is with a strong feeling of reverence that we strive to educate children towards individual freedom and responsibility.

The Family-School Partnership

Our students and faculty come from a broad spectrum of western and eastern religious traditions and interests. Our school is not part of any church nor does it espouse any particular religious doctrine, yet we seek to bring about an appreciation and understanding of world cultures and religions. While religion is not taught in the classroom, parents and students will see evidence of the school's spiritual inclination in our choice of material such as the verses that the children recite at the beginning of each school day, stories, some of the artistic images displayed in the buildings, and in our festival life. This inclination is not limited to stories and festivals. Everything we do in support of our mission as a Waldorf school is imbued with this spiritual view.

Anthroposophy

'Anthroposophy is a path of knowledge aiming to guide the spiritual element in the human being to the spiritual in the universe.' ~Rudolf Steiner

Anthroposophy is a human oriented spiritual philosophy that reflects and speaks to the basic deep spiritual questions of humanity, to our basic artistic needs, to the need to relate to the world out of a scientific attitude of mind, and to the need to develop a relation to the world in complete freedom and based on completely individual judgments and decisions.

Anthroposophy was mainly developed by Rudolf Steiner (1861–1925) at the end of the 19th and the beginning of the 20th century. It strives to bridge the clefts that have developed since the Middle Ages between the three main areas of human culture – sciences, arts, and religious strivings – and build the foundation for their synthesis in the future.

Anthroposophy also strives to nurture the life of the soul in the individual and in human society, to nurture the respect for and interest in other people on a purely human basis independently of their origin and views. It lives as applied – or practical – anthroposophy in various 'daughter movements.' The most developed of these movements are biodynamic farming, Waldorf schools, anthroposophical curative education, and anthroposophical medicine.

The central organization for the cultivation of Anthroposophy is the School of Spiritual Science located at the Goetheanum in Dornach, Switzerland.

TCWS Approach to Media

Media

Since the creation of the first Waldorf school in 1919 society has evolved very rapidly, thanks to the many advances in science and technology which we enjoy today. Yet technology and electronic media are a very recent addition to the human experience, and their impact on the development of children has not yet been completely assessed and understood. Waldorf schools, on the ground of the profound understanding of child development combined with decades of observation and experience, universally choose to keep electronic media at a distance. In addition to reserving the classroom use of computers and recorded sounds and images for the high school years, our strong advocacy for a media-free childhood places Waldorf education and our school in an anachronistic position which deserves further elaboration.

Effects of Media

Television and movies increasingly provide quality entertainment and informative content, and internet, email, and online social networks can be attractive and convenient improvements to our modern lives. They also bring a degree of awareness of the world which our school feels children should be introduced to cautiously, and within the context of strong parental guidance. Perhaps more importantly than content, and particularly for young children, the use of electronic media and its impact on the physical, cognitive, and spiritual development of children is of primary concern to us.

The passivity inherent in watching television, playing video games, or listening to recorded music is increasingly recognized by educators, parents, and the medical profession as counterproductive to our children's learning process and of their balanced development. The fast-paced and fragmented nature of the screen offerings hinders the cultivation of concentration and imagination. Beyond their now well-known negative effects – child obesity, desensitization to violence and stereotypes, vulnerability to commercial messages – electronic media negatively alter the child's perception of reality. Young children need direct interactions with parents and caregivers as a basis for healthy brain growth and

The Family-School Partnership

the development of appropriate social, emotional, and cognitive skills. As the child gets older, direct, hands-on interactions with other human beings, the environment, and with nature remain critical to their well-being. The passive consumption of electronic media does not support these connections, which our school considers to be essential for healthy development.

School Recommendation

We continue to find that students who are repeatedly exposed to electronic media – through television, recorded music, computer use, phones, and all other ‘things with screens’ – are robbed of the experience of deep listening, observation, and full engagement essential to our classroom life and social development. We recognize that our school’s approach in this area can be demanding for some families, and that a time of transition and adaptation is often necessary for children and parents alike. We are committed to working closely with parents throughout their child’s education by providing articles, presentations, and discussions on these topics to further our shared understanding of our children’s deepest needs in this age of electronics, technology, and information. The specific requests for different age groups included below form the basis of the school’s regular conversations with parents on this topic, conveyed primarily by teachers in the context of Parent Evenings and Parent-Teacher conferences, and class agreements. Additionally, when from our perspective the use of media negatively impacts a student’s learning and social life, we may choose to draft a student-specific ‘plan of intervention’, specifically articulating the school’s recommendations and desired outcome so as to more effectively guide parents and student(s) towards the ‘unplugged’ lifestyle most supportive of their significant investment in Waldorf education.

Screen Media and Kindergarten

As Early Childhood Educators we work with children at the foundation of their educational process, creating truth, beauty, and goodness that will extend into the whole of their formative years in school. We believe that as a socially inclusive community we can allow the children to grow into these realities for themselves and others over time. In the early years

we are especially concerned with developing skills in play and imagination. In our observations over the years we have found it challenging for the children to move freely within their imagination when exposed to screen media. As you are familiarizing yourself with the handbook policies to prepare for the coming year, you may be interested in these further observations of how we see media affect the Kindergarten classes.

Intellectual Impact – At this delicate early stage of life children have the gifts of dreaminess and wonder. Screen media is very awakening to the thinking. Learning facts and having pictures given to them of things that would have lived in the imagination can be a burden to children.

What children experience on the screen is limited in that it only affects two senses, hearing and sight. Experiences not limited to the screen have the richness of multiple sense impressions giving the child a much more broad and experiential picture. An object that is only seen and perhaps heard on the screen can be felt, seen, heard, tasted and smelled in person. It is experienced deeply in the body leaving strong sense impressions.

Media also limits a child’s picturing abilities. Children who have seen movies of oral stories that are told in class (even throughout the grades) already have a fixed image of it in their mind and are not free to imagine it in their own way.

Physical Impact – Children who are exposed to screen media tend to imitate aggressive, violent and/or inappropriate gestures that they have seen on the screen which are often scary to other children.

Verbal Impact – Children who are exposed to screen media often have a need to talk about it as part of their own processing. They also often imitate noises and speech that they have heard on the screen. This can be very disruptive in a classroom setting and can be upsetting to other children who have no context for such speech and noise making.

Social Impact – The social realm is where media has the biggest impact on a class and the whole community. Because of their limited imaginative play and their need to play and talk about their experiences

The Family-School Partnership

of media, children who have been exposed to screen media often are limited in their social circle. They find themselves unable to play with children who cannot reference the same media in their play. Their play thus becomes fixed and exclusive.

Competitiveness often arises as the children compare their media exposure to others. ('Have you seen...?' 'No, I'm not big enough.' 'Well, I am.')

Children who have been protected from screen media often bring home media related information from their friends. These children sometimes begin asking for screen media at home. This often is upsetting to the parents who have been working to limit exposure.

Some parents begin to feel unsafe about their child having play dates at homes where their values around media are not shared. Parents wonder, 'Will my child be exposed?'

Though we do not have a 'no TV-talk' rule at school, we do sometimes have to redirect media play because of its inappropriateness. Some of the children in class have gotten the message (from siblings and peers perhaps) that TV-talk is not okay at school. Therefore, children who do use screen media sometimes hide their talk and play from the teachers and friends. They have a deep need to talk and play about their media experiences and at the same time feel bad doing it. This is not only uncomfortable for the child but has an undermining effect on the student/teacher relationship.

Though we know that you each have the freedom to make choices about media in your own home, the teachers in the early childhood program at Three Cedars do wish for your child to remain protected from screen media until after his/her nine-year change. The choices you make regarding screen media will have a profound impact on your individual child and on their class at school. We hope these observations will help you to in making choices around media in your own home.

Early Childhood and Grades One through Five

Our early childhood programs are steeped in meaningful imaginative play, while our grade school programs greatly rely on the capacity for imagination

and empathy. As parents of young children, we strongly recommend that you resist the convenience of television, movies, video games, and computer games, and involve your children in a daily routine including as much meaningful play and activities as possible. Many families find that the complete elimination of electronic media greatly enhances the quality of their home-life and relationships. We fully endorse this approach as the most consistent with your choice of Waldorf education. As a cohesive and supportive complement to our pedagogical work with your children, we request that you completely eliminate exposure to media for students in Preschool through Grade Five.

Grades Six through Eight

As students' physical and emotional development is well underway, the impact of electronic media increasingly lies in the area of social and spiritual development. We recognize the benefits of an occasional television or movie viewing for students of this age, both in the development of their awareness and understanding of the world, and in the quality of conversations that follows. We view the use of electronic media at this age in the context of the development of the cognitive capacities of our students, and aim at guiding our students towards an increased degree of discernment and understanding of electronic media as a resource and a tool, rather than as a cultural authority or for sheer entertainment.

The social development that takes place in the context of a Waldorf classroom and school is such that we view the potential benefits of electronic social networking as minimal. We recommend that students not be permitted to engage in electronic social networking until their high school years, and that the viewing of movies and television programs be carefully selected and limited so as to not hinder the students' artistic, physical, and academic engagement. ***We request that you eliminate exposure to electronic media during the weeks when school is in session.***

High School

Our students may choose to continue their Waldorf education in the high school years by joining the Seattle Waldorf High School, where television, movies, and computers are integrated in the curriculum as

The Family-School Partnership

one of many resources available for comprehensive research and study. The high school provides each student with an email account, and makes use of the effective tools provided by computers and the internet. At this stage, students are eager to be active participants in society, and the high school views the introduction of electronic media as an enhancement to their studies and a necessary step towards the mastery of the tools of our age. The use of electronic media in the classrooms is occasional, as the curriculum is largely presented by the teachers through direct engagement with their students. The high school continues to guide the students towards an understanding of electronic media as a resource rather than an authority, and strongly recommend that parents supervise their student closely in their use of email and social network, and their choice of entertainment media through open conversations and clear family guidelines, and that parents limit exposure to media on school days so as to support their student's full engagement in school work and activities.

An Invitation to Participate in Our Ongoing Conversation

Your regard for the well-being of your child has led you to choose a Waldorf school for his or her education and for a community supportive of your family values. We greatly value your commitment and your concerns for your child's social integration and for ensuring that he or she is well prepared for higher education and the adult world. The pressures of the world of electronic media acting on our children and families are strong and sustained. Our children continue to be the targeted focus of marketing and commercial campaigns which can lead us to question our own personal or collective observations and wisdom, despite mounting evidence of the harmful effects of electronic media exposure for young children. We invite you to join us in becoming an active participant in the conversation about media, and to be in touch with your child's teachers as well as the school's director, to further our shared understanding of this ever-prevalent element in today's culture and society.

Further Reading

Marie Winn – *The Plug-In Drug, Unplugging the Plug-In Drug*

Martin Large – *Who's Bringing them Up? Television and Child Development*

Jerry Mander – *Four Arguments for the Elimination of Television*

Neil Postman – *The Disappearance of Childhood, Amusing Ourselves to Death*

David Elkind – *Miseducation, The Hurried Child*

Dr. Jane M. Healy – *Endangered Minds: Why our Children Can't Think, Your Child's Growing Mind, The Future Does Not Compute*

Joseph C. Pearce – *Evolution's End*

Wendell Berry – *The Gilt of Good Hand*

Our Approach to Sex Education

Children soon reach the age when they bring increasingly pointed questions related to their development, including those related to matters of sex. Many parents ask their child(ren)'s teachers for guidance on how to discuss this topic with their children in ways that are aligned with their choice for Waldorf Education.

This particular topic is heightened by the degree of intimacy brought by each adult's personal values: moral and spiritual considerations, our own personal history, the culture of our families, friends, and the society we live in. In the context of our school's cultural and religious diversity, we believe we can best support families by leaving them to hold the teaching of this topic to the fullest extent, in ways that are aligned with their own personal values.

Historically, Waldorf Schools have introduced this topic in earnest in the middle school, in the context of human biology main lesson, and with much emphasis on human relationships. This approach and timing make sense from a number of perspectives, particularly that of the children's emotional ability to integrate the complexity of these concepts. Prior to that time, your child(ren)'s teacher will gladly discuss this topic with you in Parent Teacher conferences,

The Family-School Partnership

focused on your individual child, and consider with you how to respond appropriately, how to choose the right combination of straightforward information and sensitivity for the children's developing soul life, and how respect for the students' unfolding lies both in how the information is delivered as in what information is brought.

These individual conversations, as well as the school's recommendations, are based on the following considerations:

- Our culture is one of high exposure: children have ready access to much information at increasingly early ages. We recommend that you choose a cohesive perspective and approach to sensitively guide your children in this area, in integrity with their development and in full respect of their individuality.
- One of the foundation of our pedagogical approach is the view that the world is good. We wish for children to be acquainted with sex education in ways that nurture their experience of this principle rather than 'prepare them for the worse that can happen' and that it is crucial to consider specific context rather than generalizations.
- Children have access to much information through their use of media, supervised or not. We strongly recommend that you read our Media Policy once again, which while apparently stringent, was designed exclusively with the protection of the children in mind.
- We recommend holding the question of sex education as important, but not urgent. It is fine to tell a child that you think they are still a bit too young to go into details, or that these are important questions and that you want to find out the best ways to answer, which is why you will be waiting a bit longer while you are getting further educated.
- We recommend that you seek guidance on how to discuss sex education with your child(ren) in ways that are aligned with your family's values, whether cultural or religious/spiritual. There are a few Waldorf specific resources available which we recommend. While geared towards adolescence (middle school), they provide excellent guidance: www.waldorfbooks.com/waldorf-education/adolescence

To support a shared understanding of our approach, we will host Adult Education events focused on this topic, delivered by professionals who share our perspective on child development. These evening presentations will be part of our Adult Education series.

Snacks and Lunches

Children need regular and nutritious food well into their teenage years. Good food is an indispensable element of a successful school day. While our early childhood program provides lunch and snacks for those students who stay for the full-day program, and while our after-school care program provides a snack for our grade school students, it is essential that you provide your children with sufficient food – snacks and lunches – to last them through the day.

A substantial breakfast every morning before coming to school is absolutely necessary for the well-being of your child, and for the productive and pleasant unfolding of their day. As you pack your child's snack and lunch food (or, as they prepare their food themselves as they grow older), we strongly recommend that you eliminate highly processed foods and food containing significant amounts of refined sugar and other food additives, including artificial sweeteners, colorings, flavorings, preservatives and any substance that your child is sensitive to. We continue to find that the intake of sugar and other additives interferes with the students' concentration and engagement, impacting their experience in unproductive ways. Your early childhood teachers and Class Teachers will address this important topic in their direct communication with you.

Students eat their snacks and lunches in their classrooms.

School Supplies

Our school is attentive to beauty and to high quality in our physical tools and surroundings. We select our school supplies carefully from materials designed specifically for Waldorf schools. All of our school supplies in preschool through grade eight, including high quality beeswax crayons, colored pencils and fountain pens, morning lesson books and painting supplies, are provided by the school.

The Family-School Partnership

Musical Instruments

Our school provides pentatonic flutes to all students in grade one. As students take up a stringed instrument in grade four, we ask that families provide their child with their personal instrument (either owned or rented), for which the students are responsible. Taking care of their instrument is an essential part of the student's musical experience. Our Strings teacher will inform you or his or her preferred vendor.

While younger students may need frequent reminders to take their instruments to and from school, older students are expected to take full responsibility for their musical education, and to bring their musical instrument for each music class. They are responsible for taking their instruments home with them for their 15 minutes daily practice session. The students' efforts in this regard are reflected in their music class reports.

Homework

The approach to homework at Three Cedars Waldorf School is gradual and regarded as an opportunity for the students to further develop their sense of responsibility, organizational skills, and good working habits. Assignments are designed to further develop a solid sense of ownership of one's work and pride in learning.

Homework is assigned by the teachers so as to foster the students' meaningful relationship with individual work. As students move through the grades and their homework assignments increase, teachers pay close attention to ensuring that homework assignments are manageable and provide the students with an experience of successful achievement.

Preschool and Kindergarten

Homework is not part of the early childhood curriculum. Instead, we encourage parents to give children ample time to play indoors and outdoors to support the children's healthy development. We recommend a predictable daily routine at home, and a relaxed perspective regarding academic learning in the early years. We continue to observe that a slow nurturing of a child's interest in the alphabet once the child has shown a persistent interest is the approach most conducive to a balanced and steady love of academic learning.

Early Grades

In grades one through three, all skill practice work takes place during the school day, and no additional work is given to be completed at home. However, students often choose to reproduce work they have done during the day at home. This kind of 'homework' is a direct result of the enthusiasm students feel for their lessons. This experience of self-directed work based on love for one's work is the foundation of our general approach to homework.

Grades Four and Five

In grades four and five, homework assignments are a direct continuation of the work done in class, and may include the completion of work done in morning lesson books, math practice, or reading of a book in preparation for a short oral presentation. The amount of time students are expected to spend on homework is not extensive. At this stage, the aim of homework assignments is to give students an experience of completion and promptness, and to establish a bridge between school life and home life. When assigned, homework generally takes between 10 and 20 minutes to complete. Additionally, a daily 15-minute practice of their musical instrument is required.

Upper Grades

While the approach to homework in upper grades is similar to that of the earlier grades, the assignments increase both in scope and regularity. Morning Lesson books are becoming increasingly more individualized, and students may be required to complete pages in these books. Often, upper grades students will wish, on their own accord, to further develop the quality of their work in their morning lesson books. Additionally, regular math and World languages exercises are assigned to foster the regular practice of new concepts. Depending on the students, homework may take from 30 to 60 minutes to complete, when assigned. Additionally, a daily 15 to 20 minutes practice of their musical instrument is required.

Grading

Letter grades for student work are not assigned at Three Cedars Waldorf School. The nature and style of delivery of the curriculum, combined with a high degree of individual attention allow for a qualitative

The Family-School Partnership

approach to assessment, reported with an increasing frequency as students move through the grades. Waldorf education is concerned with the whole, individual child as a developing human being. For this reason, our school also chooses not to rely on standardized testing as an evaluation tool.

In reporting to parents, we aim to give each teacher the latitude he or she needs to best assess the students' progress in the context of their particular subject. Our school uses a combination of a narrative class description, a grid reflecting a particular skill set articulated on the report by that teacher, and individualized comments regarding each student. It is important to emphasize that on such a grid, the student is measured in relation to his or her individual abilities, rather than against a class average or a pre-assigned standard of performance.

TCWS does not include letter grades in transcripts for students in grades one through eight. If a record of student grades is requested for any reason, an explanatory letter written by the school's Director accompanies the school records, articulating our approach to evaluating student work.

Teacher-Parent Partnership

Waldorf education is rooted in a deep understanding of child development and of community building. Sharing our understanding of each child's development

is instrumental to a healthy and open relationship with each family and to the continued building of our school community, central to our mission.

Parents entrust us with one of the most fundamental aspects of their children's lives, and through their trust enable us to fulfill our mission as a Waldorf school. We are committed to nurturing a culture of open, authentic, and regular communication with our students and their parents, designed to deepen mutual understanding and trust in our partnership.

Communication with Parents

Communication is a fundamental element in the ongoing creation and cultivation of our school community. To serve the purpose of a well-connected and well-informed school community, TCWS utilizes in-person communications, such as regular parent meetings, parent-teacher conferences, ad-hoc meetings and phone conversations, as well as electronic communications such as emails, regular email newsletters and magazines, our website, and online calendar. While we use email and electronic newsletters and magazines to conserve resources, we do provide printed copies of Renewal Magazine, and have printed copies of our bi-weekly newsletter available at the reception.

Email Communication

To keep parents up-to-date with current events, we primarily use class specific emails and our bi-weekly

Tips to help speed your email request along:

Facts	Double check all facts – location, time, duration, participants, cost, etc.	
Edit	Edit for spelling and grammar	
Links	Verify all web links to ensure they are live and accurate	
Review	Inquire with Class Parent and Teacher regarding other information to be communicated in near future (other events, requests, info) to combine and limit the number of emails to parents	
Subject Line	Give a suggestion for what it should be (The subject line is very important – the reader quickly chooses if the email is worth reading just from glancing at the subject line.)	
Header Section	Information Needed:	Sample Header Section:
	To whom is this message addressed?	To: Grade 8 Parents
	Who is sending this message?	From: Martina Rose
	Who needs to be contacted about the topic of the email?	Reply to: mrose@server.com
Timing	Indicate whether the message should go out at a particular time. For example: "two days before the Shepherds Play" or "send reminder this coming Friday"	

The Family-School Partnership

Newsletter. Our goal is to distribute information that is factually accurate, clear, timely, and relevant, and to ensure that the flow of information is consistent, predictable, and at a manageable volume.

Class Activity-Specific Email

Class activity-specific emails with reminders and details for class events, requests for help, and sign-up information are routed through the office, since the school database holds the most current email addresses for our community, which helps avoid families missing out on crucial information. The office also has access to the most up-to-date events calendar, which helps avoid double bookings and other conflicts before announcements are sent out to classes or the community at large.

For information that needs to go out to groups in our community, simply send an email to emailrequest@threecedarswaldorf.org. Our goal is to send messages out on the same business day they were received, but we may need up to 48 hours to clear up all of the details. As with everything else, it helps to plan ahead.

Regular Email Letter

Early childhood and grade school parents can look forward to a regular email letter from their Class Teacher, which may include a report from the teacher on what is currently being taught and what is expected of the students, how the students are doing, stories from the classroom, and upcoming dates for events, field trips, requests for help. Some Class Coordinators may choose to send regular email updates to their class parents, in coordination with the Class Teacher.

Email Newsletter

The Newsletter brings you information about school-wide news and events as well as news geared to specific groups (for example, early childhood families), and classifieds. You are welcome to send submissions to the editor via email to newsletter@threecedarswaldorf.org. The Newsletter is published monthly. The school also emails a reminder of the upcoming calendar of events every two weeks.

Online Calendar

The school's calendar of events is posted on the TCWS website, listing important and interesting events for

the whole community. The calendar shows ALL of the events for all of the grades as well as 'Adults Only' events, and you can use the calendar tools to fine-tune the information that is visible to you. We also send parents a bi – weekly email of the calendar.

Emergency and Snow Day Communications

TCWS utilizes a system of automated phone calls and emails (Blackboard Connect) to notify parents, faculty, staff of school closures and other emergencies in a timely and reliable manner, and to give updates as needed. Our school website may be updated to reflect emergency information if needed and possible.

In addition, school closures are also announced via SchoolReport.org posting, which is picked up by local media, for broadcast on TV and radio.

Class and Student Communication

Parents are kept informed of their child(ren)'s development and progress in class through:

Beginning of Year Letter

In late August the administration sends a yearly Beginning of Year Letter to the parents, welcoming them to the new school year which includes general information for the upcoming school year, introduction of new staff and faculty members, and reminders of important upcoming events. In addition to this school letter, preschool, Kindergarten, and Class Teachers each write a personalized welcome letter to their class.

Individual Conversations

Regular in-person and phone conversations form the foundation of our school's relationship with families.

In-person communication is by far the most effective and preferred way to convey appreciation and concerns about students. For example, a brief conversation at pick-up time for the early childhood and grade school is often all that is needed to address small concerns, or to keep parents current on their child's progress. Alternatively, a phone conversation can be substituted when more convenient. Teachers take care to avoid discussing confidential or sensitive information in the presence of children or other parents.

The sharing of appreciation for the student, his or her family, and the faculty is highly valued by all, and greatly contributes to the nurturing of our school community through personal interactions.

The Family-School Partnership

When a faculty member is concerned by a student's behavior or performance, parents in the grade school are called immediately and kept thoroughly informed of the teacher(s)'s observations and the student's progress.

When a student is sent to the office by a faculty member, the administrative staff contact the parent(s) immediately and inform them that the faculty member who sent the student to the office will contact them by phone on the same evening.

Parent Evenings

Parents' participation in school life is a cornerstone of Waldorf education. The purpose of TCWS parent evenings is to foster a sense of community for and with parents, and to provide you with a context within which to deepen understanding of the children's experience in the class. Parent evenings take place at regular intervals, three times per year in addition to Back to School Nights. As parent evenings are vital to the cohesion of a class, the school expects parents to attend all scheduled parent evenings.

Examples of Topics Discussed at Parent Evenings

Preschool – Parenting, festivals, media, discipline

Kindergarten – Parenting, festivals, media, discipline

Grade One – Media, reading and math, rhythm, sleep, nutrition, warmth and clothing

Grade Two – Second grade assessment, nine-year change (toward the end of grade two), media

Grade Three – Nine-year change, media

Grade Four – Fractions, Norse myths (why we teach these now) End of nine-year change, media

Grade Five – Twelve-year change, middle of childhood, internet use, media

Grade Six – Twelve-year change continued again and again, social grouping, parties, gender, media

Grades Seven and Eight – How we work with adolescents, parental guidance, parties, media

Parent-Teacher Conferences

Conferences are a very special time focused on the child, and are conducted by early childhood and class teachers. They offer opportunities to view

the student's work and learn about their social connections and academic progress, and discuss any concerns.

Written Reports

The purpose of written reports is to give an accurate picture of the students' progress to the parents. The frequency and depth of reports increases as students move through the grades. Reports include narratives and skills charts that are progressively more specific according to the grade level and subject. We allow a high level of diversity in reporting between the grades and the subjects. We aim at giving each teacher the latitude he or she needs to best assess the students' progress in the context of a particular subject.

Reports are only a summary of ongoing communication with parents. They do not replace in-person conversations or phone calls, and do not contain any information not previously known to the parents and the students.

Reports are prepared online using electronic reports. This reporting system allows for a timely delivery of reports and ready access to past and current reports by families, and eliminates the time – consuming, error prone 'cut-and-paste' approach, while saving resources.

Early Childhood

End of Year Reports – Parents receive a year-end report in the first week of July, released by the administration. Reports must be entered by teachers no later than the Tuesday following June review week. In addition, the progress of our younger students is shared with parents throughout the school year. Notes about each child are taken throughout the early childhood years and are shared with grade school teachers when the students enter first grade, as a way to further present each child's uniqueness to the new group of teachers.

Grades One through Five

End of Year Reports – Parents receive a year-end report in the first week of July, released by the administration. Reports must be entered by teachers no later than the Tuesday following June review week. Reports include the Class Teacher and the Subject Teachers' narrative reports and skills grid.

The Family-School Partnership

Grade Six and Seven

Block Reports – No later than 10 days following the completion of each Morning Lesson block, students receive their corrected Morning lesson book accompanied by two copies of a written Block Report. Students bring the reports to their parents, who keep a copy for their personal records and return a signed copy to the teacher who submits a copy to the office for the students' files. They are communication tools between the teacher(s), the students, and the families.

End of Year Reports – Parents receive a year-end report in the first full week of July, released by the office. Reports must be entered by teachers no later than the Tuesday following June review week. Reports include the Class Teacher and the Subject Teachers' narrative reports and skills grid.

Grade Eight

Block Reports – No later than 10 days following the completion of each Morning Lesson, students receive their corrected Morning Lesson book accompanied by two copies of a written Block Report. Students bring the reports to their parents, who keep a copy for their personal records and return a signed copy to the teacher, who submits a copy to the office for the students' files. They are communication tools between the teacher(s), the students, and the families.

End of Year Reports (subjects, evaluation, 'image') – Parents receive a year-end report in the first full week of July, released by the administration. Reports must be entered by teachers and reviewed by administrative staff prior to sending to parents. Reports include Subject Teachers' reports (narrative and skills grid) and the Grade Eight June Evaluation (see below). In addition, parents and students are gifted with the 'image' the Grade Eight Class Teacher presents the students with at the Grade Eight Graduation Ceremony.

Grade Eight Evaluations – Grade Eight students need a record of achievements to submit as part of their high school applications when needed, called the Grade Eight Evaluation. This evaluation serves as transcript for that purpose. The Class Teacher submits this report twice: on the first Friday following the return from Winter Break, and no later than the Tuesday following June review week.

Transcripts: Grade Eight

Transcripts for Grade Eight students' application for high school are sent by the office and include the following elements:

- Paper copy of Morning Lesson block reports for the years indicated in the transcript request (typically Grade Eight and Seven, and sometimes Grade Six). These block reports are sent home at the end of each Morning Lesson block, with a request for a parent signature. Block reports are not available electronically. Copies of block reports are kept in the office for the purpose of transcripts.
- End of Year Reports for the years indicated on the transcript request, typically Grade Seven and/or Grade Six.
- Grade Eight Evaluations – Paper copies, one for student, one for office/student file
- Subject Reports – Mid-Year Reports available electronically
- Attendance Reports – Available electronically
- TCWS Grade School Profile – Paper copies.

Classroom Visits

As valued and essential partners in Waldorf education, parents of students in all grades are welcome to visit lessons. Elementary school teachers periodically offer classroom visits for parents of children in their class, either during regular class time or for special events, which you are invited to join. Eager to preserve a predictable learning environment for our students, we do not generally open our classrooms to individual visitors. However, it is possible to arrange an individual classroom visit with your child's teacher in exceptional circumstances.

In such an instance we ask that you request a classroom visit at least 72 hours in advance, and for your openness and understanding if a teacher asks that a visit be postponed. Such a request comes from a concern for the well-being and stability of the class. We ask that you prepare for a classroom visit by being ready in the class 10 minutes prior to the beginning of the lesson, and that you remain for the entire lesson. Questions and observations relative to your visit of the class should be brought to the teacher privately (not in front of the children), and we kindly ask that

Support Three Cedars Waldorf School

you refrain from sharing your observations of students and the class with other parents or teachers, as a courteous gesture of respect for privacy.

Many parents are interested to learn more about the school, beyond their own child's classroom experience. If such is the case for you, please consider joining one of our regularly scheduled tours. Check our web calendar or call to inquire about dates. We kindly ask that you let us know if you do plan to attend, so we can be prepared to welcome you. Tours are led by our Admissions Office staff, and include visits to several classes in session, as well as an opportunity for follow-up questions and discussion.

Home Visits

Teachers in our early childhood and elementary school highly value the opportunity to see your child in his or her home environment, and appreciate the opportunity to meet you as a family together in a home visit. Home visits are arranged by your child's teacher within a few weeks of your child joining his or her class. Please feel free to request additional home visits as busy lives and circumstances permit.

Supporting Three Cedars

Like other independent schools, Three Cedars Waldorf School relies on volunteers and charitable gifts from current and past families, alumni, faculty, and many other friends in the community to sustain our programs and our future. Your gifts enable us to offer a healthy academic and artistic curriculum taught by passionate teachers, provide financial aid, and fulfill our mission.

The Development Office is responsible for all fund raising at our school, including Annual Fund, Fundraising event(s), and Scrip program(s).

Annual Fund

Consider the many gifts of a conscious education – young people prepared to meet the challenges of a new century; a generation educated with confidence in their own unique gifts and creative capacities, who take responsibility for the environment out of long-lasting intimacy with nature; people connect to the world from understanding the richness of human history and culture, and who have a vibrant social interest in others and all their endeavors through a quickened curiosity.

Since its founding moments, Three Cedars Waldorf School continues to thrive thanks to the gifts of parents, teachers, staff and friends who value this education for the future. Please join our rich tradition of giving.

Scrip Programs: Shop Smart!

Receipt programs are an easy way to support TCWS every day. Each time you buy groceries, go to the movies, or buy a cup of coffee, you could be supporting our school! It's very easy. Simply register with each program and use it when you shop. For instructions on Scrip sign-up, visit the 'Support TCWS' page of our website.

PCC Scrip

A wholesome and simple way to raise funds – TCWS receives 5% of the amount of your purchase at PCC Natural Markets when you use your PCC Scrip card or key tag to pay for your groceries.

eScrip.com

TCWS earns when you shop from the convenience of your home or office! You'll find more than 800 stores through eScrip to support TCWS.

Volunteering

Volunteers are the life blood of our school community. Whether you volunteer in the context of your child's class by driving students on field trips, helping with class projects, sewing costumes or bringing flowers, or as a community member by gifting your time and talents to our festivals and events, your volunteer contribution is a key ingredient of our community life. While teachers and administrative staff members hold our school's educational mission, parent volunteers create and sustain our community life without which our Waldorf school would become a shadow of itself.

Our school does not make a specific requirement for volunteer hours. Since the school opened, our parents have volunteered extensively to create a vibrant social and community life. We feel that it is best to leave volunteerism in the spirit of initiative and gifting, and accept your generous volunteering as an expression of your appreciation for the school and your child's and family's experience.

Support Three Cedars Waldorf School

As a parent, you will be invited to volunteer on numerous occasions during the school year, by other parents who spearhead projects such as our Michaelmas Harvest celebration, May Faire, and class events such as plays and field trips – and the success of these events entirely depends upon our parents' degree of involvement.

TCWS Requirements for Volunteers Working With Students

Two Types of Clearance

Background Check

- Included as part of the Volunteer Background Inquiry Form, available at the front office.
- Form must be completed each school year
- Turnaround time is approximately one week

Fingerprinting

- Pick up information/application packet from the front office (TCWS covers the \$50 fee)
- Bellevue Fingerprinting Service:
12630 NE 8th Street, Suite 100-A, Bellevue
- After fingerprinting, return fingerprint card to TCWS office
- Turnaround time is approximately three weeks

Three Categories of Volunteer Work with Students that Necessitate Clearance

1. Transporting students in your vehicle
2. Working with students with teacher present
3. Working with students without teacher present

Requirements

1. Transporting Students In Your Vehicle

- Background Inquiry Form
- Copy of Driver's License
- Proof of Liability Limits
The declaration page from your insurance company must specify a minimum Bodily Injury Liability limit of \$100,000 for each person injured up to a total of \$300,000 per accident or a combined single liability limit of at least \$300,000.

2. Working with Students with Teacher Present

- Background Check using
Volunteer Background Inquiry Form

3. Working with Students without Teacher Present

Volunteers who work with students unsupervised are considered to do so in a teacher capacity, and therefore considered unpaid employees of the school. On these rare occasions, the following documents are required:

- Written authorization by the Dean of Education or Executive Director
- Background Check using
Volunteer Background Inquiry Form
- Fingerprinting
- Completed Application for Employment
- Emergency and Consent Form
- Picture ID

If volunteering in the Early Childhood classes or After Care, the school also needs:

- Current STARS training
- TB test
- Current First Aid, CPR, BBP training
- Dept. of Early Learning Background Check

Parent Volunteers on Class Trips

Class trips are a wonderful opportunity to involve parents in the social life of the class. Parents may be asked to participate either as drivers (driving their own vehicles and transporting students), or as chaperones (accompanying students, either on a day trip or event, or overnight).

Reimbursement of car travel expenses associated with class trips is based on actual gas expense only. We kindly request that drivers fill their gas tanks prior to leaving on a trip and, upon return, fill up again and obtain a receipt to submit for reimbursement. Requests for reimbursement may be submitted to our business office within 30 days of expense and must be accompanied by a receipt. Any approved costs incurred specifically for a trip will be reimbursed out of the trip budget of the class or program. Submit a check request form in the office within 30 days of expense.

Support Three Cedars Waldorf School

Parent Chaperones on Trips

Chaperoning is an excellent way to volunteer at the school, support your child's or another teacher and class, and see an aspect of the students' educational experience first-hand. If you take part in a class outing as a chaperone-driver, the school's insurance policy requires that you be insured privately. You will be asked to provide a photocopy of your driver's license and current insurance before driving students on an outing. Each child in a vehicle must wear a seat belt and all traffic and safety laws must be adhered to, strictly, including booster seats for children according to law.

Guidelines for Field Trip Chaperones

Thank You for Volunteering!

Class trips, as an extension of what the students have already experienced in the classroom, are a natural continuation of the learning process, and enable the students to integrate new information in a meaningful context. Intimately connected to the specific curriculum of each grade, field trips are also a wonderfully rich way to enhance and balance the social dynamics of the class. Your volunteering makes this wonderful experience possible for our students. Thank you!

Guidelines for Chaperones

Field trips are an extension of the classroom, thus the activities and items authorized are determined by the teacher and guided by school policies. Prior to the field trip, the teacher will provide you with information regarding the activities planned for the trip, expectations for supervising students, and emergency procedure. In addition, the following guidelines will help clarify a few essential points. Do not hesitate to direct any question you may have to the teacher or to the office.

Field Trip Rules –

All School Rules Apply on a Field Trip.

Students are expected to behave as per TCWS Behavior Expectations and to follow all additional instructions given on the trip including activity specific instructions. Expectations and instructions are held by the teacher, who may ask chaperones for their support in that area. It is very helpful for chaperones to discuss these expectations with the teacher so as to bring the best and most discrete support while on the trip.

Safety

As a chaperone, you are asked to supervise small groups of students, and to help create a supportive environment for the students and the teacher. The following rules are essential to the proper unfolding of all field trips:

- Students must stay with you and their group at all times unless the teacher instructs otherwise.
- Make sure to account for all students regularly, particularly during transitions between activities.
- Be sure you know when and where to meet at the end of each activity, and that you are readily available, mindful of safety concerns, and responsive to students' needs.
- Make sure you understand what to do in an emergency (medical emergency, natural emergency, lost child, serious breach of rule). Know who is first-aid trained, where the first aid kit is, and keep your copy of the parental permission slips with emergency contact and medical information is accessible and safe.
- The teacher may discuss specific needs related to the safety of the students, such as use of medicine, difficulties with sleep, or allergies, with chaperones. S/he will not disclose or discuss any student's educational needs, medical diagnosis, or family situations. While on the field trip, you may notice particular behaviors in a student that may be surprising to you. In this case, please discreetly share your observations **with the teacher only**.
- **It is imperative that chaperones respect the privacy of all students and their families.** Please do not share your personal opinion about a student behavior, family or medical situation, either on the trip or following the trip, with anyone other than the teacher.
- The teacher may request that the use of media as a means of communication with parents back home may be limited, and in some instances, eliminated. A teacher may request that chaperones refrain from sending email or cell phone updates, so as to safeguard the students' own experience and allow them the excitement of sharing their experience directly and in their own way with their parents and friends.

Support Three Cedars Waldorf School

Chaperones May Not:

- Discuss students' behavior, family situations, diagnosis or prognosis, in any way or at any time.
- Use, sell, provide, possess, or be under the influence of drugs or alcohol.
- Use tobacco in the presence of, or within the sight of students.
- Possess any weapon.
- Administer any medications – prescription or non-prescription – to students.

Practical Information for Field Trip Chaperones

- When parent driver-chaperones and private vehicles are used for Field Trip transportation, copies of current drivers' licenses and drivers' insurance must be on file in the School Office.
- Parents who lack a current drivers' license or current drivers' insurance will not be permitted to drive on Field Trips.
- The declaration page must specify a minimum Bodily Injury Liability limit of \$100,000 for each person injured up to a total of \$300,000 per accident or a combined single liability limit of at least \$300,000.
- The teacher or class coordinator will select chaperones, the field trip schedule, carpool assignments, and a specific driving route to and from the field trip destination. Drivers will be provided directions and map. All drivers are to follow the route as published (this is an important protocol in cases of emergency) and to drive directly to and from the Field Trip destination.
- No extra stops are permitted (exception if a student must use a restroom).
- In case of accident or flat tire, chaperones are asked to notify another member of the Field Trip party (chaperone or teacher) and the School Office immediately.
- If the Field Trip group will be returning to school at a different time than scheduled, the drivers will contact the School Office and the class parents so that all may have a minimum one and a half hour lead-time to rearrange their pick-up plans.
- Please be sure that all students visit the restroom before each car trip (departing and before returning) to minimize the necessity of pit stops.
- Students are assigned to the same car and chaperone for the duration of the Field Trip. Chaperones are responsible for the same group of students during the Field Trip as those who are passengers in their car.
- Students may not switch cars except in rare instances where the teacher deems it absolutely necessary. In these cases, changes in car assignments must be phoned into the School Office.
- Parking lot safety (walking to and from cars) is a top priority. Chaperones are directly responsible for the students in their car from the time that the students leave their classroom from school until they are returned safely to the classroom.
- Chaperones may not purchase souvenirs or treats for the students in their care.
- All school rules and policies apply during Field Trips, e.g., dress code, behavior, etc.
- Drivers are asked not to play the radio or recorded media during drives to and from Field Trips. Student-led conversation, or quiet time to muse, is encouraged.
- Beginning in Grade 1, chaperones may not bring along younger siblings to attend Field Trips.
- Beginning in Grade 3 or 4, most parents will be encouraged to drive a group of students that does not include their own child. This can help to foster an increasing experience of autonomy for all of the students in the class, including those whose parents chaperone field trips.
- For some Field Trips in Grades 3-8, Class Coordinators may begin to recruit parents from other classes so that students may experience the event without their own parents.
- The overnight field trips require fewer parent chaperones as students move up through the grades.
- Parent chaperones will be asked, specifically, not to join their own children's Grade 7 and Grade 8 field trips, as these are special, culminating events

Support Three Cedars Waldorf School

that mark an important transition in the relationship between graduating students and the adults in their lives.

- Parents who are available to chaperone for class Field Trips beyond their own child's class are encouraged to contact the School Office and volunteer as an "All School Field Trip Chaperone." This co-parenting at an all-school level is a wonderful way to model community service to our students and to see a range of our students' schooling experiences.

Booster Seats

We draw your attention to the current WA state booster seat laws

Effective June 1, 2008 Washington's Child Restraint Law changed to require:

- That children under 13 years old be transported in the back seat where it is practical to do so.
- Unless they are 4'9" tall, children must ride in a child restraint. (For example a child car seat, booster seat, vest, or other restraint that is federally approved for use in the car.)
- The restraint system must be used correctly according to the car seat AND vehicle manufacturer's instructions.
- Vehicles equipped with lap-only seat belts are exempt from the requirement to use a booster seat.
- Children 8 years of age or at least 4'9" who wear a seat belt MUST use it correctly (never under the arm or behind the back) or continue to use a booster.

Alumni

Reconnecting with the many individuals and families who have woven the unique fabric of our school is a wonderful experience for us all.

We are reminded daily of the multitude of ways in which our alumni and friends have contributed to our present success. Their strong legacy finds its fullest expression in our vision for the future. The school's Alumni and Friends group warmly welcomes Alumni students and parents.

We Want to Hear from Alumni!

Alumni stories shine like a golden thread through the life of our school. Alumni and their parents and guardians organized bake sales, festivals, and class

trips, sewed costumes for class plays, crayon pouches for the first graders, and baked buns for Santa Lucia. They ran errands for the office, folded Annual Fund letters, and headed committees!

When alumni come to visit, they see that our parents continue to be the leavening agents of our school community, building on their strong foundation.

We warmly invite alumni and their families to update their contact information and, if they wish, to share an update on their life since TCWS. If you know alumni families, please let them know we look forward to re-connecting!

Parent Association

The Parent Association designs, facilitates and honors the participation of parents in the unfolding of the school's mission, and is committed to working in synergy with the underlying principles of Waldorf education.

The Parent Association works closely with the school on many different aspects of school life ranging from social outings and Buddy Families to festivals and workshops, in a spirit of initiative and support. The association is a very rich context within which to have a significant impact in the development of our school community, and a great way to create and nurture lasting friendships.

Our school community has always depended on the strong involvement of our students' families for its success. Whether you volunteer within your child's class or choose to be involved on a school-wide level through the Parent Association, we greatly value your contribution, and strongly encourage you to take advantage of the Association's structure to bring your dreams for your school community to life.

Class Coordinators

Class Coordinators serve in two main capacities – as communicators, and as assistants within the class. The Class Coordinator is the communication link between the Class Teacher, parents of the class, and the Parent Association. The other responsibility of the Class Coordinator is to assist the teacher by helping to coordinate class-related activities, and securing parental participation in field trips, plays and performances, and social components of parent evenings.

Support Three Cedars Waldorf School

Top Five Reasons to Become a Class Coordinator

1. Meet and develop relationships with other parents.
2. Model for your child your commitment to his or her education.
3. Help the Class Teacher to carry certain tasks, thereby freeing the teacher to focus on teaching and nurturing the students.
4. Continue learning about Waldorf education.
5. Contribute to the well-being and stability of the entire school.

The Class Coordinator Guide outlines the tasks Class Coordinators are responsible for. Class Coordinators meet as a group at the beginning of the year and sometimes mid-year, to learn from and support each other. Class Coordinators attend the meetings of the Parent Association where they represent their class. They take information from the Association back to their classes.

Class Coordination Selection

Class Coordinators are selected by their Class Teacher. Anyone interested in being a Class Coordinator should let the Class Teacher know. Some classes work effectively with a small 'team' of Class Coordinators who can share the duties.

Buddy Families

Buddy Families serve in two main capacities: as welcoming partners, and as communicators to a family new to the school. The Buddy Family reaches out to the new family and provides them with support, social opportunities, resources, answers when possible, and familiar faces to help foster a living connection to the school.

Additionally, the Buddy Family assists new families in understanding the significance and content of various events, presentations and festivals throughout the year.

Top Four Reasons to Become a Buddy Family

1. Meet and develop relationships with new families.
2. Provide new families with another resource to find information, support, and a sense of belonging in our community.
3. Enjoy social and informational events that will assist the new family in assimilating into the TCWS community.
4. Contribute to the enhancement of a strong school community.

Buddy Family Selection and Match Up

Anyone interested in being a Buddy Family can contact the Admissions Coordinator. In the spring, each buddy family will be contacted and asked for a renewed commitment to the program.

Once the new families have been enrolled in the school, the Admissions Director will do his/her best to pair new families with an existing family in the school. Every attempt will be made to match families with commonalities such as grade, gender, or age of children.

What Do I Have to Do?

- Know where to find resources and answers to questions that your new family may have. Keep a copy of the school's Community Handbook and list of phone numbers for reference.
- Contact your new family and introduce yourself. Provide them with your contact information. Let them know in what capacity you are available to help them. You may opt to avail yourself to meet socially, answer questions or direct them to resources, accompany them at events or festivals.
- Keep your new family informed of upcoming events at the school that you think would interest them.
- Attend, plan and/or host Buddy Family social events with the help of other Buddy Families. These may include Waldorf Education classes, casual potluck gatherings, etc.
- Assist the Admissions Director and TCWS Administration in understanding the needs of new families in terms of policies, communication of information, and other school practices.

Support Three Cedars Waldorf School

What Skills Are Desirable?

Ability to Socialize Comfortably and Provide Support Buddy Families need to be able to call and meet with new families and create a feeling of welcome and warmth. It is important to be friendly and relate well to others so that families new to our school feel comfortable in approaching you. It will be helpful if the Buddy Family is comfortable initiating social meetings with the new family.

General Knowledge of School Policies, New Family Needs, and Waldorf Education Buddy families will be supplied with the comprehensive Community Handbook, and resources including a list of who to call with specific types of questions not addressed therein. The Buddy Family parent should keep abreast of the information in the Handbook, understand the governance of the school, and be willing to convey this information in a clear and positive manner. They should be able to direct new families to resources or persons who can answer questions that are outside their scope. An annual meeting will be held in within the context of the Parent Association, to help clarify the scope of the Buddy Family system. It is not necessary for the Buddy Family to be expert on any of the above, so long as they understand where to find the needed information either directly from the school, or from a reliable source.

Experience and Commitment to the Enhancement of a Strong TCWS Community It is helpful if the Buddy Family has been at school for at least one year. A positive attitude and a commitment to building a healthy parent social community are essential for this task.

How Much Time Does It Take?

- The time commitment varies according to the needs of each new family, and the manner in which you choose to avail yourself to the New Buddy Family. As a New Buddy Family, you will be asked to:
- Contact your new family in the summer at least once in order to introduce yourself and explain how you will be available for the remainder of the year.
- Attend at least one late Spring Buddy System Briefing to get your questions answered about the position and meet with other Buddy Families in the school.
- Attend or host social or informational gatherings for Buddy Families as your schedule permits, throughout the year.
- Communicate with your new family to inform them of upcoming events, answer their questions, attend events with them and/or provide them with resources, or just check in periodically if that is all that they require.
- Communicate with the Admissions Director to keep him/her abreast of how things are going and additional resources that would be helpful.

How Much Do I Need to Know About Waldorf Education?

You do not need to be particularly familiar with Waldorf Education to be a great Buddy Family. You should thoroughly familiarize yourself with the Community Handbook, and keep informed about the school's events through the newsletter and website. This will provide you with the knowledge base to support you in your role. The most important factor is for you to know where to find the information that is needed, not necessarily to provide answers yourself.

How Does the Buddy Family Parent Relate to the Class Coordinator?

The Class Coordinator serves two roles: supporting the class teacher through communication with the class and welcoming new families to the class. In this respect, the Buddy Family is a support for the Class Coordinator in that they are a further branch of the welcoming committee and can provide insight about the new family's needs and potential interests.

Recording School Events

To help protect the quality of the experience, we kindly ask that you make prior arrangements with your child's teacher before recording a performance. It is generally possible for one parent in the class to record an event and share his or her work with fellow parents in the class. Photographing of a performance is also at the discretion of the teacher.

Important Note On Recorded Performances:

Performing is for students a very significant experience, one that they continue to experience inwardly for many weeks afterwards. We discourage the immediate viewing of recorded performances by the students, as we have found that this negatively interferes with the inner experience generated by a performance. We recommend that you leave ample time between a performance and its viewing on screen so as to respect the students' process of integration of their performing in public.

Pets

Three Cedars Waldorf School values a friendly and safe environment for all. While on some occasions pets may be brought on campus in the context of pedagogical activities at the invitation of faculty members, the school does not authorize the presence of pets on campus during hours of operation, including pick-up and drop-off times. Veterinary records for animals brought on campus for pedagogical activities are kept in the office.

If you must bring your pet to school for any reason we ask that you abstain from bringing your pet outside of your car. Exceptions to this policy are those animals specially trained to accompany persons as aid animals.

Office Hours

The school's office handles all questions pertaining to administrative matters such as admissions, development, finances, and facilities, as well as any communications with the Executive Director. ***Our main office is open from 8:00 am to 6:00 pm Monday through Friday (except on Holidays).*** Summer hours are published in our June newsletter. Contact information for administrative staff is included in the yearly directory, and can be found on our website.

Who Should I Contact?

Detailed information regarding your best contact is included in the School Directory. You are welcome to call our main office reception at any time with any concerns or questions. Our receptionists will be delighted to assist you, or direct you to the office that can address your questions promptly.

School Calendar

The school's yearly calendar is published in the late winter for the subsequent school year. You can find it on the Calendar page of our website and in the School Directory.

Attendance Policy

As a school we greatly value rhythm and regularity. Both contribute to our students' individual and collective well-being in ways that are subtle and profound. In early childhood programs and early grades, lateness primarily impacts a student's social connection with the class. Regularly missing part of the early morning activities, even for a short period of time, increasingly places a student in the undesirable position of outsider and undermines his or her experience of and respect for the integrity of the morning lesson routine.

In the middle school the repercussions of lateness become more severe for students, both for the connection with their peers which take central stage for a few years, and in their academic performance. In addition, regular lateness creates an unnecessary burden for the teacher, for whom creating a daily rhythm and responsible habits for the class is paramount.

We trust that you will make every effort to completely eliminate the experience of lateness for your children and their classes by ensuring their arrival on time every day. This will strengthen their social ties with classmates, create a sense of fully belonging in the class, and contribute to supporting their teachers' task, which we know you greatly value.

Time Off from School

Appointments

In recognition of our school's emphasis on full attendance, we ask that all parents:

- Schedule all medical or other appointments outside of school hours.
- When not possible, inform the front office of a planned absence well in advance of its occurrence, and at least 48 hours prior to the scheduled date.
- Inform the child's teacher of the same.
- Parents sign students out from the front office. One of the staff members will retrieve student from his or her classroom.
- Students are under the care and supervision of the school for the duration of the school day, including snacks, lunches, and recesses. We highly value the social learning that takes place during those times. Therefore the school does not release the students to their parents/guardians during snacks, lunches, or recesses. On occasion – for example for a visit by relatives which cannot be accommodated at any other time – the school will require the written permission of both parents to release a child during recesses and/or lunch times.
- **Early Childhood parents must also sign their student out** via the early childhood sign-in/sign-out book.

Vacation

We understand that it is at times tempting for parents to schedule a family vacation while school is in session. However, such plans significantly disrupt the students' rhythm and their social connection with their peers. We ask that parents:

- Schedule family vacation during school breaks only.
- When absolutely not possible, inform the front office of your planned absence well in advance of its occurrence, as soon as your plans are confirmed, and no less than 5 school days.
- Inform the child's teacher as above.

Early Childhood

Attendance Monitoring

Upon bringing their child to the classroom at 8:00, parents are responsible for signing the child in at the sign-in book and on the daily attendance form, noting the actual time of the drop off. This process keeps a diary of each child's attendance record. Early Childhood teachers pick up attendance related notes prior to the start of the school day. In addition, early childhood teachers keep a class-wide daily attendance, to be picked up by the front office staff no later than 8:15 a.m. so that the office staff may:

- Make necessary follow up phone calls to families to confirm reasons for absences.
- Track attendance throughout the school day to create an accurate daily dismissal list.
- Have an accurate in-time school-wide attendance record for safety, emergency, and legal purpose.

Early Childhood families are asked to recognize when a child is having a particularly difficult morning at home, and consider taking the day off rather than coming to school. Parents are reminded that **8:10 a.m. is the latest drop off time for the Early Childhood programs**. If you cannot get your child to school before this time, please keep him/her at home for the day. If you encounter unusual circumstances beyond your control on your way to school – such as unusually bad traffic – please contact the school office to make arrangements for a late arrival and check in at the office in person upon arrival before dropping off your student.

Grade School

Attendance Monitoring

Attendance is delivered by a student in each grade daily to the front office no later than 8:15 a.m. so that the office staff may:

- Make necessary follow up phone calls to families to confirm reasons for absences.
- Track attendance throughout the school day to create an accurate daily dismissal list.
- Have an accurate in-time school-wide attendance record for safety, emergency, and legal purposes.

Practical Information

The office staff hand attendance related notes to the student delivering the attendance form, for delivery to the Class Teacher. Additional notes will be delivered to the classroom by the office staff during snack break.

TCWS Attendance Policy Acknowledges

Five Categories:

First Bell rings at 7:50 a.m.; morning drop off time is between 7:45 a.m. and 8:00 a.m.

On Time – students are in their classrooms ready to learn by 8:00 a.m.

Tardy – in consideration of the occasional delay caused by traffic congestion, students who arrive to school between 8:00 a.m. and 8:05 a.m. are recorded as tardy. They are required to stop by the office to obtain a 'slip' which they bring to their teacher.

Late – students who arrive to school after 8:05 a.m. are recorded as late. They are required to stop by the office to obtain a 'slip' which they bring to their teacher.

Excused Absence – absences are recorded as 'excused absences' when the school is notified by a parent of the upcoming absence in person, via email or a written note, or by phone call prior to 8:05 a.m. of the day of the absence.

Unexcused Absence – absences are recorded as 'unexcused absences' when the school has not received written or verbal notification of the absence by a parent, prior to 8:05 a.m. of the day of the absence.

There may be exceptional circumstances which prevent the timely notification of a student's absence by a parent to the office. On such exceptional occasions, our office staff members are authorized to make a determination as to whether to consider an absence as excused or unexcused.

Attendance Record

Attendance is recorded daily in the school's online ORCAS report system. Attendance records are considered an integral part of all students' school transcripts.

Mid-Year Attendance Monitoring: Kindergarten and Grade School

In mid-December and mid-May, the school Director requests attendance records for all Kindergarten and Grade School students who show more than five

incidents of absence or lateness. At his/her discretion and in consultation with the class teacher of each student, the Director may send letters to the families of these students. When a family does not respond positively to the letter, as demonstrated by reoccurring lateness, the Director will schedule a conversation with the family to assess whether the family clearly understands the school policy and the repercussions of repeated lateness and/or absences for the student and the class.

TCWS Dismissal Protocol

Purpose

Ensure a safe, legal, and effective dismissal of Grade School students.

Consideration

TCWS dismissal protocol is designed to ensure the safety of students while in the care of the school, and the safe and efficient transfer of students to parents and carpools.

Early Childhood

Students in the early childhood program are dismissed to the person(s) authorized by the parent/guardian to pick-up their child. Children are dismissed via the signing-out of each child daily, using the sign-in/sign-out book in each early childhood class. Children leaving early must be signed out from the office first.

Half-day student dismissal – 12:00 p.m.

Full-day student dismissal – 2:45 p.m.

Students who have not been picked up within 10 minutes of the regular dismissal time are systematically transferred either to the office (half-day students) or to the After School Care Program (full-day students).

Grades 1-8

Dismissal takes place between 3:00 p.m. and 3:10 p.m. The school is responsible for the well-being and safety of all students until they are handed over to their parents'/guardians' care. **This transfer of responsibilities occurs at the time when students are signed-out by the teacher on dismissal duty.** Children leaving early must be signed out from the office first.

Teachers dismissing students must sign each child out as they leave the school, so as to keep a clear and accurate record of all students on campus at all times.

Practical Information

- Dismissal is verified against updated class attendance sheets which are picked up by a student of each class between 2:50 and 2:55 p.m. as part of their daily chores.
- Verify that the child is dismissed to a person authorized by the parents on the class specific spreadsheet of authorized persons provided with the attendance listing as a reference.
- Teachers are notified – via the updated daily attendance form – of special authorizations given by parents.
- Using the daily attendance form to track dismissal, teachers must make note of who the student is released to and at what time.
- Students who remain on campus after the regular dismissal time – 3:10 p.m. are systematically transferred to the After School Care Program. It is very important that students not linger at that time, even if you know that the parent is on their way.

Dismissal time is always busy and can be confusing for adults and children alike. We ask that parents take full responsibility for the safety of their child(ren) once signed-out from school so as to eliminate the 'who is in charge' confusion. Our students' safety is paramount. The close proximity of our parking lot and heavy traffic demands a high degree of focus and intentionality around our dismissal procedure.

Smooth Pick-Up

To ensure a safe and smoothly running pick-up, please remember:

- The pick-up lane is not intended for parking. Keep it moving!
- Parents who wish to converse with teachers or other parents after school is dismissed are asked to park their cars in a parking space.
- Please help students to their cars quickly and supervise them directly – no ball games after school – to support students safety and accuracy of dismissal to parents and After School Care.

Health and Auto Emissions

While we ask that parents not park in the drop-off and pick-up lane, we also ask that you refrain from

lengthy idling. Keep your car moving and if you don't see your child, please park and walk to the pick-up location. It will help to keep our environment healthier if more of us park and switch off engines while waiting for pick-up.

Recommitment

Registering students for subsequent school years is referred to as Recommitment. In January, the school sends a Recommitment packet, announcing the next year's tuition and the deadlines for recommitment and financial aid. Included with the packet is a copy of your tuition agreement and tuition contract along with your child's student file forms.

Recommitment Deadline

Our licensing requirements require that all forms be completed in full each year, and signed by both parents. Parents are asked to return their child's fully completed student file forms, tuition agreement and contract, and deposit to the front office as soon as possible, and no later than the February Recommitment deadline. Students whose forms are not fully complete will not be permitted to attend school, as per our licensing requirements.

Deposits and Payment Options

A deposit in the amount of \$400 is required at the time of Recommitment in February for each returning student in preschool through Grade Eight to hold their space in the class. This non-refundable deposit is deducted from your tuition payments and is comprised of a \$250 student deposit and a \$150 tuition protection fee, which allows us to offer an open withdrawal policy. Recommitment Forms submitted after the deadline are considered late and subject to a \$250 Late Recommitment Fee. These deadlines are critical to the coherence of our admissions process, and we are unfortunately not able to hold your child's place in the class if you do not complete your Tuition Agreement by the deadline.

The school offers two payment options. Please be sure to indicate your preferred payment option on the tuition contract and return it, along with the signed agreement, deposit and completed student file forms, to the school office by the deadline.

Practical Information

Our payment options are as follows:

Single Payment: Full payment less deposit, is due by June 1st. Checks only please.

Monthly Payment: June through May, payable by direct debit on the 1st or 15th of each month. Please include a voided check and the completed and signed SMART Tuition form, included in the Recommitment Mailer. Be sure to note if you prefer to have your account debited on the 1st or the 15th of each month.

Open Withdrawal Policy

Withdrawals are not subject to any penalties. Tuition payments will be discontinued beginning on the month following the date of the receipt of your written withdrawal request. All tuition and fees paid prior to your withdrawal will be forfeited.

Monthly Payments: Automatic debits from your account will be discontinued beginning the month following the date of the receipt of your written withdrawal request. All tuition and fees paid prior to your withdrawal will be retained. Withdrawals are not subject to any additional penalties.

Financial Aid

Three Cedars is pleased to offer Financial Aid grants to families of students in Preschool through Grade Eight. TCWS uses the services of SSS (School and Student Services), a service of the National Association of Independent Schools (NAIS). Our Financial Aid process includes two forms:

SSS applications may be submitted [online](#).

Download the TCWS Financial Aid Application available on our website. Refer to the instructions on the form for required documentation and fees to be submitted to SSS along with your Parent's Financial Statement. The TCWS Financial Aid Application must be uploaded to the SSS website along with your supplemental financial documents by the indicated deadline in February. *You are welcome to request hard copies of both forms from the Admissions Office.*

Please refer to the [Application Requirements](#) on our website for due dates. For more information, please [contact](#) our Admissions Director.

Financial Aid Guidelines

Waldorf Education has been guided, from its inception, by the ideal that this unique education should be accessible to all families regardless of their economic status. In some parts of the world, Waldorf education is integrated into national educational systems and schools receive significant financial support from the state. In other places, as in the USA, Waldorf Schools receive no support from the state or other organizations, and must find the ways best suited to their particular communities to address economic diversity.

Through our financial aid program, we strive to ensure that the acceptance of a child into our school does not depend on the financial resources of the child's family. If a family is unable to meet our tuition levels, the family completes a financial aid application. Our financial aid program embodies the school's commitment to enter into relationship with members of our community and become aware of the gifts and needs of each member.

Frequently Asked Questions

Three Cedars Waldorf School recognizes the legitimate concerns of families who, while looking for a unique and rich educational experience and the benefits of an independent education, are well aware of the financial commitment such an education requires. We are able to offer some financial assistance with tuition through our financial aid program. This document will answer some of the most frequently asked questions about applying for financial aid at the Three Cedars Waldorf School.

What is financial aid? The financial aid process aims to arrive at the maximum possible tuition contribution of each family within the context of their financial commitments and needs, defined as the difference between a child's educational expenses and the family's resources. Like most private schools, we use the School and Student Service (SSS) of the National Association of Independent Schools (NAIS) for Financial Aid as the basis for our financial aid process. SSS relies upon a standard methodology to assess the resources available to contribute toward a child's educational expenses. For detailed information, visit www.sss.nais.org.

Should our family apply for financial aid? Three Cedars Waldorf School, along with most other independent schools, believes that the family has the primary responsibility for financing their child's education to the extent they are able. We also believe that families should consider utilizing all of their resources before applying for financial aid, including requesting the support of extended family, and loans. We expect that families have spent some time assessing their financial situation and have determined how much they can afford to pay. Once these amounts have been determined, the family can decide whether or not to apply for aid. A good rule of thumb is: if in doubt, apply. It costs very little, and because so many factors are considered, it is always worth trying. It is important to understand that there is no specific income level at which a family no longer qualifies for financial aid.

How much does it cost to apply? There is a small application fee which is paid to SSS. You will mail a check to SSS along with your Parent Financial Statement (PFS), or pay by credit card if you submit your PFS online.

What are the school's priorities in terms of who receives aid? Financial aid is awarded in the following priority order by category of student:

- Families currently enrolled at TCWS
- Other new students who have been admitted to the school

How is our family's financial need determined?

SSS processes the information you provide on the PFS according to established standards and procedures. Your financial situation will be evaluated, and an estimated family contribution for education will be determined. The result of the evaluation is printed on a Report of Family Contribution and sent to TCWS. In processing your application, SSS takes into account many factors, including:

- Income (both taxable and nontaxable)
- Assets (home equity, savings, bonds, etc.)
- Expenses (medical, etc.)
- Indebtedness (some types are allowable, some are not)

- Family size
- Age of parents (to allow for retirement savings)
- Number of children attending tuition-charging schools

SSS considers these factors and provides every family with a living allowance based upon family size. This allowance protects a certain amount of income after a variety of expenses are already subtracted from a family's income. This process helps determine a family's discretionary income. A portion of this discretionary income is then suggested as the family contribution for education. The more discretionary income a family has, the higher the family's contribution.

How are assets used to determine our family contribution?

Not all of your assets are considered in the methodology. A portion is set aside as an allowance for retirement purposes, based upon the age of the older parent. The greater your assets, the greater your family contribution will be. A family that has a large amount of assets is seen as having greater long-term financial strength and security than a family with a similar income but fewer assets.

What happens if our child has assets? The amount of assets that the child has will be taken into account. That amount will be divided by the number of years he or she has left in school and college and added to the parental contribution for education. The sum of both the parent(s) and the student's contributions equals the suggested family contribution for education.

What happens to the information I provide to SSS?

The financial aid committee will review the Report of Family Contribution along with your federal tax return, W2's, paystubs, and any other information you provide. We may recalculate the suggested family contribution based on this information, on school policy, and on the availability of funds. Your contribution will then be subtracted from the educational costs for the year, and this will determine your financial need.

Will our family receive the difference between the cost of the school and what my Report of Family Contribution says we can contribute?

Not entirely, because there is more demand for

Practical Information

financial aid funds that we can provide. We also require that every family contribute a minimum amount toward tuition. While we cannot meet the full need of all families applying for financial aid, we hope that by providing support for a substantial percent of the cost, more families will be able to attend the Three Cedars Waldorf School.

Who will see the information provided by SSS to the school? Only the Business Manager, business office staff, and the Executive Director will see this information when they review your application. We strictly maintain the confidentiality of all the financial information you provide.

Can you consider our application for financial aid if we have not provided all the information requested? No. Financial aid to a family may be denied if the application is incomplete. We will attempt to advise you if we have not received certain materials, prior to considering your application, to give you a chance to submit the remaining materials.

Do we have other options if our family's full need is not met? We offer a monthly tuition payment plan via Smart Tuition (www.smarttuition.com) that may help make payments easier on your family's budget. Your banking institution can also provide you with information about low-interest educational loan programs. You may also look for other forms of financial assistance that may be available through your place of employment, community organizations, or local foundations.

How are my financial status and ability to pay evaluated if I am separated or divorced? Three Cedars Waldorf School believes that primary responsibility for paying for the child's education rests with both parents. Financial aid is not based on the willingness to pay, but on the ability to pay. Therefore, it is the responsibility of all parents to complete all steps in the application process. In families where one or both parents are remarried or have a domestic partner, their financial information is taken into consideration as well.

If our child receives financial aid for one year, will he or she automatically receive aid each of the following years? No. You must reapply for financial aid every year.

Are students who receive financial aid treated differently than other students? No. The expectations of students who receive financial aid with regard to academic performance and all other aspects of school life are the same as for students who do not receive financial aid. Furthermore, teachers and staff are not informed of students whose families benefit from financial aid. Please be assured that admissions decisions are made on a need-blind basis, and that all financial aid matters are handled with the highest level of discretion.

Other Fees

After School Care

Please visit our [website](#) for details on our After School Care Program.

Musical Instruments

We provide flutes for first graders and recorders for third graders through the class activity fee. Rentals or purchases of stringed instruments for grades four through eight are the parents' responsibility.

New Student Application Fee

A \$75 non-refundable application fee is due with your new student admission application.

Lost and Found

The school collects a large number of items forgotten on the playground or in the corridors throughout the school year.

Our receptionist will be happy to let you know where to retrieve lost and found items. The office staff will display the lost and found items on the outdoor picnic tables before all major school breaks and on the last day of school. Items not picked up are donated to the local shelter or to the school's 'Clothing Exchange' during the summer.

Emergency Procedures

School Closure

In the event of adverse weather, we will communicate to parents our decision to either open on time or to close. We do not use delayed start times. For school closures, please check www.schoolreport.org. In addition, a phone message will be sent by the school's notification service to the number indicated on your child's Emergency and Consent form for inclement weather or cancellations.

Emergency Situation Practice and Drills

Faculty and administrative staff members are well versed in our Crisis Management plans, which guide them through appropriate measures in case of emergencies such as fire, earthquake, lock-down, or other emergencies. Practice drills take place at regular intervals during the school year, and students are guided through the procedures by their teachers in ways appropriate for the age of the students. Please be aware that if the school is engaged in a lock-down situation (a practice drill or an actual emergency lock-down), nobody will be allowed in or out, including parents.

Note: we recognize that the sound of the fire alarm which we are required to utilize is upsetting to some of our younger students. We work closely with teachers to minimize the impact of our drills on these students, and do our very best to avoid setting off the alarm accidentally, by scrupulously observing cooking and cleaning best practices. (Ovens, stove-tops, and dust are almost always the culprit in false alarms.)

Substance Abuse Policy

In healthy adolescent development, the young person's well-being, social awareness, and capacity for clear thinking enhance and sustain one another. The work of a Waldorf teacher can be effective only when all of these qualities are effectively nurtured. The use of drugs, alcohol, and other substances inhibits this development and the faculty's ability to work with the young person. For adolescents especially, these substances are physically debilitating, socially destructive, and damaging to the subtle process of perception and thought necessary for healthy adulthood.

Our foremost concern is with the health and education of young people in our care – and because

we are aware of the illegal aspect of drug and alcohol use – we are committed to discouraging and preventing the use of drugs anywhere by students of the Three Cedars Waldorf School. We expect that each student will make an inner commitment to abstain from drugs and alcohol, and that parents will actively support their child's commitment.

Suspected Substance Abuse

If, for any reason, we are led to believe that a student uses or exchanges, possesses, sells, or is under the influence of drugs, alcohol, inhalants, or other dangerous substances, Three Cedars Waldorf School may take the following steps:

- The Executive Director (or an individual charged by the ED) will call a first meeting to formulate a Plan of Intervention. This process will generally involve the ED, the parents, faculty members, and others as indicated (student, other teachers, outside professionals).
- A Plan of Intervention names the issues needing attention, identifies accommodations and interventions which may be put into place to assist the student in making the necessary improvements, and establishes benchmarks along a reasonable time line to measure progress. A follow-up meeting will be scheduled by the involved parties at this time to reflect on observations of the student's behavior in the intervening time and ascertain appropriate next steps.
- This follow-up meeting has three possible outcomes:
 - The plan has been effective, the student's behavior is appropriate and intervention is no longer necessary.
 - The student's behavior has shown improvement but intervention should continue. The original plan may remain in place or be modified, as is appropriate to circumstances.
 - The student's behavior has not shown necessary improvements and the student is put on Probation. Terms of probation are detailed in the TCWS Behavior Expectations.

Substance Abuse

Students who use, exchange, possess, sell or who are under the influence of drugs, alcohol, inhalants, or other dangerous substances on school grounds, at school-related events, or at any other time and

place during the school year may be subject to the following consequences:

- If faculty members observe a convergence of indicators such as excessive tardiness, fatigue in class, negative and uncooperative attitude, inability to concentrate, or a downturn in academic performance, a meeting will be held with the student, parents, and selected faculty to discuss possible causes and the steps necessary for the student to remain at the Three Cedars Waldorf School. The student may be asked to have an outside evaluation and/or regular counseling. In the case of confirmed or suspected drug use we may require drug testing, at the family's expense, and a drug treatment program may be recommended.
- Students may be expelled or suspended and placed on probation immediately.
- A meeting will be arranged between the student, parents, and selected faculty. At this meeting it will be determined whether the student will be expelled or asked to participate in a counseling or rehabilitation program. We may also require drug testing at the family's expense. Only if the student agrees to such a program can there be a basis for his/her continuance at Three Cedars Waldorf School.
- Repeated indications of substance abuse without successful rehabilitation will lead to dismissal.

We are aware of the significant role peers may play in identifying and supporting classmates in need. Our aim is to encourage, through appropriate education, a healthy and supportive community.

Role of Administration in Substance Abuse Policy

The Executive Director will call the local police department and normal investigation and/or arrest procedures will be followed when a student is (1) using, (2) in possession, (3) selling, (4) giving or exchanging illicit drugs. The Executive Director will provide full cooperation of the administration and staff in appropriate police investigations relative to the illegal use, possession, distribution or sale of alcohol and other drugs. Records that reflect evidence of treatment and/or support for students engaged in substance abuse are critical for school officials to

determine appropriate early interventions. Records of student infractions involving the use of illicit drugs, including alcohol and anabolic steroids, or drug-containing paraphernalia that result in disciplinary action according to the provisions of this policy and its regulations will be kept in the student's file for three years. For purposes of disciplinary actions, student infractions of the policy will be accumulated for three year periods. The regulations that guide the implementation of this policy are in keeping with applicable laws and are observed by all staff members.

Procedure for Student/Family Appeal

Parents of students who wish to contest a substance abuse disciplinary action may request that their case be brought before a specially designated faculty group. If approved, this group will make a recommendation to the faculty in question and to the Executive Director, who will make the final decision.

Community Substance Abuse Education

The Three Cedars Waldorf School encourages the continued development and implementation of educational programs for staff, students, and parents that will provide information on the harmful effects of dangerous drugs, aid in the prevention of alcohol/tobacco/substance abuse, and reflect sensitivity to cultural differences.

Smoking Policy

The use of tobacco is universally recognized as a serious threat to health and well-being, and incompatible with the school's commitment to students' healthy development.

The display or use of tobacco products is prohibited on campus at all times. State law prohibits smoking for anyone under the age of 18.

Smoking during the school day or at school events such as dances is a serious infraction to TCWS Behavior Expectations. TCWS may require a plan of intervention for students who exhibit signs of smoking during the school day.

Intoxicants

The possession, sale, or use of intoxicants is strictly prohibited on the premises of the Three Cedars Waldorf School at all times.

Student Health

Illness

The faculty and staff share with you a deep concern for both the physical and inner health of your child. We, like you, would like to see rosy-cheeked, bright-eyed children engaged in vigorous play and fully participating in school activities. It is normal for children to experience various sicknesses as they grow, and parents have individual ways of dealing with this. We feel that a well-rested child who is dressed warmly and who is fed a wholesome diet is best prepared to withstand the onslaught of winter colds and ailments.

As parents, you know best how your child appears and acts when s/he is ill. The lively classroom is not a soothing environment for a child who is not well. Please arrange your lives so that your child can remain in a quiet and restful environment when s/he is ill.

We understand the need to continue working, even when a child is not feeling well. We urge you, however, to arrange back-up childcare rather than bring an unwell child to school. After an illness, children often appear healthy in the morning, but still are not up to the vigorous activity of school. Please allow your child at least one full day of rest after an illness. Please call the school office each morning that your child will be out of school.

If your doctor has prescribed an antibiotic, your child should be kept home for 24 hours after starting the medication (after which time s/he is considered non-contagious). If treatment for a contagious illness involves homeopathic remedies, the child should be kept home for 10 days to two weeks (after which time s/he is considered to be no longer contagious; for example, treatment of strep throat).

If your child is not feeling well during the school day, they may be sent to the office by their class teacher. The office staff will make note of the student's symptoms and will allow them to rest in the office for up to 10 minutes. Students who are not sufficiently well enough to return to class after a short rest will be sent home for the remainder of the day in order to fully recover.

Cough Pocket

The 'cough pocket' is a simple and effective way to combat the spread of infection by hands and fingers.

Instead of coughing into their hands, we encourage students to cover their mouths and noses with the inside of one elbow. This way sneezes and coughs land on sleeves, rather than hands and fingers. It usually takes a few weeks of encouragement and reminders (saying, 'cough pocket!' and throwing your arm across your face works best for the young, imitative child), but you will be amazed by how quickly your family can learn this technique and by how simple and effective it is!

Special Medical Needs

Teachers and staff are trained to administer simple first aid and CPR in case of an accident on the playground, but the school is not staffed with medical personnel. If your child has special medical needs, we kindly ask that you bring them to our attention upon enrollment and give regular updates to your child's teacher and the administrative staff.

Medications

An Authorization for Administration of Medication form, signed by the student's physician and parent, must accompany all medications sent to school. This form may be found in the [Health Care Plan Handbook](#), which is posted in the Parent Portal section of our website.

School staff may administer almost any medication with proper authorization and training. Narcotics are stored in a locked cabinet, and their administration is carefully monitored. All medication must come to school in their original containers, accompanied by the Authorization for Administration of Medication form, and will be kept in the school office. Your pharmacist will usually give you an extra bottle to keep at school if you request it at the time your prescription is filled. TCWS keeps a written record of all medications administered to any child on the Authorization for Administration of Medication form, and archives these records for seven years.

Exceptions:

- Medicines for chronic, long-term conditions such as asthma, epilepsy, etc. need not be resubmitted on a three-day cycle. We need a new form to be filled out and signed each month.
- If medication is changed by the physician within the three-day period, the parent/guardian must provide a new form.

- Homeopathic remedies may be administered if the parent has given authorization on the Emergency and Consent Form. A new form must be submitted each 30 days for homeopathic remedies.

Immunization

An immunization record is required for every student prior to admittance. The State of Washington does not require immunization for schooling children, but parents must claim specific exemptions, either 'personal' or 'religious' on the back of the State immunization record. A qualified provider (MD, DO, ND, PA, ARNP) licensed under Title 18 RCW must confirm that the parent or guardian has received information of the benefits and risks of immunization to their child as a condition for exempting their child for medical, religious, personal, or philosophical reasons. In the case of an epidemic, the Department of Health may require all non-immunized students to remain at home for a period of quarantine.

Three Cedars is required by Washington State law to inform parents about the availability of information on HPV disease (RCW 28A.210.080). Information on Human Papillomavirus (HPV) infection, cervical cancer, and the HPV vaccine is available on the [Washington State Department of Health website](http://www.doh.wa.gov/YouandYourFamily/IllnessandDisease/Meningitis.aspx).

As of July 2005, schools in Washington are required to provide information on meningococcal disease to parents or guardians of all students entering Grades 6-12. Meningococcal disease is a serious infection of the brain (meningitis) and blood caused by a type of bacteria. More information on meningococcal disease, the vaccine, and other recommended immunizations is available on the following web sites:

www.doh.wa.gov/YouandYourFamily/IllnessandDisease/Meningitis.aspx

www.cdc.gov/meningitis/index.html

Accidents and Injuries

Please refer to the [Health Care Plan Handbook](#), located in the Parent Portal of our website, for details regarding the school's procedures for administering first aid procedures and medications. When any minor accident or injury occurs (e.g. small cuts, bruises, sprains or bumps) we proceed as follows:

- Staff trained in First Aid follow the actions for the particular injury or illness as specified in the recommendations from the King County Health Department.
- The receptionist or office staff in attendance (or if on field trips, the teacher) records the incident and treatment on a Student Accident/Injury Form, or the Student Health Log.
- Each accident, however minor, is reported to the parent by telephone and/or via a copy of the report.

Concussion and Head Injury Policy

Three Cedars wishes to inform and educate our teachers, parents, guardians and upper elementary students of the nature and risk of concussion and head injury including continuing to play after concussion or head injury. On a yearly basis, parents are expected to sign off on their being informed about concussion and head injury risks and this sign off must be on file in the school office prior to the student's initiating in school activities.

Concussions are one of the most commonly reported injuries in children and adolescents who participate in sports and recreational activities. The centers for disease control and prevention estimate that as many as three million nine hundred thousand sports-related and recreation-related concussions occur in the United States each year.

A concussion is caused by a blow or motion to the head or body that causes the brain to move rapidly inside the skull. The risks of catastrophic injuries or death are significant when a concussion or head injury is not properly evaluated and managed. In 2009, the State of Washington passed the Zackery Lystedt law, relating to the management of concussion and head injury in youth sports and schools.

Concussions can occur in any organized or unorganized sport or recreational activity and can result from a fall or from players colliding with each other, the ground, or with obstacles. Concussions occur with or without loss of consciousness, but the vast majority occurs without loss of consciousness.

Continuing to play with a concussion or symptoms of head injury leaves the young athlete especially vulnerable to greater injury and even death. The state

legislature recognizes that, despite having generally recognized return to play standards for concussion and head injury, some affected youth athletes are prematurely returned to play resulting in actual or potential physical injury or death to youth athletes in the state of Washington.

A student who is suspected of sustaining a concussion or head injury at Three Cedars Waldorf School shall be removed from activity immediately and sent to the school office. A student who has been removed from play may not return to play until the student is evaluated by a licensed health care provider trained in the evaluation and management of concussion and the school receives written clearance to return to the movement or activity from that health care provider. The health care provider may be a volunteer.

Injury Prevention

- The school is inspected at least quarterly for safety hazards by the Facilities Manager or the Director of Administration. Faculty and staff members review their rooms daily and remove any broken or damaged equipment.
- The playground is inspected daily for broken equipment, environmental hazards, garbage, animal contamination, etc. and proper amount of cushion material under and around equipment by the teachers and/or Facilities Manager.
- Toys are age appropriate, safe, in good repair and not broken.
- Hazards are reported immediately to the Director of Administration or the Office Manager, and if necessary, to After School Care Program staff. Hazards are removed, made inaccessible, or repaired immediately to prevent injury.
- Faculty and staff maintain proper supervision indoors and outdoors at all times.

Health Records

Certain health information about each child is required by state childcare regulations (WAC 388-150). To meet these state requirements, we ask for the following information on the Emergency and Consent Form:

- The child's health history, including date of last physical, dental visit and X-rays

- Consent for emergency care
- Health care provider, name, and phone number
- Medical insurance
- Name of preferred hospital
- Immunization status
- Authorization for a person other than the parent to take the child out of the school, reported on a form provided by the State
- Allergies and dietary restrictions
- Chronic diseases or other health concerns
- List of current medications
- Life threatening conditions

Disease Prevention and Control

Parents/guardians of exempt children MUST receive notification that the child may be excluded from school or childcare if an outbreak of a disease occurs that they are not fully immunized against, for the duration of the outbreak. The school will maintain a list of exempt children, along with a list of students with any status other than 'complete' for follow-up or exclusion in the event of an outbreak. (Per Chapter 246-110 WAC, all facilities responsible for children are required to establish policies and procedures for preventing and controlling the spread of communicable diseases in children, employees, and volunteer staff.)

Communicable Diseases and Local Health Department

Communicable diseases are illnesses which are spread by direct contact with infectious agents (germs or bacteria). Illnesses can be spread by:

- Direct contact with body excretions or discharges from open sores
- Indirect contact with inanimate objects (drinking glasses, toys, bedding, etc.)
- Flies, mosquitoes or other insects (vectors) capable of spreading a disease.
- Airborne through coughs and sneezes

The school is required to call the King County Health Department when a student or employee has contracted any of these illnesses:

- Acquired Immune Deficiency Syndrome (AIDS)
- Campylobacteriosis (Campy)
- Diphtheria
- E. Coli 0157: H7
- Giardiasis
- Hemophilus Influenza type B (HIB)
- Hepatitis
- Kawasaki Syndrome
- Listeriosis
- Meningitis
- Meningococcal Disease
- Mumps
- Pertussis (Whooping Cough)
- Poliomyelitis (Polio)
- Reyes Syndrome
- Rheumatic Fever
- Rubella (German or 3 day measles)
- Rubeola (10 day measles)
- Salmonellosis
- Shigellosis
- Tetanus
- Tuberculosis (TB)
- Typhoid Fever
- Yersiniosis

In addition, the school is required to notify King County Health Department (KCHD) when an unusual number of students and/or staff are ill. (For Example, if more than 10% are ill, even if the disease is not on the list above.) We also contact King County Health Department whenever we have questions or concerns about other illnesses. We will notify parents of any communicable disease outbreaks at our school.

Student Health Policy

Please have an alternative plan of care for your child when s/he is ill. This will give your child the one-on-one care that s/he requires when ill and it will prevent exposure to other children. If your child has been exposed to a communicable disease, let your

child's teacher and the School Office know as soon as possible. On the advice of KCHD, we will not allow children with any of the following symptoms to be or remain at school or the After School Care Program. If TCWS management staff or faculty have concerns about a child's ability to safely return to school, we reserve the right to request a note from the child's health care provider.

Appearance/Behavior – Unusually tired, pale, lack of appetite, confused or irritable – atypical behavior

Diarrhea – Two or more watery stools in a 24-hour period

Eyes – Itching, and/or thick mucous or pus draining from the eye. Children/staff will be readmitted after medical diagnosis to rule out bacterial infection, or 24 hours on antibiotic treatment.

Fever – Temperature of 100°F or higher and/or associated with any of the above symptoms. TCWS uses thermometers with a disposable protective cover to determine if a child has a fever.

Head Lice – Children will need to go home immediately for treatment if head lice is suspected. The hair and all clothing must be free from nits (treated or not) and lice in order to return to school.

Mucous – Green mucous from the nose for three days or longer

Rash – Unexplained body rash not associated with heat or allergic reactions, especially with fever or itching

Sores – Children/staff with open oozing sores, which cannot be covered, will not be allowed to be in school until either 24 hours after starting antibiotic treatment, or sores are properly covered (e.g. bandage/clothing, staff-gloves), or sores are healed

Sore Throat – Especially if associated with fever or swollen glands

Vomiting – Vomiting on 2 or more occasions within a 24 hour period

A child with these symptoms can be readmitted to school with a signed note from a healthcare provider stating that the child is not contagious. Otherwise, the child must be symptom free for 24 hours without the use of symptom-masking medication.

For further questions regarding communicable disease or illness, please call the King County Public Health Nurse at 206.296.2770 or the Communicable Disease Control Center at 206.296.4774.

Life-Threatening Conditions & Allergies

For all life-threatening conditions and allergies, parent/guardian must complete an Authorization for Administration of Medication form, signed by the student's physician and parent. This form may be found in the [*Health Care Plan Manual*](#), which is posted on the school's website. Parents must also complete an Emergency Action Plan Form, available upon request. Forms and medication **MUST** be submitted prior to the first day of school or the student will not be permitted to attend. A list of life-threatening conditions and accompanying plans are distributed to faculty members and office staff at the beginning of each school year and as necessary.

Food Allergy Policy

Considering that: Under TITLE III of the Americans with Disabilities Act of 1990 (ADA) 42 USC 1218, SEC. 301.7.J.), (Public Accommodations and Services Operated by Private Entities), private schools are required 'To make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs.'

Considering that: According to the Washington Federation of Independent Schools, private schools are required by law to follow state and federal regulations as they apply to medical conditions,

Considering that: Three Cedars Waldorf School is part of the Bellevue School District, and therefore must follow regulations as adopted and interpreted by the Bellevue School District as they pertain to medical conditions,

Considering that: The Bellevue School District currently does not provide students with food allergies spaces and conditions completely deprived of allergens, and does not guarantee the safety of spaces,

Three Cedars Waldorf School adopts as its Food Allergy Policy the following:

- TCWS acknowledges the presence of life-threatening allergies among its students

- TCWS provides, as required by law, a written medical plan and provision of care
- TCWS provides yearly training to teachers, staff, and volunteers on Anaphylactic condition and treatment
- TCWS provides, as required by law, a reasonable accommodation to medical conditions.

Three Cedars Waldorf School considers the following as reasonable accommodation, as indicated by the Bellevue School District:

- TCWS provides nut free table for snack and lunch.
- TCWS ensures that all students in the class where a food allergy is present will wash their hands with soap and water at least before and after snack and lunch. Tables (including under the rim) will be cleaned and sanitized before and after meals and snacks.
- TCWS ensures that the level of education in the school community about the seriousness of the life-threatening condition of certain food allergies is sufficient to maintain reasonably safe conditions for the students affected by such condition.
- TCWS ensures that the participation of parents, faculty, and staff, in any and all programs, education sessions, or implementation of such programs is voluntary and not coerced.
- TCWS is committed to not make promises of safety that it cannot guarantee.

Pest Control

Our school is routinely monitored and checked for pests and uses Integrated Pest Management whenever possible. When pesticides are necessary, the school will use the lowest risk, most effective products available to us and we will do our best to schedule applications during breaks to allow for minimized exposure. Although no notification is required to be given for pesticide applications recognized by law to pose little or no risk to children or staff; some parents may wish to receive notification in the event of pesticide application. If you would like to be placed on our notification list, please contact the front office. Note that no prior notification will be given for emergency applications, such as wasp nests that pose

an immediate danger. When emergency applications have been made, however, notice will be posted and information is always available in the school office

Head Lice

Infestations of head lice are a common nuisance among young children. However, they rarely (if ever) cause direct harm, and are not known to transmit infectious agents from person-to-person. Thus, they are not considered to be a medical or a public health problem.

Response

An outbreak of head lice in a class thus does not constitute an emergency. Bear in mind that a child who is discovered to have head lice will already have had lice for several weeks prior to its being discovered.

Preschool and Kindergarten

Due to the close and regular physical contact among students in Preschool and Kindergarten classes, the school has adopted a 'No Nits' policy in the early childhood programs, as required by law. When a case of lice is detected, the office staff will ask parents of the child to treat for lice, including the full removal of nits, before the child returns to class. Prior to his or her return to the class, the student must be checked by the office staff or provide verification that they have been checked and/or treated by a lice removal service, such as Lice Knowing You. We take this additional step to support parents of young children who are not yet familiar with lice outbreaks. If lice or nits are detected on that occasion, we will ask parents to treat again before returning to school.

Class-Wide Screenings

When a case of lice has been reported, the school will conduct class-wide screenings, at least twice per week, until ten days following the last case of lice has been noted. This is again to support parents of young children in the detection and understanding of lice and nits, and to limit their propagation as much as possible as treating for lice and nits can be eventful in the lives of young children and their families. If lice and nits are detected during class-wide screenings, office staff will ask parents to treat for lice, as indicated above.

Grade School

Working with the Student

- If you find that your child has lice or nits (eggs), please notify the school office.
- A student who is found to have lice will generally be allowed to remain in school until the nearest break (snack, lunch, or end of day). The school may on occasion make a decision to send a child home immediately if the infestation is severe. We will notify parent/guardians, and also examine siblings and close contacts of a student for lice. We will make every effort to keep the affected student's identity confidential.
- Choice of treatment approach is up to the parents, but the student must be free of nits and lice before returning to school.
- After home treatment, the student must be checked again by a staff member in the front office before returning to the classroom (generally the next school day), or provide verification that they have been checked and/or treated by a professional lice removal service, such as Lice Knowing You. Parents should remain with their child until that check is complete. Students must be free of nits and lice before returning to school.

Working with the Class

- Our practice is to inform families in the class when a child in that class has lice. In the event that an affected child has a sibling in the school, we will also check the sibling for lice. If the check indicates no lice, then we do not inform the families in the sibling's class. The child who has lice is not identified by name in the notification.
- Occasionally we will receive a report that children may have been exposed to lice via a party or sleepover. We will pass along such news if requested to do so.
- It remains the parent's responsibility to ensure that children come to school lice and nit-free. Our administrative staff is happy to provide education and assistance to parents any time, including lessons on how to check your child's head, and what to look for. Feel free to ask.

A complete list of the school's crisis and health management policies is available on the parent portal

of our school's website, as per The Department of Early Learning licensing requirements. Prospective parents are welcome to request the password to the Admissions Coordinator.

Facilities Use

Parking Lot Etiquette

- Drive SLOWLY both in the vicinity of our school and on our campus, where the speed limit is FIVE MILES PER HOUR, ESPECIALLY AS YOU ENTER THE SCHOOL GROUNDS.
- DO NOT PARK in the fire lanes, in front of the garbage enclosure, the handicap spaces, or on the sidewalks.
- Please RESPECT ALL SIGNAGE, traffic cones, and no-parking areas.
- Please respect no-parking requests for special events.
- Students come and go from the parking lot throughout the day, as early childhood and grade school students attend school at different times. We recommend that you use a high degree of caution when driving through or parking on our campus, for the safety of all.
- Handicap parking space is reserved for handicap parking only. The fine for illegally parking in a spot reserved for persons with disabilities is \$250.
- There are NO DOGS allowed on campus, other than service animals. If you must bring your dog, please be sure it remains in your car.

Carpooling

Many families take advantage of carpooling. If you would like some help to identify families who live in the same neighborhood as you do and may enjoy sharing rides, please call or stop by the office. We will gladly lend a hand in your search for carpooling possibilities.

Use of TCWS Facilities by Parents

Parents are occasionally asked to volunteer at times when school is not in session, such as week-ends or vacation. We are grateful for our parents' willingness to gift their time and talents to our school, and are glad to offer them the possibility to do so when convenient to them. However, for safety and practical

considerations, such as fire alarms for example, faculty and staff are asked to be on campus on these occasions.

Exceptional Access to TCWS Facility by Parents

Access to TCWS facility is exceptionally permitted when the facility is opened and closed by an employee of TCWS. Faculty or staff members who wish to benefit from parent volunteers at times when the school is not in session are responsible for the opening and closing of the facility. Parents who bring their own children when they volunteer during off hours are responsible for supervising them.

When the faculty or staff member requesting volunteers is not able to attend, or open and close the facility, s/he is responsible for making arrangements with a colleague who takes this responsibility, and to notify the Facilities Manager of this arrangement. In such instance, the faculty or staff member is still responsible for the use of the facility by the parent(s) who volunteer. It is the responsibility of the faculty or staff member who requests such use of our facility to explain our fire alarm procedure to the parents present.

The school does not permit, under any circumstances, activities without the supervision of a school employee.

Scheduling

The faculty or staff member requesting volunteer support is responsible for confirming with the office that the facility is available at the planned time, at least one business week prior to the event.

Care of the Facility

All areas of the facility used during that time must be left in the same or better shape than was found. Any damages must be immediately reported to the Facilities Manager.

Communication

A faculty or staff member who requests the help of parents for a volunteer task at times when school is not in session must inform the office prior to the event of all arrangements such as date and times, name of the faculty member responsible for the event, so that the office can inform the Facility Manager, Executive Director, and office staff.

Resource Organizations

A number of organizations in the area have missions which are related to or complementary to ours. For a detailed list of such resources, please consult our website regularly.

Sound Circle Center

The mission of Sound Circle Center for Arts and Anthroposophy is to train Waldorf teachers and provide education and support to Waldorf communities in the Pacific Northwest. Sound Circle offers a part time Foundation Year in arts and anthroposophy and Symposia courses for adults in the arts and anthroposophy throughout the year. Please visit Sound Circle website for detailed information www.soundcircle.org.

The Research Institute for Waldorf Education

The Research Institute was founded in 1996 in order to deepen and enhance the quality of Waldorf education, to engage in serious and sustained dialogue with the wider educational-cultural community and to support research that would serve educators in all types of schools in their work with children and adolescents. The Research Institute has supported research projects that deal with essential contemporary educational issues such as attention-related disorders, trends in adolescent development and innovations in the high school curriculum, learning expectations and assessment, computers in education, the role of art in education and new ways to identify and address different learning styles.

The Research Institute has sponsored colloquia and conferences that have brought together educators, psychologists, doctors, and social scientists. We have published a Research Bulletin twice a year for the last nine years, and we are developing and distributing educational resources to help teachers in all aspects of their work.

The Research Institute for Waldorf Education
P.O. Box 307 Wilton, NH 03086
Fax: 603.655.5258

researchinstitute@earthlink.net
www.waldorfresearchinstitute.org

The Anthroposophical Society

The Anthroposophical Society was founded by Rudolf Steiner in Switzerland in 1923. It seeks to support individuals who are working on their own inner development and who wish to bring the fruit of that inner work to benefit the wider world. As a modern path of knowing, its doors are open to all who seek its approach and who wish to support its activities. Today, anthroposophical activity is alive in communities around the world. For more information, visit www.anthroposophy.org

Waldorf International

For information about Waldorf education worldwide and international cooperation, visit www.waldorfschule.info

AWSNA: Association of Waldorf Schools of North America

Comprehensive website including information about Waldorf education, teacher preparation, articles, and bookstore. www.whyywaldorfworks.org

NWAIS: Northwest Association of Independent Schools

www.nwais.org The mission of the Northwest Association of Independent Schools is to promote high educational quality, to foster collegial and ethical leadership and to safeguard and represent the interests of our schools. In achieving its mission the overarching goals of NWAIS are:

- Promoting and sustaining the attainment of accreditation by maintaining a rigorous accreditation process
- Providing extensive professional development opportunities
- Facilitating the exchange of information and other resources among our schools
- Helping our schools understand and respond to the realities of an increasingly multicultural and global society
- Promoting the value of and fostering the independence of our schools Identifying and defining principles of good practice in the relationships among our member schools.