



**SHEPHERD VALLEY
WALDORF SCHOOL**

**Parent Handbook
2011-2012**

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CHAPTER 1 WHAT IS WALDORF EDUCATION?

Imagine a plant growing: out of the earth, pushing the stem and first leaves, the second set of leaves, then the third. Now imagine you have never seen a blossom. Even if you stayed for the fourth and fifth set of leaves, even all the leaves, you could not know the next step. Had you never seen it, you could not conceive the bud, its opening, the color, the pollen, and the nectar. But once it was there, you could see how naturally it belonged to the plant, how the blossom was a metamorphosis of the leaves, completely dependent on the rest of the plant and containing within it all that had gone before. This image of metamorphosis also holds true for the unfolding child. Had we never seen the full process, could we predict from that bundling infant the free, upright creative human being and all the unexpected transformations in between?

One of the tenets of Waldorf education is that children must have experiences, which belong to their nature. When we ask the question “what is the nature of a child?” we find that the answer is one of metamorphosis, of different aspects of the being coming into play at different times, of an awakening and an unfolding. Any education that claims to truly meet the needs of the child must transform along with the child in a holistic, supportive and parallel way.

When we bring to the child, just at the right moment, matter appropriate to his faculties, to his disposition, then what has been thus introduced will become a...source of refreshment for the child throughout the whole course of his life.

— Rudolf Steiner

So, what is this whole that we call Waldorf education? One way to talk about the fabric of this education is to name three strands, which interweave in a very intricate pattern to help produce the finished form. The first strand we might identify is the vision of the

child as a being who unfolds through certain stages that parallel, in a real sense, the development of humanity thus far. The second strand is the heart of Waldorf education, the conviction that education itself, with all its methodology, is an art. And the third strand, which lives through the fabric of the education, is a rhythmic pulse, an incorporation of the awareness that we human beings are part and parcel of a rhythmic world within our bodies and in the world without, and true education must live and breathe in synchrony with this rhythm. As we explore the philosophy of Waldorf or Steiner Schools from preschool through adulthood, we find these three strands giving shape and form to a truly life-enhancing education.

The Child as a Developmental Being

When we look at a child from birth to adulthood, we can identify three periods or cycles of development, which are characterized by certain experiences and expressions not only physiological, but also mental, social, emotional, and spiritual. From the perspective of Waldorf education, a child comes into the world with an inherited body and a spiritual individuality. Where these two formative sources, their needs, drives, and goals, meet in a human being, we call the soul. How this interplay unfolds for each child is unique, yet the stages through which the transformations from child to adult occur are our shared humanity.

One way to characterize the stages of childhood is by the three “I”s — Imitation, Imagination, and Ideation.

Imitation

The first seven-year stage lasts from birth to the change from baby to adult teeth. The

young child comes into the world with all senses wide open, full of unlimited trust. Impressions go straight in; there is no screening, as yet, of any sensory input. The child's relationship to the world is lived from the outside in. Since the child does not discriminate "self" as apart from other things, everything is taken in as part and parcel of the whole. Impressions go straight in; they are not assimilated or "digested" as an older child or an adult might. Often these impressions, because they are not *consciously* experienced, have a profound influence on the child's later feelings and behavior. This period of indiscriminate acceptance on the part of the child must call forth in the teacher or parent a real consciousness of the environment in which the child lives. The child lives in active surrender to the world, moved to explore, discover, and participate in her world. She is a creature of imitation. It is important to see the depth at which a child is bound to this imitation, not only through learning language or playing at grown-up work, but at the deepest ground of relating to the world. Dr. Bernard Lievegoed says in *Phases of Childhood* that this preschool child "whose soul is completely open to the world not only perceives his father's actions when he turns away in irritation and walks out the door, but will also assimilate the moral contents of such a gesture and these remain in the depths of his subconscious. Whether a person goes through life with an unwavering trust in the goodness of the world as the foundation of his spiritual life, despite any number of trials and tribulations, or whether he goes through life filled with suspicion and lacking joy; even though everything has gone his way, these things can be greatly influenced by the environment created by his parents during the first years of his life."

A Waldorf preschool teacher, aware that the child is thoroughly motivated by imitation, strives to create a classroom imbued with

goodness and beauty. The toys, the color, the activities, are chosen with much care. Of greatest importance, though is the teacher. From a developmental perspective we influence young children by who we are, by the goodness and love and trust we express. So a Waldorf teacher brings to the children warmth, respect, and a strong intention to give this small human being a solid ground on which to begin the journey toward their particular destiny.

Imagination

During this second period of seven years, from seven to fourteen, the child relates to the world in a different way from when she was younger. Impressions are not taken in so openly: now there is a period of assimilation. More and more, the child senses a "self." No longer a being without bounds, the child experiences the outer world and her inner world as different. So the outside world tends to penetrate the inner world of the child in a fragmented, unpredictable way. The child, living in her world almost as in a fairy-tale land or storybook home, begins to take the impressions from the outside world and transform them into images of her own making. Psychologically, this step is a critical and wonderful one. From the ability to perceive, the child now grows into the ability to conceive. With this gift of imagination comes an awakening and an awareness of the child's feeling life. What does the child need during this state of development? If we look back on our elementary school years, what do we remember? Usually, it is the plays, friends, songs, stories, games, or field trips that remain alive for us. What speaks to the imagination in pictures and stories, in color, rhythm, and music is learned and remembered in such a way that, thus "digested, it becomes a capacity for life." Every child during this period of development has the heart of an artist,

regardless of ability, and the teacher's job is to transform intellectual knowledge into an artistic experience that will feed the child's capacity for imagination.

Of critical importance in education at this stage is to insure that the children are not merely relying on memory with regard to the lessons, but that the lessons are actually being taken in and digested by the children. Dr. Lievegoed, in speaking about education, says that we may "tell a story about history or geography and then test the children to see if they are capable of reproducing it. However, it can also be tested by asking them to make a drawing of the events in the story that made the greatest impression. It is interesting to see which events are chosen, and how the story has been assimilated. Something taken in audiotorily can be recreated visually. Similarly, a visual stimulus can be transformed into writing." Through these methods, the teacher can see what was actually taken in by the children and how each child has transformed the material within the uniqueness of the particular child's soul. Rather than a reproduction or regurgitation of the teacher's words, we have an experience that calls upon memory as well as the active forces of feeling and will which create something new and individual.

If we address the child through imagination during these years, we lay the foundation for a free, thinking adult. One of the problems with education in this century is that it has tended to encourage reproduction rather than creation, with the result that many adults are able only to reproduce views and thoughts placed before them rather than to think and produce out of themselves. But if the imagination is nourished at the appropriate time in a child's life, the capacity for ideation will awaken in a most natural unfolding.

The concept of Education, which rightly means to bring forth, is rapidly getting

lost in all civilized countries and replaced by mere Instruction. If we are convinced that each child brings something quite individual with him or her ... then our efforts as teachers and parents will be so directed as to help to develop the child's full capacities, and find his or her true destiny. A mere cramming with facts and knowledge has nothing to do with real Education (which endeavors) to develop faculties within the child according to his or her individual character.

— Rene Querido, Waldorf Educator

Ideation

The third developmental period from about fourteen to twenty-one, is one of ideation. If we look at the first phase as a physiological development, motivated by the will to explore the world and characterized by imitation, then we say the second phase is psychological, motivated by feeling and characterized by the awakened imagination. Now the child enters this final phase of childhood, one of social development where forces give life to thinking and the child is immersed in ideation.

Now the child relates to the world by acting upon it. Within the young person at this stage there lives an ideal; the world of others is measured and, most often, found wanting. "Who am I?" "What is my place in the world?" This "I," this self, is the ground from which the adolescent views the world. With their thinking now activated, children question and search for the truth about things, people, and values. Children are on fire for knowledge.

What is critical in education at this developmental period? In High School, the real intellectual schoolwork begins. The children must be guided by adults with a passionate interest in an area into a hands-on experience and understanding of the inner

workings of a subject. They must find the answers to their questions. Developmentally, they need to see in the world how individuals can and do make a difference. They need mentors who exemplify the creative purposeful adult that is the goal of all Waldorf education. Through an understanding of the development phases of children, Waldorf teachers are able to support rather than divert this natural process. Much in contemporary culture does not support a child's unfolding, but attempts to manipulate or distort it for purposes which have nothing to do with the health and wholeness of the child or the eventual adult. If supported through these periods of imitation, imagination, and ideation, the child will enter adulthood with a strong sense of purpose and with the capacity to fulfill that unique destiny.

The Art of Waldorf Education

The heart of the Waldorf method is the recognition that education itself is an art. Rudolf Steiner, the originator of Waldorf education, said, "Waldorf School Education is not a pedagogical system but an Art — the Art of awakening what is actually there within the human being."

In order to educate the whole child, a teacher must reach and inspire not only the mind, but also the heart and will. Therefore, whatever the subject — languages or mathematics or sciences — the teacher's presentation must speak to the child's experience and particular readiness at the moment. Classes are filled with stories, songs, verses, histories, and investigations. Rather than abstract concepts presented through lectures, the class encounters a new perception, engages the task "hands-on," and, as a natural outgrowth of this experience, forms an idea. Through the lively art of teaching, the child's creative spirit is encouraged and enlivened.

Two Views

The primary task of education in the school age years is, therefore, to educate and nourish the imagining powers of the child, and to lead them over into the development of strong, flexible, and insightful conceptual capacities which developed imagination alone makes possible.

Here the moral dimension in knowing and education appears in yet a new way. We are responsible for the kind of images we bring to bear on the world, and the ways we do it. And we are responsible for the care we take in enabling children to develop their own strong image-making capacities. Much in modern American education, with its nearly exclusive emphasis on utilitarian, problem-solving skills, neglects entirely the development of the child's imagination. At the same time — through television, movies, literalistic picture books, detailed toys that leave nothing to the child's imaginative powers — the children are made increasingly vulnerable to having their minds and feelings filled with ready-made, supplied images — other people's images, often of the most banal, even violent and obsessive sort.

Steiner, therefore, stresses the importance of an education during the school-age years that is through and through artistic in nature. In these lectures he explicitly criticizes any one-sided emphasis on emotional development that ignores the importance of intellectual development. He also criticizes as nonsense notions that all learning should be play (in this he transcends the current split between the partisans of so-called cognitive education and affective education). *Rather than emphasizing artistic as opposed to intellectual subjects, his chief concern is to bring together intellect, emotion, and the tacit knowing of will activity in an integral unity.* Every subject, especially mathematics and science, therefore, is to be presented in an imaginative, artistic way that speaks to and

nourishes the child's own imagination. The education sought in Waldorf schools is one in which sound, tone, stories, poetry, music, movement, handwork, painting and colors; and direct acquaintance with living nature and other people permeate the pedagogy and the curriculum of these school-age years.

It is essential that we develop an art of education, which will lead us out of the social chaos into which we have fallen. The only way out of this social chaos is to bring spirituality into the souls of men through education, so that out of the spirit itself, men may find the way to progress and the further evolution of civilization.

— Rudolf Steiner

Introduction by Douglas Sloan from *The Children's Changing Consciousness and Waldorf Education*, by Rudolf Steiner

This, in brief, is the logic of the artistic method in Rudolf Steiner education. It penetrates into the teaching of every subject in the school and challenges, by implication, all that is bleak and pictureless, artless and machinelike in the education of the young. Since life requires capacities, not theoretical concepts and abstract definitions nor encyclopedic accumulations of information, its goal is the *living* concept. The artistic process leads to practice, repetition out of enthusiasm, and then to capacity and skill. Ultimately, it seeks to guide the natural evolution of the child for the world around him into an enthusiasm and love for beauty and knowledge, and, in later years, into reverence; love and courage for the truth. It seeks true freedom — not the license that parades under that name, but an inner self-fullness bred of discipline and gradually unfolded talents. “Our highest endeavor,” Rudolf Steiner said, “must be to develop free human beings who are able of themselves to impart purpose and direction to their lives.”

Actually, freedom and individual responsibility operate in the very structure of the school, for its faculty exists truly as a community of equals, taking full responsibility for the operation of their school, electing their own chairperson (in place of the traditional appointed principal), and pursuing their own excellence. Some teachers devise their own plays and stories for the class; all operate creatively within the broad Steiner outline. In a world in which slavery by the state, slavery by machine, slavery by ignorance, slavery to passions and drugs and boredom are rampant, the Steiner school's pursuit of spiritual freedom is the more significant — rare.

The Waldorf method is neither flawless nor static. It has practical as well as theoretical challenges. Qualified, devoted, trained teachers are hard to find; many of its schools have modest, even inadequate, physical plants and the ideas themselves, in their practical application, constantly undergo development and modification — for the last thing Rudolf Steiner himself wanted was a “system” to which interested persons rendered themselves slavishly bound.

Most students who go on to college marvel at how much of their learning is actually a part of them, how much it is a resource upon which to draw, a guide to full and responsive living. Again — a school fulfills its function to the extent that its teaching is transformed into creative capacities for life. from Henry Barnes and Nick Lyons, *Education as an Art*

The Role of Rhythm in Waldorf Education

Waldorf Education recognizes the profound importance that rhythm plays in all areas of life. The rhythm of a child's growth, the rhythm of the year, of the seasons, of each individual day influences greatly a child's

natural aptitude for learning. The Waldorf curriculum introduces each experience and concept at the stage of development when a child is most receptive to it, in rhythm with the appropriate season of year and at the time of day most conducive to actual learning.

Thus, the preschool child, who learns through doing, enters a warm homelike classroom in which the flow of the day — from playing and circle to handwork and outside time — is designed to encourage the young child’s healthy and secure experience of life’s patterns.

In the elementary school, an uninterrupted two-hour “main lesson” with which the day begins is the academic cornerstone upon which the day is built. It encourages the child to become absorbed, even saturated with the subject. Main lessons are presented in the “block system,” for concentrated periods of three to six weeks. In the elementary school, recitational world-language lessons, practice lessons in English and arithmetic, music and Eurythmy, provide the more rhythmic element in the middle lessons of the day, and, as far as possible, the subjects engaging the child’s bodily activity — physical education, sculpture, woodwork, practical laboratory, instrumental music — are scheduled in the afternoon. The exercise of the head, then the heart, and finally the active hand creates a healthy sequence that tires less and gives each day a rhythmic shape. Over many years, this helps the child to live with time, rather than against it.

The daily rhythm, which the child comes to know inwardly, is enforced by the rhythmic progression of new subjects and by the presence of a class teacher, who, whenever possible, continues with the class throughout the elementary grades. In an age of anonymity and scatteredness, the continuing class teacher shares with the parents the responsibility to protect and to encourage, to discipline and to lead. A year

is just the time it takes a teacher to really get to know a class, and for the children to come to know and trust their teacher. These are among the most precious assets of a good year’s work. Change teachers, and you start again from scratch. Just as the artistic method inevitably fosters good teachers, so the continuing role encourages increasing awareness of individual students and a broad span of skills.

It is the class teacher’s work not only to educate the children as regards to the subject matter, but to observe the child’s true nature — the child’s deeper being. As Henry Barnes says in the introduction to *Education as an Art*, the work of a Waldorf teacher is, in the broadest sense, to further a child’s inherent development, to free it from encumbrances, to challenge and to stimulate, but also to offer the resistance necessary for independent and strong growth. The task of the educator is to help balance and heal the instrument, so that the individuality can emerge in its own time, ready and able to assume its own self-discipline and direction.

These are only a few examples of the role rhythm plays in a Waldorf school. Music, Eurythmy, handwork all flow from this understanding of the importance of rhythm. In the same way that our breathing expresses a natural rhythm - in, out, in, out - so we must find the balance in life between movements of expansion and contraction. By working with rhythm, the Waldorf class teacher helps the child to experience in a deep way the necessary balance between the inner life and the outer so that an overall harmonious movement through life becomes a possibility.

Out of this deep understanding of the nature and development of children, the art of Waldorf education takes form. Like the unfolding child, the education is not a finished product, but an evolving and unique process. What emerges from the dynamic between form and freedom may seem timely

or timeless, surprising or predictable, but always, it is alive with love.

. . . so what matters is that education is always based on love for the child, and that teaching and educating are approached as the basis of this living experience. — Rudolf Steiner

from the Emerson Waldorf School Parent Handbook

Who Is Rudolf Steiner?

Rudolf Steiner was born on February 27, 1861, in Kraljivic near the border of what were then Austria and Hungary. Even as a young man, he was very conscious of the reality of an inner life, of what he called “*a soul space in man.*” Although his principal course in university was Science, he had a keen interest in Philosophy and was well versed in the Arts and Literature. When he was 23 years old, he edited Goethe’s scientific works and later, at 29, worked at the Goethe archives on the scientific portion of another edition. His elucidation of Goethe’s *Theory of Color* was to influence profoundly the works of the artist Kandinsky. Steiner also edited the works of Schopenhauer, and was involved with the Nietzsche Archives. He received a Ph.D. for the elaboration of his own philosophy in *Truth and Science* and went on to write *The Philosophy of Freedom*. A true lover of drama, Steiner moved to Berlin to edit a “*magazine for literature*” which was associated with a theater society. He also joined the staff of a college for working men, an experience that provided him with insights into the prevalent social conditions, insights which would bear fruit in his later visions of a more just and peaceful social ordering. As his life experience broadened, Steiner’s spiritual consciousness continued to deepen. Meditation, he felt was the “*experience of the whole man through which he reached the actual spiritual world far more than through ideas.*” For ten

years, 1902 – 1912, while associated with the Theosophical Society, Steiner traveled across Europe lecturing and studying the art and architecture of different countries.

This desire to express a spiritual vision in the form of art led to the writing of four mystery plays, the development of an art of movement to sound, called Eurythmy, and the explosion into new forms for architecture and design. The architectural and design work cumulated in the building of a center in Dornach, Switzerland, during World War I. People from all sides of the conflict united to build the Goetheanum, dedicated to the continuance of Goethe’s scientific and artistic work.

At the end of World War I, Steiner suggested a threefold commonwealth as a natural and harmonious way to order and view society. He identified three spheres of human activity, each of which had its own appropriate organization. The three spheres were a cultural sphere, whose ideal was liberty; a political sphere, whose ideal was equality; and an economic sphere, with the ideal of fraternity. The health of a society, like the health of an individual, would lie in the balance and equilibrium among these spheres of the “*head, heart, and hands.*” In 1919, Emil Molt, owner of the Waldorf-Astoria cigarette factory, asked Steiner to design a school that would educate human beings able to address and heal the social and political difficulties of the modern time. In response, Steiner gathered together individuals from all walks and professions of life and lectured to them on the three physiological and psychological phases of childhood, the four temperaments, and a balanced curriculum whose purpose was “*to develop free human beings who are able of themselves to impart purpose and direction to their lives.*”

Many other groups asked Steiner for his suggestions and insights: farmers, actors, physicians, teachers of children with

different learning needs, and ministers. Out of Steiner's indications in these areas grew the biodynamic method of agriculture, stage and Eurythmy productions, schools of medicine, a widespread movement in curative education, and the Christian Community Church.

Steiner's knowledge covered an immense range of topics in which he was astoundingly well versed. His lectures spanned mathematics, astronomy, science, medicine, philosophy, theology, drama, education, economics, and political science. For as he once noted, "*Anthroposophy has its roots in the perceptions already gained, into the spiritual world. Yet these are no more than the roots. The branches, leaves, blossoms and fruits of Anthroposophy grow into all the fields of human life and actions.*"

based upon the biography by A.C. Harwood

Another Look

Rudolf Steiner, born in Austria in 1861, was a leading, if controversial, figure in the cultural life of central Europe. In 1902, he became the leader of the German chapter of the Theosophical Society, whose basic tenets were that human beings have an eternal spiritual essence and that the aim of our evolution, which takes place over many incarnations, is the discovery of this divine nature. Steiner broke with the Theosophical Society in 1909. Lecturing and writing on a variety of topics, including philosophy, religion, history, and art, he soon attracted a large, international, and sophisticated following.

Steiner maintained that the materialistic view of the universe that underlies modern life is both incorrect and disastrous.

Incorrect in that it is blind to the reality of the spiritual world, which creates, nurtures, surrounds, and penetrates the visible world; and disastrous in that it causes much of the disorder and suffering of the modern age.

Humanity must awaken, he said, to its own

spiritual origin, nature, and destiny and must recreate all of modern life and society with this spiritual nature in mind. Only then will the fulfillment of the individual, and peace and harmony of society be possible.

In 1919, Waldorf-Astoria cigarette company owner Emil Molt asked Steiner to design a school that would educate human beings able to create a peaceful and just society. Steiner saw an opportunity to design a system of education that would meet the spiritual needs of human beings and be a model for education in a new epoch of history. In the autumn of that year the first "Waldorf" school opened in Stuttgart with eight teachers and 175 pupils, mostly the children of Molt's employees. The curriculum included activities for the hands, body, and heart as well as the head, and it contained a strong moral and religious element. The school's explicit purpose was to create free, creative, independent, moral, and happy human beings.

Receive the child with reverence, educate the child with love, let the child go forth in freedom.

— *Rudolf Steiner*

Steiner's philosophy — that the material world is only a small part of the universe, that the human being has a body but also a soul and spirit, and that they are all profoundly interrelated — is called *Anthroposophy*.

from Utne Reader as in the Emerson Waldorf Parent Handbook

What Is Anthroposophy?

Anthroposophy is a path of knowledge to guide the Spiritual in the human being to the Spiritual in the universe. It arises in man as a need of the heart, of the life of feeling, and it can be justified only inasmuch as it can satisfy this inner need. - Rudolf Steiner

Steiner believed that through observation, study, and meditation, we human beings could awaken to our own inner nature, to the spiritual realities of the world around us, and to an understanding of our place in the cosmos. This awakening and awareness brings with it a great reverence for all of life. Steiner termed this process “*Anthroposophia*” or “*wisdom of man*.” He once said that Anthroposophy could be understood as an “*awareness of one’s humanity*.”

The insights and observations offered by Anthroposophy have proved a fertile ground for the outgrowth of new endeavors in a wide range of fields. Waldorf education, biodynamic gardening and farming, Camphill communities, work with curative education and community living, and Anthroposophic medicine and pharmacies, such as Weleda, are a few of the ways in which this knowledge has been applied.

Although Anthroposophy is not taught in Waldorf schools, its vision of the unfolding human being inspires all of Waldorf education. Steiner gave many thousands of lectures and authored numerous books. Out of that enormous gift, he indicated four books that were fundamental to the recovery of human dignity, freedom, and wisdom: *The Philosophy of Spiritual Activity*, *Theosophy*, *Occult Science*, and *Knowledge of the Higher Worlds and Its Attainment*. These books offer fertile ground for anyone interested in exploring this view of humanity in a more in-depth and complete way.

Information on Anthroposophical study groups can be found in the Resource Section.

How Has the Waldorf Movement Developed Worldwide?

The first Waldorf School opened its doors in September 1919 in Stuttgart, Germany, under the sponsorship of the Waldorf-Astoria Cigarette Company. The director of the company sought to provide a new kind of education for the children of the factory workers — a comprehensive and highly cultural education that would help them to become creative and balanced individuals in the fullest sense. This new kind of education was to work towards cultural renewal as an antidote to the despair gripping Central Europe and its young people in the aftermath of World War I.

The first Waldorf School was revolutionary for its time — open to children from all social, religious, racial, and economic backgrounds, and it was coeducational. By 1928 it had grown to become the largest non-denominational school in Germany, serving as a model for other Waldorf Schools in Germany, Switzerland, Holland, England, and New York.

With the rise to power of Hitler’s government, a life and death struggle began for the German Waldorf Schools. There was continuous harassment, and finally they were closed with the simple explanation that there was no place in Nazi Germany for any school that educated individuals to think for themselves. After World War II, the Waldorf Schools were the first private schools to be opened by the American occupational government for the very reason that they had been closed years before — their commitment to independent thinking.

Following the war, Waldorf schools rapidly spread through Europe, North and South America, to South Africa, Australia, and

New Zealand. There are over 400 Waldorf (or Steiner) Schools in 22 countries. The Rudolf Steiner School in New York City, established in 1928, is the oldest in the United States. Parent and teacher concern over public and other private education has caused a rapid expansion of the Waldorf Movement in the last few years bringing the number of schools in our country to over 100. There are teacher-training sites on both coasts.

With the democratization of Eastern Europe, the movement has become very popular there as well. When a Waldorf School recently opened in Budapest, 30 places for the First Grade were filled in seven minutes; Poland has four schools. Romania is opening at least two new schools. And in the USSR, schools will soon open in Estonia and Moscow.

— David Mitchell, East Coast Regional Chairperson of the North American Waldorf School Association

An Idea Ahead of Its Time

Recent brain research shows what Rudolf Steiner knew intuitively: the educational process must touch the whole person. From the very beginning, when Steiner's Waldorf Schools began in Germany in 1919, he turned toward holistic methods, seeking an archetypal interconnecting ground for the teaching of art, science, and religion. Steiner believed that a sense of individual totality, based on personal freedom and unpossessive love, could enhance perception. By weaving these into teaching methods, Steiner hoped to create a seminal model of education so powerful that there would soon be no continuing need for the prototype Waldorf Schools. How did these schools differ from others? Primarily in the emphasis on the arts and the inner life. Said Steiner simply: "*Waldorf School Education is not a*

pedagogical system but an Art — the Art of awakening what is actually there within the human being."

Steiner understood the problems of our strong intellectual bias and of parental expectations of success in money, power, and social adaptation. To override such repressive pressures, he felt a higher view was necessary — one that took into account the purpose of man's development. Steiner had such a view. He called it

Anthroposophy and he stressed the idea of growth and change, believing that a new kind of education would pave the way for man's next evolutionary stage.

What makes Steiner's work valuable today? First of all, it asks questions, "*What is a human being?*" His answer, which includes reverence for life — as taught in every class — expresses the true connections among nature, person, and society. It is dedicated to inner development, to the education of spiritual qualities, ego, strength, differentiation, will, thinking, feeling, movement — and even breathing. For instance, in Steiner's curriculum, science is taught with a concern for human values; religion is not the only route in our sense of meaning and of belonging; art is a route that helps reveal nature's secrets. And individual schools take on the character of different creative personalities, free of institutional rigidity and state control.

Steiner advised against a merely intellectual school day, firmly believing in the seriousness of play; all main lessons have recreational aspects. Students document their ideas by writing and drawing in special notebooks. Art is taught not to make children into artists, but to expose them to the healing influence of color, to exercise their creative wills, and to counteract the tendency of our time to set the imagination apart from learning. Music is also tended as a basic component of learning. Life, said Steiner, is

intrinsically musical. Interval, tone, polyphony — all affect our thinking and ordering of experience. Thus in Waldorf education, music may be interwoven with botany, geometry, astronomy. Dance is taught as a combination, of sound, motion, and language — and expressed in a unique form called Eurythmy. (As with most Waldorf lessons, this multiple-skill exercise appears to synchronize several different sectors of the brain.) Steiner also encouraged his teachers to include the elements of humor and surprise.

Those in the public school reform movement have some important things to learn from what Waldorf educators have been doing for many years. It's an enormously impressive effort toward quality education, and schools would be well advised to familiarize themselves with the basic assumptions that under gird the Waldorf movement.

— Ernest Boyer, Chairperson, Carnegie Foundation for the Advancement of Teaching

Seventy-five years after the first Waldorf School was established there still remains a need for this special type of education — and its whole systems approach to human capabilities. Researchers as diverse as Howard Gardner, Reuven Feuerstein, and Bob Samples are now calling for multiple approaches that reach into the whole brain and echo Steiner's comprehensive vision. Meanwhile, our most important social critics are pointing to the kind of literal, logical thinking which Steiner saw as one-sided, egotistic, and responsible for the most pressing problems of our time. M. C. Richards, a poet, potter, and teacher trained in the Steiner methods asks, *"If we are all so smart and creative and highly educated, why are our schools characterized by confusion, ill-will, violence, and sterility?"* Richards points to

the rage that's bred by our current authoritarian system.

Archetypal psychologist James Hillman underscores Steiner's emphasis on the imagination as a form of cultural therapy and a necessary aspect of self-healing — and asks why these are the very things we are denied: *"Do we know what idea of the human underlies the schools to which our children are sent?"* Hillman cautions us against tacitly accepting the rational model — which blocks us from our full humanity. The whole Steiner prescription — feeling, imagination, music, art, and movement — is necessary for a balanced view of life. Otherwise we become trapped, says Hillman, by rational systems that lead to irrational acts, from domestic violence to global conflict. Through creativity, the unconscious can be positively channeled and expressed. Otherwise, warns Hillman, we are controlled by our own weapons: *"Ideas we don't know we have, have us."* by Carolyn Reynolds reprinted from The Tarrytown Letter and East Bay Waldorf School Brochure

CHAPTER 2 The Early Childhood Programs

THE EARLY CHILDHOOD PROGRAMS

SUNFLOWER GARDEN AND BLUEBELL GARDEN

Shepherd Valley Waldorf School has two mixed-aged Preschool/Kindergartens and accepts children beginning at age three.

Children must be out of diapers and fully toilet trained prior to acceptance. We will provide services to special needs children within our means and in accordance with the Americans with Disabilities Act.

SWEET PEA, PARENT-TOT PROGRAM

Shepherd Valley Waldorf School also offers a Parent Child Program for children ages twelve months through three years and their parents.

Preschool/Kindergarten and the Child

A Waldorf Kindergarten is a magical place. Upon entering a Waldorf Early Childhood classroom for the first time, many parents experience a sudden sigh of relief, a deep sense of relaxation and security, and a feeling that “*oh yes, this is childhood as it should be.*” Beauty and quality are apparent everywhere. From the handcrafted toys to the nature table and the lovely draped silks, the whole room welcomes the child to a day filled with imagination and inspiration. Why does a Waldorf classroom appear so inviting? When we look at the first seven years of a child’s life and ask, “*How does a child learn?*” We see that the young child learns through doing. The child wants to move and create. A natural impulse to imitate the world about them propels children to action. As Henry Barnes and Nick Lyons, in *Education as an Art*, note:

The small child exerts unconscious energies never again equaled. He is a being of will and imitation, identifying himself with each gesture, intonation, mood and thought of his environment, and making these his own free activity of creative, imitative play. He is engaged in the great task of shaping and transforming his inheritance to individual and specific use. To divert these formative energies from their task in these early years is to weaken the vitality, undermine the health, and take from the developing child the endurance and strength he will need in adult life. Premature demands upon the intellect, sharp criticism, undue excitement on fantasy – as by television – and over stimulation of the senses combine to rob the child of his native physical resources.

Because the Early Childhood teacher understands that imitation through play of what is meaningful and true in life is *the* most important activity for a young child, the teacher strives to create an environment worthy of the child’s imitation. In this way, the child’s innate capacity for wonder, reverence, and awe is both valued and nurtured. The simple toys, the beautiful displays, the soft color of the room, the nourishing and healthful food, the poems, stories, and songs are seeds planted now which will spring forth in later life as a love of learning, an appreciation of arts and beauty, and a connectedness to the world in which we live.

The Preschool/Kindergarten Day

The morning begins with the teacher’s warm and loving welcome. The Bluebell Garden and Sunflower Garden teachers and children circle together for a Good Morning Verse before departing for a walk on the land to awaken their bodies and senses for the day.

Upon returning to the classroom the morning begins with a Fairy Tale, nature or multicultural story or puppet show. The telling and retelling of the Fairy Tales and other stories opens a world into which each child may enter and be filled with rich imagination.

Each day there is a time for “work and play”. This creative play is taken very seriously in a Waldorf Early Childhood classroom. It is a time when the child’s imagination can flourish and when social activity, initiated by the children, can take place. The materials for the creative play such as colored silks, large cloths, stones, pinecones, shells, logs, capes, and crowns are varied, unformed and nonspecific and offer the children an unlimited, unrestricted canvas for play. One day the children may set sail on a ship, the next day the same toys may become a castle or a restaurant. In their simplicity, the materials serve the free flow of a child’s mind so that the child’s imaginative qualities flourish and create a strong foundation for creative thinking in later life.

Many of the Early Childhood activities are extensions of home life. Depending on which day of the week, the children may grind grain for the bread they bake for snack, do simple finger knitting, or engage in gardening, mending, or housekeeping. They learn to love and care for the things in their “classroom” home. Painting with watercolors, sewing, woodworking, forming beeswax into delightful shapes, and preparation for the festivals are just a few activities that guide the flow of the day. Following the morning work and play, the room is always tidied to be ready for another day.

Snack time is of great importance in the Early Childhood Classes providing a nutritious organic whole grain snack. The children have participated in the preparation of the food by helping to chop the vegetables for Vegetable Soup Day, by

rolling the oats for the oatmeal, grinding the wheat and kneading the dough for the bread, and even churning butter, grating or grinding cinnamon or sesame.

Each day the Early Childhood teacher leads the children through Circle Movement Activities, which include large and small movements integrated into poems, plays, songs and finger plays drawn from the festivals and rhythmic elements of the year. From the abundant autumn harvest to winter’s darkness and anticipation of the light, through spring’s bright new birth of green and summer’s ripening fruits, the children can embrace and celebrate the seasonal cycle around them.

Once a week the children move to poems and songs in Eurythmy class. Eurythmy is an art of movement to speech and tones of music, developed by Rudolf Steiner and is found in Waldorf Schools over the globe. Eurythmy is especially suited to young children and their natural musical nature. Vigorous and energetic outside play in the large and rolling play yard is always part of the Early Childhood morning. The teachers understand the importance for the young child to have the opportunity for joyful physical movement and purposeful play as well as the opportunity for their senses to unfold.

The morning closes with a verse and a warm, loving farewell from teacher to each child. Through love and warmth, beauty and play, the teacher and children together create a family – a small world of wonder within the larger universe.

Rhythm

All classes begin at 8:30am. Children may arrive between 8:10am and 8:30am.

Teachers are not available prior to 8:10am as they are involved in Faculty morning verse and teacher preparation. Please remember that all children must be signed in upon arrival and signed out when picked up.

The Sunflower Garden and Bluebell Garden classes are mixed-age Early Childhood (Preschool/Kindergarten) Classes. Pick-up time for morning classes is at 12:30pm. Enrollment in the Pre-K/Kindergarten 5-Day with Afternoon Care includes the Lunch and Rest Program. Pickup time for the Lunch and Rest Program is 3:20pm. An After School Care Program until 5:30pm is also available. Please contact the office for Lunch and Rest or After School Program information. If your child stays for the Lunch and Rest or the full day After School Program, a lunch will need to be provided. Waldorf Early Childhood Programs are built around rhythm of the day, week and year. Each day, the class has a time for a Nature Walk, Story or Puppet play, “Work and Play” (which includes practical, fine motor and artistic activities), Snack, Circle/Movement, Outside Play and each day ends with a Closing Verse or Song. Weekly Rhythms include Watercolor Painting, Snack Preparations, Eurythmy (movement), Coloring with Beeswax Crayons, Festival Activities and Beeswax Modeling. There is an organic grain at snack for each day of the week. Class Teachers will provide individual classroom schedule and rhythms.

Home Visits

Home visits are encouraged throughout the school, and are especially important with the Preschool and Kindergarten children. It is customary in Waldorf Schools to invite the teacher to the home. The teacher is then able to have an image of each child in their own home environment with the parents, siblings and pets. The children usually love to share their home with their teacher. It is best if the home visits are done near the beginning of the school year. Please contact the teacher to arrange a time for a visit.

Essential Items for Your Child in Early Childhood

1. Extra clothing, (a complete set including underwear and socks) labeled with your child’s name. Also include warm clothes like a sweater and long pants. These items should be placed in the child’s bag hanging on their cubby. The bag needs to be checked regularly to replace used items.
2. Comfortable, indoor shoes or well-formed slippers with enclosed backs (please no floppy, or backless shoes or shoes/slippers with animals, characters or media on them). Most of the children like the woolen slippers with leather bottoms found at Whole Foods, Rocky Mountain Kids or Ginger and Pickles.
3. Children should wear tennis shoes or sturdy play shoes (or snow boots in the winter) to school. Please no sandals, open-backed shoes, cowboy boots or shoes with blinking lights.
4. A seasonally appropriate hat, brought daily, or left at school
5. Children should bring a proper jacket, coat and/or raincoat to school each day. It is also advisable to leave one at school. Colorado weather is quite variable and we like to be prepared for any weather.
6. Extra mittens to be left at school.
7. A bottle of sunscreen with your child’s name on it, if you wish for them to wear sunscreen when outdoors. A permission slip needs to be signed for the sunscreen to be used. Please choose a natural brand without a paraben preservative.

It is important that these items, as well as the clothing your children wear to school, be free from commercial slogans, writing, sports logos, camouflage, imitation animal skins, cartoons and caricatures, especially those depicting popular movies and commercially advertised products. Please remind the children to leave their jewelry as well as toys at home. This will prevent them from becoming lost or broken

as well as eliminate disruptions in the Kindergarten. It is a school policy as well as a Kindergarten policy that the children come to school without fingernail polish, tattoos or make-up. Black clothing (other than shoes and belts) is not suitable for young children (Kindergarten through Fifth Grade). Young children take in the realm of color quite directly and the mood of the child (the hardness or gentleness) is enhanced by color. We find pastels or bright colors, made of natural, breathable materials (cotton, silk, wool) are more in harmony with the nature of childhood. Please direct specific questions to your child's teacher. We all appreciate your dedication in helping us provide an environment, which enhances your child early childhood experience.

Arrival and Dismissal

Preschool/Kindergarten hours are from 8:30 a.m. to 12:30 p.m. with Lunch and Nap Group and After School Program following

if necessary. Children are welcome to begin their day at 8:10 a.m.

When school starts and ends for the day, your child needs to be signed in and out. Messages for the Extended Care Programs may be left in the office.

A Note about Conversations with Staff and Teachers

In the early morning the teachers have their attention on the children and are focused on the work of the day. It is very difficult to stop and have conversations with each individual parent in the morning, and also at closing time. Parents needing to speak with teachers may call them at home in the afternoon or in the evening up until 8 p.m., or leave a message in the office. Of course, there are always exceptions such as the need to communicate appropriate dispensing of medications or notifying the teacher that someone different will be picking up the child. Your consideration concerning this important issue is greatly appreciated.

CHAPTER 3 The Grade School Program

The need for imagination, a sense of truth, and a feeling of responsibility — these are the three forces which are the very nerve of education. — Rudolf Steiner

The Grade School Day

Circle

A day in a Waldorf classroom begins with morning verse and circle. The content of the circle varies with the curriculum, the season, and the particular class. First Graders might be learning a song about winter and practicing number/rhythm games, while a Sixth Grade class practices juggling, recites a poem, and plays a recorder tune from medieval England. Circle time, a period of moving and singing and reciting in unison, gives way to the Main Lesson, a time of receptivity to new ideas and images.

Main Lesson

In the elementary school, Main Lesson occupies the first two hours of each school day and is designed to immerse the children in a subject theme over a period of three to four weeks. The concentration achieved in the main lesson blocks allows each subject to be pursued in depth and with continuity. A four-week block of history, for example, becomes an artistic and imaginative learning process, including the recitation of poetry, singing, and drama of the period and place, the recalling and discussion of the previous day's lesson, and the weaving together of each child's drawings and writings in the form of a Main Lesson Book.

In a Waldorf elementary school, neither the teacher nor the children use traditional printed textbooks. The class teacher usually teaches all the main lessons for the class - a mighty task of preparation! The teacher presents the material, from the base of his or her own study, experience, and memory, in a lively, artistic, and engaging way. The children take in the lesson and reflect it back through the work of their Main Lesson

Books. These books become a beautiful and valuable record of each child's particular style and are a source of pride for the child and the family.

Thus, the Main Lesson blocks have both a pedagogical and an artistic element. This allows for rhythms of learning: a remembering and a forgetting, much as we experience in waking and sleeping. This natural alternating rhythm creates a deep assimilation and digestion of the material. Subjects such as English and Mathematics, which require frequent practice, are worked on during special subject or practice periods, as well as during Main Lesson blocks.

Always, whatever the subject, the teacher's goal is to engage the child's feeling and imagination so that the subject comes alive for each child in his or her unique way.

First Grade Main Lesson

Fairy tales and nature stories; pictorial and phonetic introduction to letters; form drawing; reading approached through writing; qualities of numbers; introduction to the four processes in arithmetic; lower multiplication tables.

Second Grade Main Lesson

Saints, legends, animal fables, and folk tales; reading; writing; arithmetic; elements of grammar.

Third Grade Main Lesson

Old Testament stories introduce history; study of practical life: farming, housing, clothing; reading, spelling, original composition, dictation, grammar, punctuation and parts of speech; higher multiplication tables; weight, measure, and money.

Fourth Grade Main Lesson

Norse mythology and sagas; composition, letter writing; local history and geography; map making; study of the human being and the animal kingdom; fractions.

Fifth Grade Main Lesson

Greek myths, ancient civilizations through Greek times; American geography as related to vegetation, agriculture and economics; composition, grammar, and spelling; reading; arithmetic: decimals, ratio, and proportion; botany; free-hand geometric drawing.

Sixth Grade Main Lesson

Roman and medieval history, Arthurian legends; European and African geography; mineralogy; physics: acoustics, electricity, magnetism, optics, and heat; composition, grammar, and spelling; biographies; introduction to algebra; geometric drawing with instruments; botany; astronomy.

Seventh Grade Main Lesson

Age of discovery; the Renaissance; world geography; physics: mechanics; physiology: circulatory, respiratory, and digestive systems; inorganic chemistry; composition, grammar, spelling; literature; algebra; perspective drawing.

Eighth Grade Main Lesson

Literature: short stories, letters, dramatic contrast in Shakespearean drama; composition, grammar, spelling; arithmetic: review of solids and measurements, algebra, geometry; world economic geography; American history, Revolutions and Reformations; physics: hydraulics and pneumatics; organic chemistry; anatomy; meteorology.

Combination Classes

Curriculum may be modified as necessary to conform to the needs of combined classes.

Recess

After Main Lesson, the children have snack time and recess. This recess time provides a period of movement and socialization and is well loved by the children. At Shepherd Valley, there is a recess at snack time as well as one at lunch. No matter the weather, unless extreme, the children spend the time outside on the playground or on the games court.

Subject Classes

Academic work is concentrated during the morning hours in the Main Lesson when children are most alert and receptive. After Main Lesson and recess, the day is divided into shorter periods taught by other class teachers and specialty teachers. In general, the more artistic activities are taught during the middle of the day with the more physical activities assigned to the afternoon.

Drama

In the lower school, drama should be part of the daily life without the sophistication brought by subject teacher. It is in fact hard to separate drama from the other performing arts, so closely is it linked to music, singing, movement, and eurhythmy. Nobody is in a better place than the class teacher to take full advantage of all these aspects, practicing them with the class.

Main lessons in subjects such as mythology, the Old Testament, and history naturally inspire beautiful plays. Class plays in the younger years are mostly done in choral style, but little by little, more individuals come to the fore. This culminates in the Eighth Grade play — the last big project undertaken by the class teacher with the class.

Throughout the lower school, plays provide a powerful medium for the character development of a class. Up to the age of twelve, when the feelings are most dominant

and the thinking has not yet awakened enough to see through a teacher's intention, drama can have a powerfully therapeutic influence on the children. A play written by the teacher for a class will of course suit the needs of the class and address the children's talents and development in the most effective manner. When the children reach the age of thirteen such a pointed use of drama will be suspect. Then the time for a serious study of drama will begin.

Drawing

The very young child is a most natural and exquisite drawer of pictures, pictures that reveal dearly to the insightful beholder of the child's developing relationship to the world. With care, a fruitful relationship to drawing can be developed throughout the middle school years to last a lifetime. In the lowest grades the children draw exclusively with beeswax crayons, later moving to colored pencils. Such tools encourage children to work in a free and creative manner with varying shades and blends of color (impossible with felt-tips). It is through the expression of movement (or stillness) that every object lives, rather than with a fixed, static outline. Form is achieved out of gesture. By drawing with, or in front of the children, the teacher can guide them into finding and developing a natural means of self-expression.

Eurythmy

Eurythmy is one of the few art forms that use the whole human being as its instrument. It takes two of the purest expressions of humanity, speech and music, and translates them into a visible language of movement. Rudolf Steiner developed this art of movement at a time when there were many new impulses in the realms of dance and movement. When the first Waldorf School was founded, the need was felt for a lesson that would help the children develop harmoniously as whole beings — mind,

body, and soul — and to integrate all that they were learning elsewhere. Eurythmy, which makes demands on the faculties of thinking and feeling as well as movement, is felt to meet this need.

In the first instance a stage art, Eurythmy is now taught and performed in many countries throughout the world. The training to become a stage Eurythmist lasts four years and an additional training is required for pedagogical and curative Eurythmy. Rudolf Steiner described Eurythmy as “visible speech and visible song.”

In ***Speech Eurythmy***, the Eurythmists move to the spoken word, performing certain specific gestures with their arms while moving to a given choreography. The gestures correspond to the delicate movements made by the larynx when we speak and when we listen. These hidden movements, a specific one for each sound, are carried over to the arms and from there into the space surrounding the Eurythmist, a space that he is communally transforming. The whole rhythm and mood as well as the dramatic, lyrical, or humorous content of poetry can be expressed in this way.

In ***Tone Eurythmy***, a Eurythmist or group of Eurythmists will move to a set piece, for example a Beethoven symphony. Through the full study of all the elements of the piece, melody, harmony, rhythm, and beat on the one hand, and, on the other, a deep immersion into what the piece is expressing — the Eurythmists attempt to recreate in space what lives in the composers' inspiration. The strong use of color in the dresses and veils of the performers, as well as the colored lighting, brings an added dimension to the Eurythmists' expression of speech and music.

In Grade 1, the children experience straight lines and curves in preparation for the alphabet. In Eurythmy class they form the letters with their whole body, gesturing with their arms, walking them with their feet. In Grade 4, when the children have come

through their ninth year crisis and start to feel themselves as separate and isolated entities, the experience of major and minor chords in tone Eurythmy strengthens their own inner world with all its dimensions of sadness and joy. In Grade 6, when the faculty of thinking is beginning to develop in a new way the children do geometry in main lesson. In the Eurythmy lessons, they work on complicated transformations and rotations of triangles and diamonds, learning to think in space and coordinate their movements with each other.

Curative Eurythmy is a form of therapy stemming directly from artistic Eurythmy. Because the visible language of Eurythmy movement is a language in genuine harmony with the laws and requirements of both man's spiritual-soul nature and his bodily nature, it is uniquely suited to actually healing a disturbance in childhood.

There are many critical stages in the development of a human being, when a slight disharmony can grow into a great imbalance at a later time. The first Eurythmy teacher at the original Waldorf school, and another Eurythmist actively engaged in curative work asked Dr. Steiner for help with children who had hindrances in the realm of the will or in the realm of thought, and could not keep up with the lessons of their class.

Rudolf Steiner responded with a complete and detailed method of Eurythmy in which the creative and curative power of the Word can be directly experienced. Since 1921, when the course was given to doctors and Eurythmists, it has evolved to help people of all ages with chronic and constitutional imbalances leading to physical and mental illness.

In Waldorf schools, children can be helped with digestive disorders of all kinds, allergies and diabetes, as well as sleeplessness, hyperactivity, bed-wetting, teeth and sight problems, and learning disabilities. Lessons are taught by an

individual with a Diploma in Eurythmy who has received further training in the many unique and specific exercises and sound sequences given and developed by Steiner, as well as basic nursing and medical theory. For more information on Anthroposophical Medicine and Therapies, please see the Resources section.

World Languages

Language is one of the most important means of communication among human beings. It is also the gateway to understanding a particular folk that has its own genius, its own individuality, its own musicality, and expresses itself in countless manifestations of everyday life. The learning of a world language greatly depends on imitative musical abilities. Experience shows that when we learn a world language, we become more subtly aware of our mother tongue. We rediscover its own particular capacities of expression in speech, in prose, and in poetry. The children not only learn to speak correctly, but also with due respect to the beauty and musicality of the language. In Waldorf schools, ideally two world languages are offered. Although each language has its own unique character and style it can also be considered in various classifications. Languages classified as "romance" are softer in consonant pronunciation and tend to have a rhythm of more flow with less individualized sounds and accents. "Germanic" or other non-Romance languages have sharper, more pronounced consonants and the rhythm is less smooth. In a Waldorf school these two types are thought to speak to first the warmer, heart pole and, second, to the colder head and analytical pole. The aim is to have one of each of these language groups. In grades 1 through 3, the way the young child acquires language is used as the basis of teaching world language. The language is presented through gesture, mime, songs, and

poems. By doing finger games, the class learns their numbers, colors, names of clothing, parts of the classroom, and the seasons, so that such words become a part of their vocabulary. There is no need to translate, but if a child asks for a meaning, the teacher responds accordingly. Recitation is done mostly in chorus, but the children are slowly encouraged to speak along, to answer questions about their family, their pets, and their house. Everything that is learned and memorized forms the basis for later work, either in vocabulary or idiomatic expressions.

In the First and Second Grades, nothing is written; all work is done orally. The children are introduced to the seasons, day and night, the kingdoms of nature, rock, plant, animal, the parts of the body, telling time, and common daily activities. These are often mimed and acted.

In Third, Fourth, Fifth, and Sixth Grades, the children can begin to write down poems, stories, and dialogues acquired in the repertoire of the first two grades. It is essentially the task of the middle years to learn to read the world language, to be able to do simple dictation, and to write answers to questions that have first been dealt with orally in a living way.

As reading and writing skills grow, the teacher draws attention to such things as grammatical details and spelling rules to develop the children's awareness of the differences from and similarities to English. In the Seventh and Eighth Grades, much of what has been practiced by way of poetry, songs, and pronunciation exercises will be continued, but now, in addition, the printed book will be introduced. Instruction advances through the grades, until in high school one language is studied on a daily basis.

Throughout the lower school, the aim is not primarily to develop communication skills but rather to awaken and keep a living feel for the language. Through learning a world

language, the child gains a glimpse into another folk-soul and its wisdom, his thinking thereby becomes more flexible, and his whole horizon is widened.

A Note from René Querido

Foreign languages play an essential role in the curriculum of the Waldorf School. It was Rudolf Steiner's plan to have children exposed to two contrasting foreign languages beginning in the First Grade and continuing through Twelfth.

Waldorf schools recognize the profound influence the spoken word has on the physical and mental development of children: how even the sound of a teacher's voice influences their growth, and how we must strive for a reverent attitude toward the words we speak. This is of special significance to language teachers, and if they are able to bring to their teaching a rich imagination, a sense of beauty, and a sense of humor, their students will gain far beyond the mere basic knowledge of a particular language. Learning a foreign language can open countless doors to various cultures. It enables one to even think in a different way; and to become more aware of our own language and modes of expression. Each language contributes to our appreciation of the world around us. Perhaps it may be said that the teacher of foreign languages in a Waldorf school is dedicating his own efforts to the re-enlivening of language so that a true sense of brotherhood may arise among human beings.

Form Drawing

At the beginning of the school year, each child in Grade 1 draws a straight line and a curved line, thus beginning an exploration through dynamic line exercises of the world of pure form. This work begins with movement: moving the forms on the floor, drawing them in the air, noticing the forms in the human being and the world, tracing them with the fingers on the page, and

finally coming to rest as a line drawing. Through the lower school, form drawing leads naturally into such disciplines as geometry, natural science (plant forms/metamorphosis), and physics (study of water and sound, etc.). Form drawing works strongly throughout the grades on the inner development of the child. For example, in symmetry exercises, when only half of the form is given by the teacher, the children have to bring to completion, to perfection, that which is incomplete. Moral forces are awakened by such an exercise; senses such as balance and movement are developed, and a living, flexible quality of thinking is nurtured.

Handwork

The human hand is unique, capable of being trained to do the most intricate and amazing things. It possesses both strength and gentleness, and has a highly developed sense of touch, of warmth, and of movement. In some ways, it can see and speak and give and take.

Handwork in the Waldorf curriculum provides the opportunity to “ensoul” our surroundings with items made with conscious thought and care. Handwork brings a balancing element between intellectual activities and activities that draw more upon the will. When we engage in the act of making things ourselves, we discover the struggle, the joy, and the care natural to the creator.

Rhythmic repetition such as knitting and crocheting strengthen the etheric forces in a child. Subtle intellectual and moral benefits are derived from the proper training of the hands. “A task worth doing is worth doing well.” Flexible, agile fingers in childhood lead to mobile, creative thinking in adult life and lead to an enhancement of the faculty of judgment. Hand-eye coordination is essential for balance and harmony. Care and respect for materials lead to moral

and social responsibility. Nothing is wasted and children must be helped to respect and be grateful for the gifts of earth, plants, and animals. This also leads to an appreciation for the work of others. In our disposable culture, there is much unnecessary waste and this needs to be changed.

All handwork made should be both useful and beautiful (toys are very useful), and done with the greatest degree of perfection to which each child is capable. Mistakes should be corrected and everything done neatly. Projects should be worked entirely by the students, with guidance from the teacher. Children love to make things and should be given every opportunity to do so, both at school and at home.

Quality and utility are conscientiously brought to bear in the handwork classes. Special attention starts before the children enter the classroom with clean hands, quietude, and order that naturally translates into our work.

Conscious attention is also given to the age of the child. For instance, introducing knitting by means of stories and wonder and ending with a song, and with the attention to details and even appropriate fashion in the creation of socks and clothing in the upper grades. All projects are utilitarian as well as therapeutic, and of course, tied to the curriculum. Knitting is looked at as a continuous line of thought, a pre-reading skill, as well as a manual task resulting in confidence in something the child has accomplished, and so on. Even the clean-up should help to teach quiet and organization. As Rudolf Steiner said, “Whoever wants to be a good philosopher ought to know how to mend his shoes, too.”

Modeling

In the lower school, the children model with beeswax, and later with clay, primarily as a means to deepen and extend the children’s experience of the subject matter. Formal modeling lessons with clay are only begun

in the upper grades.

Music

Music is a vital part of the child's development and is treated as such in the Waldorf curriculum. The child's musical instruction begins in a sense in the Kindergarten with the many songs and singing games that shape the day. By Grade 12, with the experience of contemporary music, the child will have faced and met a great many musical challenges.

In the early years, from Kindergarten through Second Grade, the children experience melody as much as possible through the pentatonic scale (melody in its simplest form, without harmony). This they do through singing and the use of pentatonic recorders in First and Second Grades. The lyre is also a beautiful instrument for these early years, for it can be tuned to the pentatonic scale and allows children to improvise their own melodies freely.

In the early grades at a Waldorf school, many teachers do not "call roll", but sing it! Using two tones, perhaps the interval of the fifth, the children's names are called; they respond with the same two tones in their reply. Because the lower two grades and part of Third Grade work with the pentatonic scale and pentatonic recorders, the children experience a world of perpetual harmony. Whatever note you play in whatever order, it sounds right. So the children have an initial experience with music that is very supportive and very freeing. The child can dream this music. Since there is no tension or conflict within the scale, these qualities are not invoked in the children. Rather, a harmonious sense of well-being is the foundation for music in a Waldorf school.

During Third Grade, either the recorder or diatonic recorder is introduced. The children now begin to sing and also to write

down music. The interval of the third joins their song.

Third Graders participate in violin or cello lessons twice a week during the school day. Third or Fourth Grade is a good time for children to begin a musical instrument, particularly a stringed instrument, for in learning the violin, viola, or cello, the ear of the child is cultivated in a living way through the forming of each tone. All children are encouraged in their instrument playing whether or not they show particular signs of being musically gifted.

This is an area where a special working together between home and school is possible by helping the child to establish a consistent rhythm for practicing. In this way, not only is an appreciation of music developed, but also the rewards of disciplined perseverance are obvious and can carry over into other areas of life.

In Fourth Grade, what were simple melodies learned in unison now become complex when sung in rounds. Chords are introduced to create interplay between the individual notes — a musical image of how a child having passed through the Nine-Year-Change and now experiencing herself as separate from the whole, may find that through maintaining that individuality, within a group, new and more beautiful relationships can be formed.

Any child who changes instrument after Fourth Grade or any new student may be required to take private music lessons during the transition. This helps the child maintain a level of confidence in their ability as well as keeps the class ability balanced.

In Fourth Grade, further musical demands are met in an introduction to written music and in learning to sing in two parts, thus bringing in the element of harmony. In Fifth Grade, students begin learning to play the alto recorder and they may choose a wind

instrument to play in the school orchestra. Sixth through Eighth grade students also participate in the Middle School choir program. This two-part singing in both major and minor keys is worked on a great deal in the upper grades, with the exposure to both simple and exceedingly more difficult music from all periods and styles. In Fourth Grade and onwards, the child begins to learn how to understand and conform to the demands of music as an art form.

Through playing instruments together, reading and writing notated music, and composing their own melodies, children become more aware of the structure of music. This combination of structural awareness, a rich feeling life, and an integrated sense of rhythm gives the children a versatility in and love for music that will enrich all aspects of their lives.

Painting

Regularly once a week, painting continues through the lower school, exploring the realms of quality, mood, and movement that lies within the world of color. Beginning with only one or two, and later the three primary colors, students can live into, say, the outward-going joy of yellow, the calm gentleness of blue, or the strength and dignity of red, and see how they relate to each other.

Physical Education

As one might expect in a Waldorf school, Games Class looks very different from grade to grade, as the children are in different places developmentally. The questions here, as always, are “What is appropriate? What is most supportive for this age child?” Kindergarten through Third Grade is a time of imaginative awakening and creative play. The character of the games in these first school years then, is very much determined by imagination; later by the free mobility of the limbs. The children explore the

playground and the outdoors creating houses, damming streams, making up their own games. Imaginative games and circle play emphasize running, jumping, skipping, and dancing. Some organized games are played as a way of promoting the sense of class unity. What is important is that children at this age experience games that do not develop a one-sided specialization, as many sports try to develop, but well-rounded games filled with imagination. Physical education in Fourth through Sixth Grades serves the dual purposes of physical release, “out-breathing,” and as social skills develop, around rules interpretation and playing for the common good rather than the self.

In the Fifth and Sixth Grades respectively, the children are exposed to and increasingly trained in the events of the Greek pentathlon and the Medieval Games. These teachings are very important to the children’s understanding of the form, the physics, and the beauty of the human body in motion. There is also universal delight taken in the correct “doing of things.” Through these activities, form and beauty are seen to be rewards in their own right, and athletic prowess as measured by tape measures and stopwatches is not always seen as the final gauge of athletic success.

The Seventh and Eighth Grades are times for games both strenuously played and played by the rules. Activities such as volleyball, basketball, and baseball begin to test the students’ capacity for self-discipline and their realization of an action’s cause and effect. Score-keeping is not a priority at this or any other level of the Waldorf physical education program; effort and involvement are valued more than winning or losing. Students learn that what is really important is to do one’s best, to master one’s body, and to play for the joy of exerting oneself. Team sports provide an opportunity to learn in a bodily way the truth of interdependence and the real value of cooperation.

Woodworking

“Children who learn while they are young to make practical things by hand in an artistic way, and for the benefit of others as well as for themselves, will not be strangers to life or to other people when they are older. They will be able to form their lives and their relationships in a social and artistic way, so that their lives are thereby enriched. Out of their ranks can come technicians and artists who will know how to solve the problems and tasks set us.”

— Rudolf Steiner

Beginning in the Sixth Grade, the children take classes in woodworking. They begin by making simple, beautiful, and practical objects. The teacher attempts to awaken a feeling for the combination of usefulness and beauty in the making of objects.

We can thank Rudolf Steiner for the discovery that the living and effective spirit is more often active when we do physical work. He says in the 13th Chapter of *Study of Man* that, “In spiritual work the activity of the body is excessive, in bodily work, on the other hand, the activity of the spirit is excessive”. This is why we say that meaningful physical manual training is really living spirituality.

We say, “Do something first, then understand it. Experience something first, then contemplate it; first, get to know something in reality, then reflect about it from a distance.” All our handwork, woodwork, Eurythmy, games — those activities in which the children use their physical body and limbs — all support the spiritual work that must be done in order to understand science, language, and other forms of art.

Basically, our mission in woodworking is to train the senses, and as importantly, the will

of the child. Here we will fine-tune the child’s sense of feel and sense of sight, as well as the sense of beauty and practicality.

Closing

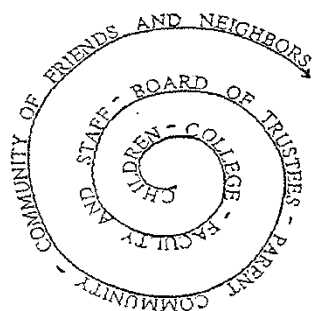
Once the special subjects are completed for the day, the children return to their classroom and it is time to address the caretaking of the classroom and the school grounds — sweeping, composting, cleaning, and washing — to make ready for the coming day. Once these tasks are done, and done well, the teacher and class recite together their closing verse. With a firm handshake, their class teacher bids them goodnight, and the children go off to play.

CHAPTER 4 GOVERNANCE, COMMUNICATION & PARENT PARTICIPATION

The successful functioning of a Waldorf school depends on the cooperative efforts of four vital groups: the Faculty, the College of Teachers, the Board of Trustees, and the Parents.

The Faculty

The Faculty is responsible for bringing to the students a living experience of Waldorf education through the specific curriculum of each class. The Faculty meets regularly on



Thursday afternoons to deepen their understanding of Rudolf Steiner's pedagogical ideas, to develop a greater

perception of the students and their needs and to discuss the day-to-day life of the school.

The College of Teachers

On June 24th, 1999, Shepherd Valley Waldorf School celebrated the formation of the College of Teachers. The College of Teachers is a smaller group drawn from the faculty. It is composed of teachers who, out of a commitment to Anthroposophy and their dedication to deepen, explore, and guide all aspects of the curriculum, take on a special responsibility for the school's care and guidance. The College meets weekly throughout the school year and works by consensus. Their responsibilities include: the pedagogical, cultural and spiritual life of the school, major policy making, hiring new teachers, dismissal of teachers, teacher evaluation, planning and development, administrative focus and efficiency, and the

image of the school. Each of these responsibilities is carried out in collaboration with one or more of the following groups: Faculty, Board, and the Administrative Staff.

The Board of Trustees

The Board of Trustees is responsible for the legal and financial aspects of our school. The Board currently meets monthly to deliberate over such topics as budget, fundraising, tuition, strategic planning and a healthy community life. The Board works collaboratively with the College of Teachers and the Administrator. The membership of the Board consists of up to nine community members, up to three College of Teachers members, and the Administrator (who is a non-voting member).

Board committees include the Development Committee, the Tuition Assistance Committee, the Facilities Maintenance Committee, the Land Management Committee, the Finance Committee and the Capital Campaign Committee.

Ideally, new leaders at the School are developed over time, through volunteering and serving one or more committees. Membership to the Board of Trustees is managed by the Nominating Committee. Any member of the community is free to suggest nominations to the Board to this Committee. The Committee reviews and recommends candidates to the Board of Trustees and College of Teachers for their approval.

Once nominated, prospective Board members are invited to attend three Board meetings, acting as voting members. This trial period helps ensure that new members

are a good fit, and gives both the nominee and the Board an opportunity to assess each other prior to joining the Board. At the end of the trial period, the candidate submits a written statement to the Board stating their reasons for wanting to join, and the Board votes on the candidate's joining.

Qualities that are important for Board members to carry include:

1. A clear devotion to the best interests of the school and an ability to act beyond personal bias.
2. An awareness of basic business principles - understanding that the school is both a place where their children go to school and a business.
3. An ability to be proactive – a self-starter who, ideally, has participated in some school committee or activity as a volunteer.
4. Good people skills – able to work with the other members of the Board of Trustees in a climate of mutual respect and appreciation.
5. Prior experience in serving on boards or committees for other schools, churches, volunteer organizations, etc. is desirable.
6. A minimum of one year of experience as a parent at any Waldorf school, and at least six months at Shepherd Valley, with positive committee involvement. Exceptions to this can be considered for community members with other desirable Board qualities.
7. Supportive of basic principles inherent in the Waldorf approach to education and Anthroposophy.
8. Strong communication skills and a willingness and desire to

participate in an open, collaborative decision-making process.

9. Considers him/herself to be on a path of personal growth.

The Administrative Staff

The Administrative Staff carries out the policies and procedures of the school and is the daily face of the school to inquiring families and visitors. This group works to coordinate, integrate, and manage the ongoing and day-to-day work of the school. The administrative life of the school extends from day to day operations, governed by the policies and procedures of the school, to the overall committee activity of the Faculty, College of Teachers, and Board. The administrative staff is responsible for newsletter production, marketing, admissions, development and overall daily communication with faculty and parents. The staff includes the Administrator, the Enrollment and Marketing Coordinator, the Registrar and Assistant to the Administrator, and the Business Manager.

The Administrator provides oversight and servant leadership to the life of the administration and the school as a whole. Not a traditional headmaster with vested authority, the Administrator acts to develop and carry out the policies and procedures of the school, ensuring the activities are in alignment with the Core Values of the school. The Administrator is responsible for school wide communications and is available to support conflict resolution and other non-pedagogical concerns. S/he works closely with the Faculty, Board of Trustees, College of Teachers, and Parent Teacher Organization and attends most of the Board and College mandated committee meetings. The Administrator reports directly to the Board of Trustees and is a non-voting member of the Board of Trustees and a member of the College of Teachers.

The Administrative Committee

The Administrative Committee consists of the College Chair(s), Faculty Chair, Board Chair(s) and Administrator. This group is charged with the responsibility to evaluate issues that arise and to direct them to the attention of the proper individual, group or committee. This group is also charged with time sensitive scheduling issues and safety-related policy decisions.

If the issue relates to a question of policy or oversight, it will normally be directed to either the College of Teachers or the Board of Trustees, which are the two policy-making and oversight bodies for the school.

Normally the College handles pedagogical issues and teacher evaluation, and the Board is concerned with legal, financial and operational issues. Sometimes these overlap, and for this reason sometimes both groups must review issues.

If you have a topic you would like reviewed by the Administrative Committee, please leave a detailed written explanation for the School Administrator in the office. The Administrative Committee will place your concern on the appropriate agenda(s) and will let you know what to expect in terms of our process and timetable. Our goal is to meet your needs quickly and expeditiously.

The Parent Community

The Parent Community is the support group of the school and the faculty. As René Querido has expressed it, the parents provide a “mantle of warmth” around the Board and Faculty. Parents make a school possible, not only because they send their children, but because they have the willingness to serve and raise funds which are critical activities for all Waldorf schools. Our responsibilities as members of the Parent Community center around committee work with teachers and Board members to

coordinate and provide both individual class and school-wide social activities which generate goodwill, deepen the understanding of Waldorf education and promote the growth of the school community.

Parent Teacher Organization

The Parent Teacher Organization (PTO) is where the Shepherd Valley parent community is embodied. The PTO is an important communication network that is vital to the healthy life of the school. It is intended as a place where parents can receive communication and express questions, concerns and ideas.

The PTO has three distinct functions:

- To be the voice of the parents
- To organize and support school events
- To support parent education

Meetings are held throughout the year, usually on the first Friday evening of the month. The entire parent body (not just the PTO class rep) is encouraged to attend the PTO meetings. They are an important way to connect with the life of the school.

At these meetings, the Board of Trustees, the College of Teachers, Administration, and other areas of the school provide updates. The perspectives of parents are brought IN to the PTO meetings directly by parents or through the class reps. The information goes OUT to the classes via the PTO Class Rep. The PTO meetings also include a Parent Education component, often times from a class teacher on a subject that is timely and alive for the community.

Mentoring

At Shepherd Valley Waldorf School all class teachers and subject teachers are responsible for the daily preparation of their lessons and are expected to exercise their independent professional judgment in applying Waldorf curricular guidelines and methodology to meet the particular needs of their classes. To assist them in this process and to provide needed quality assurance, teachers regularly present aspects of their curricular plans and other classroom issues for peer review and input in our weekly faculty meetings.

In addition, each teacher is assigned a mentor or a collegial advisor who offers resources and advice. Mentors and collegial advisors are reassigned and reviewed on an annual basis.

The mentoring relationship is a peer advisory relationship, not a supervisory one. Mentors are not expected to conduct evaluations of their partners, as this would interfere with the atmosphere of easy trust and collegiality that is at the heart of the mentoring relationship. The College of Teachers has established a separate evaluation process to provide another needed level of quality assurance.

Although parents may approach the mentor if communication becomes difficult between parents and teacher, it is best for parents to have an initial dialogue directly with the specific teacher. Mentors provide support, and do not serve in an assessment or a direct supervisory capacity.

Faculty Performance Review

In addition to the mentoring program described above, the College of Teachers and faculty engage in periodic peer review and self-evaluation. Our in-house peer review process is supplemented by regular assessments by visiting master teachers and Waldorf school advisors. Opportunities for

outside enrichment and development help to keep our teachers inspired. As such, we strive to participate in as many outside conferences and workshops as our budget allows.

The Professional Development Committee (PDC) supports continuing education and professional growth. The purpose of the committee is to improve the quality of instruction at Shepherd Valley and to enhance the professional growth of the Faculty. This committee is accountable to the College of Teachers.

Teachers participate in a periodic schedule of evaluation and peer review as mandated by the College of Teachers, with support from the Professional Development Committee. It is the goal of this process that each teacher receives a formal evaluation every three years. This evaluation process involves a self-study and a two to three day observation by a team of outside and/or internal colleagues.

In addition, the College of Teachers has established a program of periodic cross-visitation among teachers that, while not a formal evaluation process, can provide important feedback on issues needing improvement or correction.

Conflict Resolution for Parents and Employees

Conflict inevitably arises between individuals and groups. It can present an opportunity for growth and change. Conflict itself is not unhealthy, but when conflict is not addressed, it undermines healthy working relationships. Please take time to work through conflict towards resolution. If you or someone you know is in conflict, we encourage you to take the following steps.

If you would like the support of a neutral third-party, feel free to engage an Ombudsperson. An Ombudsperson is a volunteer parent whose role is to navigate this process with you, ensuring that follow-up is occurring in a timely fashion and ensuring that the appropriate procedures are being followed. Please contact the office for the list of names of parent Ombudspersons.

When you feel you are in conflict with another person or group—approach that person or group first and seek resolution. When meeting with a group, you may wish to take a support person with you. Written records will be kept of all meetings that go beyond the immediate parties involved.

a. If the conflict involves a classroom situation, a difficulty with a teacher, or other pedagogical issues, you should speak with the teacher concerned.

- i. If you do not feel there is resolution, then you should take the issue to the College of Teachers Chairperson, either in writing or in person. The College of Teachers Chairperson will determine the next steps towards resolution.
- ii. If you still do not feel there is resolution, then you should take the issue to the Administrator, either in writing or in person. The Administrator will determine the next steps towards resolution.
- iii. If you are still not able to feel resolution, then you should write a letter to the Conflict Resolution Group, describing the situation and indicating possible actions that might help you resolve the conflict.

b. If the conflict involves a financial situation, a difficulty with a staff member, or other administrative

issues, you should speak with the staff person involved.

- i. If you do not feel there is resolution, you should take the issue to the Administrator, either in writing or in person. The Administrator will determine the next steps towards resolution.
 - ii. If, after speaking with the Administrator, you are still not able to feel resolution, then you should write a letter to the Conflict Resolution Group, describing the situation and indicating possible actions that might help you resolve the conflict.
- c. If the conflict involves issues that you have with a group within the school, you should meet with the group. You may wish to seek a support person to go with you.**
- i. If you do not feel there is resolution, you should take the issue to the College of Teachers Chairperson or the Administrator or the Board Chairperson (depending on the group involved). This person will determine the next steps towards resolution.
 - ii. If, after speaking with this person(s), you are still not able to feel resolution, then you should write a letter to the Conflict Resolution Group, describing the situation and indicating possible actions that might help you resolve the conflict.
- d. If the conflict arises again after you feel there was resolution, please send a follow-up letter directly to the Conflict Resolution Group.**

Guidelines for writing a letter to the Conflict Resolution Group

- a. State the problem or conflict clearly.
- b. Provide specific examples that support what you are trying to say, including dates and names of those involved, if applicable.
- c. Remember to keep the tone of your letter respectful of all parties involved.

The Conflict Resolution Group meeting

- a. This group will be composed of five members: the Administrator, the Faculty Chairperson, a member of the College of Teachers, a member of the Board of Trustees, and a member of the Professional Development Committee. All agree to work with the practices of Social Inclusion when appropriate.
- b. This group will meet on an as-needed basis to discuss any letter given to it regarding conflict issues within the school. All members must be present for the initial meeting. The group will review the letter and gather any further information needed from all parties involved. The group will communicate frequently with the individual who sent the letter with the status of the resolution.
- c. This group may arrange a meeting between the individuals involved in the conflict as a way to further understand the issue.
- d. A timely, written response will be given to the person who wrote the letter as well as to all other parties involved. The letter may indicate areas of recommendation or improvement. In some cases, the letter may state the school's philosophy and approach to the situation based on the principles of Waldorf education. It is important to note that these

principles will not be compromised in the process of any conflict resolution.

- e. Recommendations from this group may include, but not be limited to, formal mediation, possible school policy changes, personnel recommendations, or written agreements between the parties involved.
- f. The issue may be brought to other groups within the school. General, organizational themes will be presented, but not confidential information, such as personal information regarding employees of the school or other individuals involved in the conflict.

There will be times when someone will want to write a letter to teachers, Board members, Administrative Staff members and forgo the other steps in this process. These letters will go directly to the Conflict Resolution Group for a response.

Steps to Positive Communication

Positive, direct communication helps solve problems and builds honest, respectful relationships between people. The following suggestions may help in promoting better communication when talking to others about differences or trying to resolve conflict:

1. **TALK DIRECTLY.** Assuming that there is no threat of violence, talk directly to the person with whom you have the problem. Direct conversation is much more effective than sending a letter, banging on the wall, throwing a rock, or complaining to everyone else.
2. **CHOOSE AN APPROPRIATE TIME.** Plan a time when the other party is available and there is enough time to talk without interruption. Do not try to talk

about a conflict just as the other is leaving for work, after you have had a terrible day, or in front of other people. Do not try to talk with teachers right before a class. Try to talk in a quiet place where both are comfortable and you can be undisturbed for as long as the discussion takes.

3. **PLAN AHEAD.** Think ahead about what you want to say and what you would like to have happen. If it helps, make notes for yourself about what points you would like to make. State clearly what the problem is and how it affects you. Have an open mind about the outcome, but be clear about your thoughts and feelings.

4. **DON'T BLAME OR CALL NAMES.** Try not to put blame for the problem on the other person. Antagonizing by calling names only makes it harder for the person to hear you. Keep the discussion respectful and work toward each taking responsibility for their part in the problem.

5. **GIVE INFORMATION.** Help the other person to understand your experience with the problem and what you see happening. Talk from your viewpoint rather than interpreting their behavior. "You are making noise on purpose to get back at me!" is not as effective as "When you make noise late at night, I can't sleep."

6. **LISTEN.** Relax and do your best to listen to the other. Try to focus on what is being said rather than on what you will say next. Both people should have a chance to be heard. Talk one at a time and give the other a chance to tell his/her story completely. Try to hear not only what the person *thinks* but also what they *feel* about the situation.

7. **LET THE OTHER KNOW YOU ARE LISTENING.** Although you may not agree with what is being said, it is important

to show respect for others' opinions, ideas and feelings. If you do not understand what they are saying, ask questions. Repeat the main points back to them to make sure you are hearing them correctly.

8. **TALK IT ALL THROUGH.** Once you begin to discuss the issues, try to get all the information and feelings out in the open. Include even the most "difficult" issues and those that might seem "insignificant." Agreements between people work best when all issues are discussed openly so that any solution resolves the matter completely.

9. **FIX THE PROBLEM, NOT THE BLAME.** After each person has had a chance to talk about their concerns, work on resolving the issues together. Work on a solution that best meets everyone's needs. Two or more people cooperating on a solution is more effective than one person asking the other to change. Be as specific as possible. "I will turn my music off at midnight" is better than a vague "I won't play loud music anymore."

10. **FOLLOW THROUGH.** Talk about what it means to keep the agreement and what will happen if one person does not follow through with the decision. Agree to check with each other about whether the agreement is working to resolve the matter. *Change does not occur overnight.* Show the other person that you are willing to keep your end of the bargain and give them a chance to do the same. Agree on a realistic timeframe and talk in the future to see if any changes to the agreement are necessary.

Adapted from "How to Resolve Conflicts" from Community Boards of San Francisco, CA.

In addition to the communication flow described above, the following forums are available for the exchange of ideas. These

can provide opportunities to gain a better understanding of one another and Waldorf education:

- Parent evenings for questions regarding pedagogy, child development and other pertinent issues.
- Parent conferences for questions specific to your child.
- Board of Trustees holds meetings once a month. You may address the Board by letter on financial or legal issues.
- Lectures and open houses for further understanding of Waldorf education.
- All School Meetings for input, discussion and questions on all topics vital to the growth and progress of the school.
- Committee work for getting more involved with the inner workings of the school and building community relations.

In general, pedagogical questions and class questions should be addressed directly to class teachers. Teachers can be reached at home in the evenings until 8pm. After that time they will be busy with lesson plans and other family obligations. In an emergency they can be contacted after 8 p.m. In addition, teachers may choose to set up specific “office hours” during which they may best be reached. Please avoid contacting your child’s teacher in the morning as they are busy preparing for the school day.

Financial or legal questions should be addressed to the Board of Trustees. Please do not discuss tuition matters with your class teacher. Questions of school policy should be directed first to the class teacher, then to the College of Teachers. You will be referred to the proper person if the class teacher cannot help you.

Enrollment

Achieving full enrollment is vital to the health of Shepherd Valley Waldorf School. Tuition income provides the majority of our

operating income and enables us to offer a full, pedagogically rich Waldorf program with all the specialty teachers and artistic activities. In addition, full classes create a supportive learning environment for the students and allow a greater range of social and extracurricular activities to enrich the learning process. Enrollment is also the basis for the salaries and benefits offered to faculty and staff. The number of children enrolled in our school enables the school to offer a higher level of support to make it easier to recruit and keep quality teachers and administrative personnel. Full enrollment in all Grades classes is our goal (24 students per class).

Classroom Tours occur many times throughout the year for prospective families. These mornings offer a chance for families to tour our Kindergartens and Grades during the school day and include a Question and Answer session with a teacher. Weekend tours are also offered several times during the year. Please see the current school calendar for dates.

Shepherd Valley Waldorf School does not discriminate on the basis of race, color, national or ethnic origin, in addition to children with disabilities, in its educational policies, admission policies or any school administered programs.

Regular Communications

The Star

The *Star* is published every other Wednesday during the school year with current news, announcements of upcoming events and calendar items. Please be sure to look these over and transfer the relevant events to your own calendar.

Class Notes and Special Event Flyers

These are a common means of communication. Please check the community and class bulletin boards as well

as your child's lunch basket on a daily basis.

All-School Email and Phone Calls

Emails or phone calls are sent to the full parent body on occasion. This form of communication is relied upon for reminders and updates, time-sensitive information including weather-related closures, as well as sensitive information meant only to be shared with adults in the community.

Parent Participation

More than 40 recent studies indicate that the key to improving student achievement is the involvement of parents or other family members in education.

What exactly does that mean? There are four general ways parents can be involved: providing support at home, communicating with the school, volunteering at the school, and helping to achieve excellence. All are important. Where we choose to put our energies depends on our backgrounds, experiences, skills, interests, and available time.

What is crucial is that we do participate. The education of our children cannot be left solely to others. Parents are the first teachers and most significant adults in children's lives. Our actions form the attitudes and outlook toward learning that our children will carry throughout their lives.

From an article in The Parent Newspaper, August 1990.

It is parental interest and support as volunteers, committee members and Board members that help to make sure the school becomes and remains a strong and vigorous institution. This involvement cannot be overstated! We have found that as our community has grown, not only do many

hands make the workload lighter, but there is also something special that happens in the spirit of the community through such service. Parent participation is the lifeblood of the school! You are urged to take every opportunity to share your talents and energy in support of the ideal, which we are all striving to manifest. There are several ways to participate including the following:

Attend Parent Evenings

This is the opportunity for the class teacher to meet with the parents as a group. These meetings act to create a richer experience and deeper understanding of your child's school life. Each teacher will conduct two or more parent evenings throughout the school year. *Parental attendance is mandatory at a minimum of two of these meetings each year.* Attendance by both parents is ideal, however at least one parent is sufficient. These meetings are very important for communication between the class teacher and the parents.

Attend All-School Meetings

These meetings happen a few times during the year and provide an opportunity for you to help with planning, to inform yourself about school business, and to meet other parents.

Join a Committee

Committee work is essential to the school's ability to offer events which foster outreach and community growth. In addition to a Chairperson, committees generally have a Board Member who reports directly to the Board or College of Teachers about committee progress and receives mandates for the direction committees should take. This system is designed to be a weaving together of ideas and resources on the part of all community members, a working together with all voices being heard.

Speak with a Class Parent

There are one or two class parents for each grade. The class parents provide a vital link between the parent body and the faculty.

The Class Parent coordinates classroom-specific activities. Some of the things a Class Parent may be asked to do include:

- Provides teacher support by facilitating communication between parents and the teacher about classroom business via email and telephone lists,
- Coordinates volunteer recruitment for class activities such as finding field trip drivers or helping to organize a class party,
- Coordinates the volunteer effort to aid the teacher in setting up the classroom at the beginning of the school year, and in moving items to the new classroom at year end,
- Coordinates the class donation to the annual Auction and other class donations,
- Coordinates teacher gifts,
- Coordinates flowers for the classroom,
- Coordinates special classroom events,
- Coordinates and delivers class phone trees,
- Coordinates snacks and clean-up for Parent Evenings.

Attend Parent/Teacher Conferences

In addition to the parent evenings throughout the year, mandatory conferences are scheduled for Early Childcare and Grades One through Eight twice a year. Parents or teachers may request additional conferences at other times during the school year as necessary.

Attend Parent Teacher Organization Meetings

Everyone, not just the PTO Class Representative, is encouraged to attend the PTO Meetings. They are an important way to connect with the life of the school. For more information, please see the PTO section at the beginning of this chapter.

Supporting your Child's Class Teacher

Parents often ask, "How can I best support the teacher and the classroom experience?" Here is a list of possibilities.

1. Strive to understand the principles of Waldorf education.
2. Attend class meetings regularly to stay informed about what is going on in the classroom.
3. Attend parent study groups.
4. Communicate with teachers regularly if you have concerns and when you like what is going on.
5. Create a home environment that supports what is taking place at school by encouraging children to play imaginatively. (Please refer to Media section for a fuller explanation.)
6. Make sure children arrive at school on time and are properly dressed for the weather.
7. Volunteer to assist with special activities such as class trips, plays, and fundraisers.
8. Help with classroom projects: painting, decorating, fall and spring cleaning, and moving.
9. Volunteer to work with reading groups in the middle grades.
10. Inform the teacher if anything special is going on with your child or if he is going to be absent from school.
11. Provide a regular time and space for homework and musical instrument practice. Take an interest in all subjects, not just Main Lesson. Your interest in these subjects will

communicate their importance to your child.

12. Help provide fresh flowers for the classroom throughout the year.

13. Consider volunteering as a class parent, field trip coordinator, secretary, treasurer or in another capacity to support the class.

CHAPTER 5 FESTIVALS THROUGH THE YEAR

Students and families at Shepherd Valley observe the passing of the year by celebrating a variety of festivals each school year. Each festival may be observed differently according to the grade and the teacher. Some are celebrated by the whole school and others are celebrated only by specific classes according to the grade-level curriculum and individual class composition.

Autumn: Festivals of the beginning of the school year, Harvest, and Preparing Light for the coming winter

Autumn is the time of harvest and abundance. The days begin to grow short as darkness sets in earlier and earlier. Many festivals of this time relate to “light”. We see jack-o-lanterns, lantern walks and anticipate the Advent Spiral, all reminding us to nurture the light within to help us through the winter’s darkness.

Red Rose Ceremony & The First Day of School

The first day of school is a rite of passage for the rising First Graders. To honor this beginning of their journey through the grades, all of the classes are assembled along with parents, faculty, and staff. Kindergarten parents and children are also warmly welcomed. Parents present their First Grade child to the First Grade Teacher and each First Grader receives a beautiful red rose presented by one of the Eighth Grade students. These First Graders will present the same Eighth Graders with white roses in the spring to honor their graduation from Shepherd Valley.

Michaelmas: September 29

This date has been known as Saint Michael’s Day since the 9th century. It comes just after the Autumn Solstice, when the days and nights are of equal length. Waldorf Schools around the world celebrate Michaelmas and are working to renew this festival. There are many depictions in art of the Archangel Michael and his knight, St. George, conquering “the dragon”. Indeed, this time of year, when the harvest is brought in, the days begin to shorten, and the long winter nights approach, each of us looks within and may encounter our own “dragons” to overcome. It is thought that one of Michael’s special tasks is to infuse humanity with the power to recognize the reality of the spiritual worlds, so that gradually, humankind will come to experience these spiritual influences and allow them to become an effective working force in human deeds and activities.

Harvest Celebrations

The fall Harvest Celebration is a one-day event which brings the school community and community-at-large together to celebrate the bounty of the harvest. The Celebration encompasses a variety of changing activities such as scarecrow building, pony and tractor rides, demonstrations for children and adults, a food tent, vendors, music and entertainment.

All Hallows Eve (Halloween): October 31

This is one of the most beloved of festivals for children in America and Britain and originated as the Celtic festival of Samhain which celebrated the first day of winter on November 1st. In many cultures around the world, this is the first of “three days out of time” in which the veil between the spiritual worlds and our own was thinned. Carving pumpkins or turnips is often an activity

around the school at this time. The Kindergartens have special activities to celebrate this festival within the classroom, and the school sponsors a Halloween Journey for area children to experience this mysterious time of year when we place light into the coming winter darkness.

All Saints Day: November 1

Originally known as Hallowmass this, the second of the “three days out of time,” is a day to honor and remember the dead, particularly the saintly. Often students take up the Mexican celebration of Dia de los Muertos, honoring family and friends who have crossed the threshold from this world.

All Souls Day: November 2

It was long believed that on the Day of All Souls, the last of the “three days out of time,” the unhappy souls of the dead would return to their former homes. On the eve of All Souls Day, it was customary to keep kitchens warm and leave food on the table overnight for the visiting spirits. Dia de los Muertos celebrations continue in many communities, and the Anthroposophical Community in Boulder generally has an evening of candle lighting, music and eurythmy to remember those who have crossed the threshold.

Martinmas Lantern Walk: November 1

St. Martin of Tours was born in 316 and died on November 11th, 397. He is known as a deeply religious man who shared his cloak with a beggar and represents the attitude of brotherliness. As the days become shorter and the stars appear earlier, it is the custom in many regions for children to walk with lanterns through the streets singing. As the world grows darker, the inner light of man wants to shine forth. Kindergarten children, younger grade students and parents participate in a Lantern Walk complete with an encounter with a beggar with whom they share food. The

school also participates in food and coat drives at this time, and in partnership with our neighbor, Community Food Share, students are able to truly help others in need.

Thanksgiving: Fourth Thursday in November

Thanksgiving is a time for gratitude, reverence and wonder. As a harvest festival, we can call to mind all the forces of heaven and earth that have provided us with food, clothing and sustenance. We can remember and thank all who have supported us.

Winter – Festivals of Light

Winter is the time of cold and darkness and the time of going within oneself for self-reflection.

Advent: The Four Weeks Prior to Christmas

The origins of Advent are found in the folk practices of the pre-Christian Germanic peoples who, during the cold December darkness gathered wreaths of evergreen and lighted fires as signs of hope in a coming spring and renewed light. By the 16th century, Catholics and Protestants used these symbols and began to celebrate “Advent” from the Latin “adventus”, the arrival or the coming in of the spirit of joy and peace. This is a time to reflect on the past year and looking forward to the coming year. For children, it is a time of waiting and anticipation. Each Monday morning during Advent, the children are gathered together for a special story and lighting of candles. Each Advent week is represented by one of the four kingdoms: mineral, plant, animal and human kingdom.

Advent Spiral: First Week of Advent

The Kindergarten and the younger grades children participate in walking a pine bough spiral path to light a candle. This quiet and simple, yet powerful experience of gradually bringing light into darkness is a memorable

one and a favorite of students and parents alike.

St. Nicholas Day: December 6

Saint Nicholas Day is a European tradition in which Bishop Nicholas and his silent servant Rupert visit children. On the eve of December 5, in many traditions, children place their shoes outside the door hoping Saint Nicholas will leave a treat. Saint Nicholas often visits the classrooms and reads from his golden book which records the deeds of all the children, and afterwards he leaves gifts for the children. Other times, he simply leaves a small treat or is seen walking nearby. Oranges in shoes are a traditional treat left by St. Nicholas.

Santa Lucia Day: December 13

According to the old Julian calendar, December 13th was the longest night of the year. The ancient people were very much aware of the diminishing daylight and feared the cold and hunger that accompanied the sun's decline. Humans yearned for a friendly spirit to intercede, restoring light to the earth. Over many centuries, this spirit of light became personified in St. Lucia, the Queen of Light, who originally brought food to the hungry, lighting her way with a crown of candles. In the present day, St. Lucia's Day is most commonly celebrated in Sweden. Families all over Sweden are awakened by "Lucia", who is usually the eldest daughter and comes singing the ancient Sicilian song "Santa Lucia". Dressed in white and wearing a crown of lighted candles, she presents saffron buns and Christmas cookies to members of the family. Students in the Second Grade often participate in this festival as part of the study of saints.

Hanukkah: Late November or December

Near the time of the winter solstice, the people of the Jewish faith celebrate Hanukkah, or the Festival of Lights, in

remembrance of a miracle that took place in Palestine over 2100 years ago. This festival is a rededication of the Jewish people to the ideals of religious freedom and political liberty under God. The Hanukkah festival lasts eight days in remembrance of the oil which miraculously lit the temple for eight days. The principal ceremony is the lighting of the Menorah candles, following the same ritual as in the original ceremony. The candles symbolize faith, freedom, courage, love, charity, integrity, knowledge and peace.

Christmas: December 25

In the Christmas festival the great image is of a birth, surrounded by love; the Christ child in the stable, with the mother and father, shepherds and animals. In the dark of winter, the son, "the light of the world", has been born, just after the winter solstice when the light is now returning. It is the rebirth of the sun in the deepest darkness of the year.

The Shepherds' Play

Faculty and staff often perform the reverential and humorous medieval nativity play as a gift to the students and school community. This tradition of "The Shepherds' Play" is observed in many Waldorf schools throughout the world.

Kwanzaa: December 26 – January 1

The festival of Kwanzaa was created in 1966 by Dr. Karenja. It was created so African Americans could learn about African culture as well as remember and celebrate their history. One of the most important elements of the celebration is the acknowledgment of the seven principals: Umoja (unity), Kujichagulia (self-determination), Ujima (collective work and responsibility), Ujamaa (cooperative economics), Nia (purpose), Kuumba (creativity), and Imani (faith).

Three Kings Day: January 6

Three Kings Day is the twelfth day of Christmas, and the first day of Epiphany. This is the time when the magi arrived at the birth of the Christ child, and also commemorates the baptism in the Jordan. Children in many areas often polish and place their shoes in the windows and receive gifts from the three Magi.

Candlemas: February 2

Candlemas occurs forty days after Christmas and is the day that Mary presented Jesus at the temple. Many families have started the tradition of making and blessing candles on this day.

Valentine's Day: February 14

Long before St. Valentine became the patron saint of lovers, a festival was held in ancient Rome during February in honor of the great god Pan. The festival was called Lupercalia and one of the customs was for the names of young men and women to be drawn in lottery fashion to choose token sweethearts. During the third century, the Bishop Valentine of Rome was martyred on the eve of the festival of Lupercalia. He was a man noted for his goodness and chastity and eventually the day acquired his name. The element of chance and the theme of love remain. Cards are often sent to declare a person's love. There is an old belief that birds also chose their mates on this day for spring nesting. For children today, it is the element of surprise of a pretty card rather than romantic notions that holds enjoyment of the day. This favorite day of the heart is celebrated in the classrooms with small "parties" and the exchanging of Valentine cards. Children are encouraged to make their own cards.

Passover: March or April

Very early in the history of the Hebrew people, the Jews were slaves. With Jahweh's help, they won their way out of

slavery and into freedom. The experience of being slaves and of struggling for freedom taught the Jews that all must be free if they are truly to be human. Passover (Pesach) is a double celebration: the Feast of Unleavened Bread and the Festival of Freedom. Students may celebrate the seder meal and build a sukkot, especially in third grade as part of the study of the Hebrew legends.

Spring - Festivals of Renewal

As the earth awakens from the winter sleep and sends forth new life in plants, baby animals, and longer days, we celebrate the renewal of the world around us.

Easter: April or March

Easter is the First Sunday after the first full moon following the Spring Equinox. The festival of Easter derives its name from the pre-Christian goddess symbols of rebirth, fertility and spring; the Saxon Eastre and Old German Eostre. The ancient symbols of hare and egg, both known as signs of fertility and the return of life after winter's sleep, today carry the Christian association of the Resurrection of Christ. For the adult, the mysteries of death and rebirth are central to a living appreciation of Easter. Such topics are not appropriate for the young child who still lacks an inner experience of death. To the young child, the world is permeated with life, and so Easter is celebrated as a time of healing, transformation and rebirth. Seeds are planted and new life begins. The young child can begin to understand this through stories and songs of the death of the caterpillar and the rebirth as a butterfly.

May Day: May 1

This is a day for flowers and the celebration of spring. Often May Baskets filled with flowers appear on classroom and office doors or on the doors of our Niwot neighbors. The Kindergarten children and teachers dance around the May Pole and older grade students are practicing their more complicated May Pole Dance for the May Fair. In Hawaii this day is known as “Lei Day” and many on the islands will don leis to celebrate.

Whitsuntide

Whitsuntide is the week beginning with Whitsunday (White Sunday) or Pentecost which occurs seven Sundays after Easter, Pentecost. Pentecost in Greek means “Fiftieth Day” (after Easter) and is the day when the Holy Spirit descended to the group of disciples. The Holy Spirit brought the message that Christ had not left them, but that he was united with them. If Whitsun falls during the school year, the Kindergartens will often celebrate this festival by wearing white, making birds and sharing bird cookies with the Eighth Grade.

May Faire

Spring at Shepherd Valley is celebrated with a community event, the May Faire festival. May Pole dancers weave their ribbons accompanied by music also performed by the students. Classes share special contributions of song, dance, and spoken word for Lady Spring, the seeding of the reawakening of the earth is honored, and families share picnic lunches together.

Eighth Grade Graduation

The graduating Eighth Graders are honored in a lovely ceremony created by the combined efforts of the Eighth Grade teacher and the Seventh Grade students, teacher and parents. Parents and friends are invited to share and rejoice in this special event.

White Rose Ceremony and Closing

The entire school gathers for the end of the school year, commemorated by the White Rose Ceremony and Closing. The First Grade students, who received red roses from the Eighth Graders at the beginning of the year, now give white roses to the graduating Eighth Graders as they move on to area high schools. The teachers close the year with a song and a few words, and the students return to class for a celebration and packing.

Summer – Festivals of Abundance

In the fullness of the summer, we celebrate the abundance that fills our lives and our gardens.

St. John’s Tide: June 24

Midsummer Day and the feast of St. John the Baptist is celebrated following the summer solstice on June 21st, the longest day of the year. This day begins St. John’s Tide, which is celebrated for the four following weeks. Ancient peoples watched the sun reach its highest point and lit evening bonfires to encourage the sun to shine and ripen their crops. In many parts of the world, bonfires still blaze at this time with singing and celebration, and jumping the fire gives one a chance to leave behind what no longer serves them. The school hosts a small St. John’s celebration complete with bonfire each June.

CHAPTER 6 EARLY CHILDHOOD PROGRAM POLICIES AND PROCEDURES

Admissions

Children must be three years of age, out of diapers and fully toilet trained prior to acceptance. We will provide services to special needs children within our means and in accordance with the Americans with Disabilities Act.

Arrival and Dismissal

Kindergarten children may be brought to school no earlier than 8:10 a.m. Kindergarten hours are from 8:30 a.m. to 12:30 p.m. with Lunch and Rest Group and After School Program following if necessary. Times of arrival and dismissal must be recorded for all Preschool/Kindergarten and After School Program children by the child's parent or other authorized party.

Child Safety

When a student makes comments or gestures that indicate his/her safety is possibly in jeopardy or if a Faculty or Staff member suspects child abuse or neglect, school employees are required by Colorado law to contact the Department of Social Services (DSS) or other law enforcement agency. An example might be a student who confides in a teacher about a relationship with an adult that is inappropriate, or a student who expresses an interest in hurting him/herself. In these cases, the comments are taken very seriously. The student's physical and emotional safety is our primary concern. The first thing we do is to listen to the child and reassure him/her that we care about their safety.

Our Faculty and Staff are trained annually on clues and indicators of possible child abuse and neglect. In all cases, the suspicions are reported. It is not the job of

Faculty and Staff to make any judgments or determinations in the case. The school will cooperate fully with any investigations of child abuse and neglect.

In the instance when a student or adult in our community is under investigation, the individual may be asked to stay home from school or not be on campus pending results of the investigation. Depending on the determination of DSS, the school reserves the right to require further investigation.

The investigating agency will make a determination whether or not to open a case. If a case is opened, we will take the lead from the agency on when and how to inform the student's parents as we take guidance from the agency on a case by case basis to determine the most appropriate course of action for our school. In the instance when an investigation is underway involving a student or parent in our community, we will work with the agency to develop a plan for informing the community, while also respecting the confidentiality rights of the alleged perpetrator and victim.

These steps are taken to ensure the safety of our students first and foremost. We also must adhere to the state regulations given to us as child care providers.

If you ever suspect child abuse or neglect, you are encouraged to contact the Department of Social Services in your local county which are as follows:

- a. Boulder County – (303) 441-1000
- b. Broomfield County– (720) 887-2222
- c. Gilpin County – (303) 582-5444
- d. Weld County - (970) 352-1551

Additional locations can be found at <http://www.cdhs.state.co.us/servicebycounty.htm>

Childcare License

Shepherd Valley Waldorf School is licensed under the Colorado Department of Human Services, Division of Child Care. If you have a need to file a complaint, you may do so by contacting – Colorado Department of Human Services, Division of Child Care, 1575 Sherman Street, Denver, Colorado 80203; (303) 866-570

Discipline in the Early Childhood Programs

Our Early Childhood Program’s discipline policy emphasizes a positive approach where the young child is gradually led toward an experience of self-discipline. Discipline situations are all different and the teacher involved uses his or her discretion in handling each circumstance appropriately.

In every case we aim to promote learning about desired behavior, not to exact punishment or revenge. Since children at this age are highly imitative and learn by doing, much of our discipline relies on leading the child to “do” the desired behavior, rather than engaging in “discussion” about “bad” behavior.

Discipline Guidelines for Early Childhood

- When a situation occurs which requires disciplinary action, the first step is to “right the wrong”. For instance, if someone has been hurt, the child responsible for the action will be asked to give aid (get an ice pack or lay a “healing hand”). Perhaps he or she will need to say, “My hands are for good work and play”, or “I will use kind and gentle words”. If the child seems to easily forget the classroom rules, he or

she will work in close contact with a teacher or assistant.

- If an incident is one to cause deeper concern, or if a student continues to be disruptive, and/or exhibit discourteous behavior, (taking into consideration age appropriate behavior), the teacher will call the parents to discuss the situation.
- Parent-teacher conferences are helpful and in certain cases a meeting will be arranged with the parents, the teacher and one other faculty representative. Parents and teachers will work together as a team to jointly prepare a course of action. This plan will outline those steps which will be taken at home and at school to address the child’s behavior and help him or her to move in a more positive direction. In some cases parents may be asked to seek professional help for their child.
- If the above measures are unsuccessful in bringing about the desired changes in behavior, the College of Teachers will be asked to look at the situation. The College may require additional measures or interventions as it deems necessary. If the behavior is sufficiently disruptive or endangers other children’s safety it may be necessary for the parents to withdraw their child from the school.

Emergency Plan

In the event of a fire alarm sound, each class will line up, leave the classroom and proceed to the area that is designated in the evacuation plan for that class. Each class will proceed to its appointed area in an orderly manner without talking. The teacher who is with the class when the alarm sounds becomes the responsible teacher for that class.

The teacher will take the attendance sheet to the evacuation area and will make sure that each child is accounted for. If a child is

unaccounted for, the teacher will report to the fire drill coordinator or office personnel, who will then report it to the authorities. The office will locate an available phone and notify parents. The teacher should not re-enter a building, but let the fire department search for the child. A comprehensive Emergency Plan is available in the office. This plan includes procedures for events such as tornadoes, campus evacuations and campus lock downs.

Field Trip and Transportation Policies

Transportation will be used only when students go on field trips or class outings. Parents will provide transportation in their own vehicles. A written release will be obtained for each Early Childhood student prior to leaving on any field trip. Written releases must also be obtained for each student for any overnight trip. Parents must complete the field trip permission form, which will be kept on file in the office. Each student will sit in a seat with a seat belt; there will be no double belting. Smaller children will sit in car seats in accordance with the Colorado Department of Transportation Child Passenger Safety Laws. Doors will be locked during transportation.

Parents who transport students must provide written documentation of a valid Colorado driver's license and vehicle insurance coverage. This form will be kept on file in the school office. The primary auto insurance in effect is that of the driver. If a child is late and his or her class has left on a field trip, the child should report to the office and will be redirected to a predetermined classroom or the parents and/or emergency contacts will be notified to pick up their child.

Unless otherwise indicated by the teacher, field trips are for class students only. Content and experience may be inappropriate for younger children. Permission to bring a person not enrolled in the class on a field trip must always be obtained from the class teacher.

Adequate supervision is a requirement for any school outing.

Health Issues

We all know that illness may strike at any time. Please keep the following in mind if your child becomes ill.

1. If you find that your child has contracted lice, scabies, pinkeye, impetigo, chicken pox, or has a fever, strep throat, or other contagious medical condition, please do not send your child to school. Please notify the school office and take the appropriate measures.
2. If a student comes to school with any symptoms of an infectious disease, he or she will be sent home. If your child has been ill with a fever, please keep him/her home 24 hours fever-free prior to returning to class.
3. If your child will be absent from school, call the office and leave a message for the class teacher by 8:00am the day of the absence. It is helpful to send a note when he/she returns explaining the absence and notifying the teacher if the child is taking medication.
4. If your child is prescribed a medication by your physician which requires that he or she must take the medication during the school day, Colorado law requires the following:
 - You bring the medication to the office in the container provided by the pharmacy (with the correct, original label).
 - The office must receive a permission to dispense

medication form, signed by a person with prescriptive authority and a parent with the correct dosages, frequencies and other documentation, and indicate if the medication is to be refrigerated. Medicine will be stored in a locked container.

- If possible, the dosages should be administered before and after school hours.

Those children who have medications to be dispensed on campus cannot attend classes if the state-required forms are incomplete. Please know that some of our students are not fully immunized. Those children not immunized may be asked to stay home during an outbreak.

Parents or guardians must complete Student Info forms supplied by the office. Parents or Guardians will be notified in the case of accidents or illness (which may include such illnesses as rashes, vomiting, severe cough, severe sore throat, or a fever above 100 degrees Fahrenheit).

Home Visits

Home visits are encouraged throughout the school, and are especially important with the Preschool and Kindergarten children. It is customary in Waldorf Schools to invite the teacher to the home. The teacher is then able to have an image of each child in their own home environment with the parents, siblings and pets. The children usually love to share their home with their teacher. It is best if the home visits are done near the beginning of the school year.

Money

During the school day, the students have no need for money. The school strongly discourages the bringing of wallets and cash and cannot assume responsibility for its loss.

Schedule of Fees

Tuition:

2-Day Pre-K/Kindergarten \$3,800
3-Day Pre-K/Kindergarten \$5,800
Pre-K/KG (5 days-8:30am until 12:30pm)
\$9,100
Pre-K/KG (5 days-8:30am until 3:20pm)
\$11,300

Materials Fee:

2-Day Pre-K/KG: \$150
3-Day Pre-K/KG: \$240
5-day Pre-K/KG until 12:30: \$350
5-day Pre-K/KG until 3:20: \$375

Tree Climbing Policy

Tree-climbing is an important part of any healthy childhood. In balancing the benefits of tree-climbing with the inherent risks, the following procedures will be followed on campus:

On the main five-acre campus

No Tree Climbing. As caretakers of the developing trees on campus, we have a responsibility to keep children off of the fragile, maturing branches and limbs.

In the Cottonwood Area

Under adult supervision, students may climb up to 6' in a tree. Above 6' creates too much exposure to risk and is not allowed.

Early Childhood and After School

In the Early Childhood and After School programs, the Faculty may set stronger limitations.

Visitor's Log

All visitors must report to the office and sign in the Visitor's Log. Office personnel will then direct the visitor to the proper building.

Weather

In the event of severely cold or inclement weather, children should be dressed warmly and outside exposure may be shortened.

During hot, sunny weather, children will be encouraged to drink more fluids.

Withdrawal Policy

There will be no reduction from the agreed tuition or any other fees because of absences, suspension, or expulsion of the student with the following exception:

The School or parents or guardians have the right to terminate the enrollment of a student during the first 60 days after the initial attendance if it is deemed in the best interest of the student. This applies to new students,

not to returning students. Written notice shall be given by the terminating party to the other party within the sixty (60) day period. Per diem tuition is to be paid from the initial day to the day notification of withdrawal is received. All fees are non-refundable. Please refer to your enrollment contract for complete details of conditions governing withdrawal, tuition and fees.

CHAPTER 7 ALL SCHOOL POLICIES AND PROCEDURES

Absences

If your child will be absent from school, please contact the school office by 8:00 am the day of the absence. Please see the “Health Issues” section of this Handbook for guidelines regarding child illnesses. In the case of extended illnesses, please inform the office that your child will be absent until further notification.

Regular attendance is essential to an efficient and cooperative learning experience. The curriculum is created to promote the unfolding of the day, the week, and the year in a rhythm that allows learning to take place in a balanced way. Please keep absences for reasons other than illness to a minimum.

In the case of a planned absence, please speak with your child(ren)’s class teacher in advance to determine the dates that will offer the least disruption to the learning experience of the child and the class. The student is responsible for getting assignments from the teacher and for completing the assignments prior to returning to the classroom.

Admission and Registration Policy

Admission to Shepherd Valley is contingent upon an interview with the teacher and acceptance by the teacher. Upon acceptance by the teacher, a student is registered (enrolled) only if tuition and fees are paid as agreed and the following paperwork is complete and in the child’s file: the tuition contract, along with the appropriate emergency contact, health, medical and permission forms.

Arrival

The school day for Grades One through Five begins at 8:30 am. The school day for Grades Six through Eight begins at 8:20

a.m. Kindergarten and Grades students may be brought to school no earlier than 8:10 a.m. Playground supervision is available beginning at 8:10 am.

Attendance verification must be made periodically throughout the day. Times of arrival and dismissal must be recorded for all Preschool/Kindergarten and Extended Care Program children. All Preschool/Kindergarten and Extended Care Program children must be signed in and out by a parent or other authorized party.

Assemblies and All-School Festivals

Attendance at Assemblies and All-School Festivals is required of all Grades Children. Please note that these events are usually scheduled on weekends or in the evenings. Please speak with your child’s Class Teacher if you have questions.

Attendance

Regular attendance is essential to an efficient and cooperative learning experience. The curriculum is created to promote the unfolding of the day, the week, and the year in a rhythm that allows learning to take place in a balanced way. Please keep absences for reasons other than illness to a minimum.

The Shepherd Valley Waldorf School Faculty expects that all students will be in attendance on all scheduled school days, unless they are unable to attend due to illness or other excused absence. Therefore, family vacations should be planned to coincide with the vacation days listed on the school calendar. Vacations and other unnecessary absences are disruptive both to a student’s progress in school and to the teachers. Although every effort will be made by teachers to assist a child who has been absent due to illness in making up

missed schoolwork, this same extra effort will be made for planned absences only at the teacher's discretion.

Students will be ineligible to participate in an extracurricular activity on days they are absent from any portion of the school day.

Absence from the majority of a Subject Class qualifies as a quarter-day of absence. Absence from an Evening Assembly or a weekend festival (i.e., Harvest Faire or May Faire) qualifies as a half-day of absence.

A student who is absent five or more days in a semester is considered at risk. The class teacher will determine the appropriate manner for the at-risk student's family to assist the student to make up work and skills deficits as a result of absences. This may necessitate academic tutoring at the family's expense.

A student who is absent 10 or more days in a semester is considered excessively absent. Excessive absences may result in one or more of the following:

- Probation, which will require specific progress demonstrated by the student in relation to absenteeism;
- Required attendance at a fee-based Study Hall;
- Required academic tutoring at the family's expense;
- An inability to advance to the next grade or graduate from the school.

The College of Teachers and the Class Teacher will determine the requirements that result for each excessively absent student. Parents will be notified in writing of the requirements. Successful implementation of the requirements will be a condition for re-enrollment.

Birthdays

A child's birthday is a time for celebrating within the class. Every effort is made to celebrate the child's birthday on that very special day, however, should the birthday fall on a weekend or during vacation time arrangements should be made for a mutually convenient day. Celebrations are generally more elaborate in the Kindergarten. Usually a shared snack from home accompanies the birthday celebrations throughout the grades. Highly refined sugar products should be kept to a minimum.

Please do not send invitations for home birthday parties to school for distribution; mailing addresses are in the parent directory.

Change of Address

Please contact the school office if you have any changes to the information you have given us or what has been published in the Directory.

Child Safety

When a student makes comments or gestures that indicate his/her safety is possibly in jeopardy or if a Faculty or Staff member suspects child abuse or neglect, school employees are required by Colorado law to contact the Department of Social Services (DSS) or other law enforcement agency. An example might be a student who confides in a teacher about a relationship with an adult that is inappropriate, or a student who expresses an interest in hurting him/herself. In these cases, the comments are taken very seriously. The student's physical and emotional safety is our primary concern. The first thing we do is to listen to the child and reassure him/her that we care about their safety.

Our Faculty and Staff are trained annually on clues and indicators of possible child abuse and neglect. In all cases, the

suspicions are reported. It is not the job of Faculty and Staff to make any judgments or determinations in the case. The school will cooperate fully with any investigations of child abuse and neglect.

In the instance when a student or adult in our community is under investigation, the individual may be asked to stay home from school or not be on campus pending results of the investigation. Depending on the determination of DSS, the school reserves the right to require further investigation.

The investigating agency will make a determination whether or not to open a case. If a case is opened, we will take the lead from the agency on when and how to inform the student's parents as we take guidance from the agency on a case by case basis to determine the most appropriate course of action for our school. In the instance when an investigation is underway involving a student or parent in our community, we will work with the agency to develop a plan for informing the community, while also respecting the confidentiality rights of the alleged perpetrator and victim.

These steps are taken to ensure the safety of our students first and foremost. We also must adhere to the state regulations given to us as child care providers.

If you ever suspect child suspect child abuse or neglect, you are encouraged to contact the Department of Social Services in your local county which are as follows:

- a. Boulder County – (303) 441-1000
- b. Broomfield County– (720) 887-2222
- c. Gilpin County – (303) 582-5444
- d. Weld County - (970) 352-1551

Additional locations can be found at <http://www.cdhs.state.co.us/servicebycounty.htm>

Childcare License

Shepherd Valley Waldorf School is licensed under the Colorado Department of Human Services, Division of Child Care. If you have a need to file a complaint, you may do so by contacting – Colorado Department of Human Services, Division of Child Care, 1575 Sherman Street, Denver, Colorado 80203; (303) 866-5700.

Classroom Books

In some courses, students may be given books that become their personal property. Sometimes the school retains ownership of books that are more expensive or difficult to obtain. Students are expected to return those books in good condition.

Families will be billed for lost or damaged books through the Business Office.

Confidentiality

Faculty and Staff have access to confidential information regarding the students in their care. When parents bring private and/or personal matters directly to a teacher, the teacher will discuss the information with the Faculty in order to bring full awareness to the child's needs, with the exception of certain medical information that the parents ask not to be shared. The information shared in Faculty Meetings and between colleagues is confidential and may not be shared outside these groups.

Cross Country

All interested Middle School students are encouraged to participate – there are no try-outs. Pre-season training begins in mid-August and the season continues through mid-October. Practices are held after school

during the season. There are typically four or five meets (usually about two-mile distances) with area middle school teams, usually on Saturday mornings, with one or two after school during the week. The specific schedule is distributed at the beginning of the school year.

Custody Agreements

A copy of the Custody Agreement regarding children of divorced and legally separated couples must be on file with the Registrar.

Dismissal

Parental permission can be granted for a student to walk or bike home from school after dismissal by signing a form in the office. Students who have this permission form on file are asked to depart campus promptly when the bell rings.

Students in the Middle School are not required to report to After School following dismissal if their parents have completed the Permission Form available in the School Office. Middle School students, with the required parental permission, will be allowed to wait by the kiosk or on the Upper Grades Playground. They will not be allowed in the parking lot, on the basketball court or in the buildings.

Middle School parents will be required to complete the Permission Form prior to the start of school and return it to the office. This information will be provided to the After School and Gate Duty teachers shortly after the start of school.

Dress and Grooming Code

The following principles of appropriate dress are central to our dress code policy: warm and dry, neat and clean, and modest and functional. These concepts are

grounded in the school's judgment of the age appropriate needs of each child. We ask for your thoughtful cooperation in maintaining these standards of dress at school and at all school events. These general concepts are discussed in depth below.

Warm and Dry

Children should wear clothing appropriate to the climate of our location. In cold weather, a jacket and a lighter sweater or shirt, as well as hats, scarves, gloves or mittens, and undershirts are needed to maintain proper warmth outside or in the classroom. Legs need to be covered with tights, leggings, or long pants. On rainy days a raincoat, hat, and boots are necessary. In the event of severely cold or inclement weather, children should be dressed warmly and outside exposure may be shortened.

Neat and Clean

School dress is not the same as weekend or casual attire. Clothes may not be oversized or excessively tight fitting. Hair must be worn out of the eyes. Clean clothes, hair, and body hygiene are basic principles.

Modest and Functional

Children need to dress for participation in a wide range of school activities. Skirts need to be worn in conjunction with tights, leggings, shorts or pants, depending on the weather. Leggings are acceptable only when worn with modest tunics to mid-thigh, or in combination with a skirt or dress. Shoes should have non-slip soles and should be sturdy enough for vigorous outside play. Very long skirts and dresses are hazardous in the lower grades.

Clothing or accessories that are distracting in the classroom are not acceptable. School clothing and shoes must be free from cartoons, caricatures, camouflage or military styles, and images portraying horror,

violence, destruction or death-oriented subjects. In our Pre-K and Kindergarten programs, all indoor clothing must be free from sports logos. Clothing with references to rock bands, TV shows, or TV characters is not permitted. Clothing that is distracting to the teacher or to other students is to be avoided.

Labels

Our weather can change substantially during the day. All clothing that may be taken off should be labeled with the child's name. Pre-K and Kindergarten children need summer and winter hats, mittens, and a change of clothing in a clothes bag labeled with the child's name. In addition, they should have a pair of well-formed slippers or indoor shoes, which remain at school for classroom wear.

For more information, please see the Lost and Found Policy in this Handbook.

Standards of Dress and Grooming

In general, applying the principles of warm and dry, neat and clean, modest and functional will yield good results for dress and grooming at school. In addition, we aim to surround students with a wholesome and beautiful environment, and clothing choices should be in keeping with this aim.

Clothing should not be distracting: our focus should be on the person inside the clothes, not the clothes themselves.

Since styles and fads change frequently, these rules are to be considered indicative rather than exhaustive. The Class Teacher may exercise his/her judgment concerning new styles or accessories not mentioned here. If the class teacher deems any article of clothing to be inappropriate or distracting, he/she may request that the student not wear these items to school.

Clothing Color

Young children take in the realm of color quite directly and the mood of the child is reflected by color. We *ask* that Pre-K and Kindergarten children not wear black clothing at school and we *encourage* First through Fifth Grade students to follow the same guidelines, unless a specific request is made (i.e. Plays, Concerts and Assemblies).

Concerts and Assemblies

Concert attire is black pants or skirts and white shirts. Cello players are encouraged to wear pants or long, full skirts.

Curriculum Assembly attire is at the discretion of the teacher, and will vary depending on the presentation.

Concert and Curriculum Assembly attire is expected to be simple, well groomed and in alignment with the standards expected during the school day.

Dresses

Sleeveless dresses that fit appropriately around the arms and do not expose undergarments may be worn. Dresses must be mid-thigh or longer. Dresses may not be tight fitting or "see-through" and may not expose cleavage, while the student is stationary or while in motion. Dresses must be free from distracting words, images, logos or media advertisements. No tank dresses are allowed.

Hairstyles and Colors

Experience has taught us that drastic or excessive hair color and extreme styles are highly distracting and therefore not permitted. Hairstyles may not cover the eyes.

Hats

Hats or visors are recommended. At a teacher's request, students may be required to wear a hat. Once inside, hats need to be removed and kept in backpacks or cubbies.

Jewelry and Accessories

Jewelry that interferes with learning and activities will be removed. Bling is not allowed. Chains, clamps or hooks attached to clothing are not permitted.

Makeup and Bodyart

Wearing makeup is discouraged and students will be required to remove excessive makeup. Neutral or lighter shades of nail polish are permitted ONLY in the Sixth, Seventh and Eighth Grades. Artificial nails are not permitted. Markings or drawings on the skin are prohibited.

Outdoor Clothing

Sweatshirts, hoodies, jackets and sweaters (worn out-of-doors for warmth) with written or pictorial material will be hung on hooks after entering the classroom and may not be worn while inside.

Pants

All pants must be clean, well-fitting and in good repair—no holes, rips, or frayed edges—and be worn at the waistline without sagging down (or fitting) at the hips. Undergarments should not be visible. Pants must be free from distracting words, images, logos or media advertisements.

Piercings

Piercing of ears is acceptable for girls and boys with parental guidance and consent—unless deemed too “extreme” (please confer with your teacher). We strongly discourage multiple ear piercings. Dangling earrings are restricted to Fifth Grade and above and may not exceed one half inch in length. In Fourth Grade and below, jewelry may only be worn at the discretion of the teacher. Teachers may require students to remove all jewelry for specific activities for safety reasons.

Scents and Fragrances

To protect those students and adults in the school with sensitivities and/or allergies, please be mindful and use discretion when applying perfumes, aftershaves, deodorants, and other products that contain fragrances. Students need to be mindful of personal hygiene and take the necessary steps of personal grooming.

Shirts

Sleeveless shirts that fit appropriately around the arms and do not expose undergarments may be worn. All shirts must fall over the waistband of the pants, shorts, or skirts. The sleeves must not cover the hands. Shirts may not be tight fitting or “see-through” and may not expose cleavage or midriff, while the student is stationary or while in motion. Shirts must be free from distracting words, images, logos or media advertisements. No tank tops are allowed.

Shorts and Skirts

Students may wear shorts and skirts that fit at the waist and are not shorter than mid-thigh. Mini-skirts, short shorts and tight-fitting skirts are not allowed.

Shoes

At school, students need the support of a shoe that is sturdy, flexible, stable, and stays on the foot. Dress shoes, slip-ons (without a back or back strap), flip-flops, heels, rubber shoes or wedgies are examples of shoes that are dangerous on the playground and in gym class. These shoes are not allowed. Sandals such as Tevas, back-strapped leather sandals or other footwear with reinforced bindings secure enough to allow running and active play may be worn.

Special Events Dressing

In addition to Concerts and Assemblies, there will be special events such as field trips, class trips, festivals and dances where the students and parents will be informed in

advance as to the appropriate dress for the occasion.

Disregard for any of these standards may result in the parents being contacted to bring other clothes to school and/or other disciplinary action for the students. For additional information about the Middle School Dress Code Policy, please see the Middle School Handbook.

Drivers and Chaperones

Drivers and chaperones on Field Trips must be fully prepared to support and enforce school policies. Disruptive behaviors should be reported immediately to the supervising teacher. Drivers and chaperones are asked to maintain a code of confidentiality about observations of the students and class, unless given permission by the class teacher.

Drivers need to be familiar with traffic laws for all the areas that will be covered. In addition, drivers need to observe the Media Policy while driving on car trips, unless otherwise directed by the Class Teacher.

Early Pick-up from School

Parents (or the authorized adult) who need to pick up a Grades Child early must first sign into the office where they will receive an Early Pick-up Pass to give to the child's teacher.

Electronics

Electronic items such as cell phones, games, MP3 players, etc., may not be used on school property by students. (Communication between parents and students during the school day should be made through the office.) A student may have a cell phone, which is turned to the "off" position, in his or her backpack to be used outside of school hours and off campus. Any electronic items found at school outside of students' backpacks will be taken to the School Office where they can be retrieved only by the parents.

Emergency Plan

In the event of a fire alarm sound, each class will line up, leave the classroom and proceed to the area that is designated in the evacuation plan for that class. Each class will proceed to its appointed area in an orderly manner. The teacher who is with the class when the alarm sounds becomes the responsible teacher for that class. The teacher will take the attendance sheet to the evacuation area and will make sure that each child is accounted for. If a child is unaccounted for, the teacher will report to the fire drill coordinator or office personnel, who will then report it to the authorities. The office will locate an available phone and notify parents. The teacher should not re-enter a building, but let the fire department search for the child. A comprehensive Emergency Plan is available in the office. This plan includes procedures for events such as tornadoes, campus evacuations and campus lock downs.

Enrollment

Shepherd Valley Waldorf School does not discriminate on the basis of race, color, national or ethnic origin, or children with disabilities in its educational policies,

admissions policies, or any school administered programs.

Exit Interviews

In order to help clarify why a family may choose to leave Shepherd Valley, the College of Teachers has created an exit interview form to assist with changes and improvements in future communication and parent relations. Each departing family will be contacted to schedule an interview near the date of their departure. It is our hope that this Exit Interview process will help all of us to learn from one another, and in turn, to better our school.

Extended Care Programs

The Extended Care Programs are designed for students of the Shepherd Valley Waldorf School Kindergarten through Eighth Grade. All rules and policies of Shepherd Valley Waldorf School will pertain to those students enrolled in the Kindergarten Rest and the After School Program. The two programs are defined below:

- The Kindergarten Rest Program is offered for Early Childhood students from 12:30 p.m. - 3:20 p.m.
- The After School Program is offered for Early Childhood students – Eighth Grade from 3:20 p.m. - 5:30 p.m. Monday, Tuesday, Wednesday and Friday, and Thursday 12:40 p.m. - 5:30 p.m.

The following policies & procedures apply to both programs:

- Children are officially enrolled after the appropriate registration form has been completed, and a fee schedule has been chosen.
- A staff member will sign the child in. All students, K-8, who are on the school grounds after 3:30 p.m. (after 12:40 pm on

Thursdays) and who are not enrolled in the After School Program will be signed in to the After School Program on a drop-in basis. Students may not wait in the office for parents arrival. Such supervision ensures the safety of your child and assures you of their whereabouts.

The only exception to this rule applies to Middle School students whose parents have provided permission for their child to wait unsupervised following the closing bell or students who are walking or biking home. Please see the Section in this Handbook on Dismissals for more information.

- Parents (or legal guardian who picks up the child) are responsible for personally signing the child out. If the parent or guardian does not sign out the child, the appropriate usage fee will be billed until 5:30 p.m. Children will be dismissed from the program only to the persons listed on the registration form. Please let the After School Director know of any permanent changes by a written, signed note. If someone different is to pick up the child due to unusual circumstances, the authorized person, not the person who is picking up the child, must notify the office in advance. This is for your protection. This procedure will ensure that only an authorized person, whose name is on file, picks up the child. The school is not responsible for children once they have been properly released from school.

- Students staying for the Kindergarten Rest Program need to bring a lunch. In addition, any children that are staying for any time in the After School Program on Thursday afternoon MUST bring their lunch. Parents are requested to pack a healthy, wholesome lunch for their child. No candy, gum, soda or overly sweet desserts are allowed. Please include a cloth napkin for your child. If your child does not have a lunch with them, we will provide one. There will be a charge of

\$5.00 for those children who have forgotten their lunch. Kindergarten students are also requested to bring a small pillow, small sheet and blanket in a cloth bag for nap. These items should be of a solid, muted color.

- The minimum daily use of the Extended Care Programs, for billing purposes, is a half-hour and is billed in half-hour increments thereafter. Parents will be charged a late fee for any child left after 5:30 p.m. at a rate of \$1.00 per MINUTE late. Emergency contacts will be called if students are not picked up by 6:00 p.m. At this time, the After School Director may take such other steps as will secure the safety of the child and discharge the responsibility of Shepherd Valley, with charges continuing to accrue until children are released to their parents.

- Drop-in and late charges through the end of the month will be billed by the 10th of the following month and are due on the 20th.

- Fees must be paid even though a child is absent on a particular day or is picked up before his or her registered time.

Extended Care Coverage for Volunteers or during Parent/Teacher Conferences

As long as children are signed up at least three business days in advance and assuming that the child(ren)'s presence does not necessitate an additional staff member, enrolled Shepherd Valley children may attend After School and/or Kindergarten Nap Time at no charge when their parents are in a school conference or a school meeting.

With advance notice (at least three business days), attempts will be made to

accommodate large committee meetings, by having additional staff if necessary.

Please note that Kindergarten nap time may not be interrupted. Schedules must be coordinated around nap time. Please contact the After School Director for the specific times.

Extra-Curricular Activities on Campus

Shepherd Valley Waldorf School welcomes and encourages individuals and organizations offering after-school enrichment programs to use our campus facilities. We ask that all extra-curricular programs or activities at Shepherd Valley Waldorf School observe the following guidelines:

- Programs must be complimentary and compatible with fundamentals of Waldorf education. To this end, each program will be assigned a program advisor, designated by the school, to work with program leaders on matters concerning program content and instructional methods.
- Children must be appropriately supervised by the program leader at all times. It is the program leader's responsibility to ensure that children are dismissed to the care of their parents or others for whom we have written authorization from the parents.
- Programs must adhere to a non-discrimination policy comparable in scope to that of the school. Refer to this Parent Handbook for a copy of that policy.
- Programs must provide proof of insurance, naming the school as an additional insured. To be consistent with the school's policy, coverage limits of at least \$1,000,000/2,000,000 should be specified.
- Programs must agree to reimburse the school for any expenses incurred in

making the facilities available, or in providing janitorial or security services.

- Programs that offer public performances (chorus, eurythmy troop, etc.) will acknowledge Shepherd Valley for use of its facilities in their program notes.

Room Rental Agreements need to be submitted to the Administrative Committee for approval. Copies of this document are available in the School Office.

Field Trip and Transportation Policies

Transportation will be used only when students go on field trips or class outings. Parents will provide transportation in their own vehicles. Parents must complete the field trip permission form, which will be kept on file in the office. Each student will sit in a seat with a seat belt; there will be no double belting. Smaller children will sit in car seats in accordance with the Colorado Department of Transportation Child Passenger Safety Laws. Doors will be locked during transportation.

Parents who transport students must provide written documentation of a valid Colorado driver's license and vehicle insurance coverage. This form will be kept on file in the school office. The primary auto insurance in effect is that of the driver.

If a child is late and his or her class has left on a field trip, the child should report to the office and will be redirected to a predetermined classroom or the parents and/or emergency contacts will be notified to pick up their child.

Unless otherwise indicated by the teacher, field trips are for class students only.

Content and experience may be inappropriate for younger children.

Permission to bring a person not enrolled in the class on a field trip must always be obtained from the class teacher.

Adequate supervision is a requirement for any school outing.

Food Service Fundraisers

In accordance with the Boulder County Public Health Department Guidelines and our status as a non-profit, we are required to comply with certain rules regarding food service as fundraisers. These rules apply to any type of food service, whether it is a cold sandwich or a four-course meal.

Per the Boulder County Public Health Department, food sold during the school day as a fundraiser must meet the standard guidelines in place for food preparation, food safety and food service. These rules are not trivial and require extensive planning as well as licensing. For those rules, please visit

www.bouldercounty.org/health/environ/food_safety/redesign/Licensing.htm .

Because we are a non-profit, food sold at a temporary event and food sold regularly after school hours is exempt from the regulations. Safe food handling, preparation and serving protocols are expected. In order to offer assurances to our food customers and our supporters, a placard with this reassurance to our community must be displayed at all food service points of purchase. This placard is available in the office.

The Shepherd Valley Waldorf School specific policy is as follows:

General Guidelines

- Clean single-use gloves are to be used by all individuals serving and preparing food.
- All individuals who are preparing food for service must review the guidelines set out at

<http://www.bouldercounty.org/find/library/help/foodhandlerman.pdf> . To the best of the preparer's ability, these guidelines are to be observed. Please attempt to maintain proper temperatures during transportation and storage.

- Hands must be washed frequently with warm soapy water during all food prep and service. Specific instances of when hands must be washed include, but are not limited to, before starting work, after taking a break, after using the restroom, before putting on gloves, after handling raw food products.
- Any individual who has been sick within the previous 24 hours or who has open sores or cuts on hands or arms should refrain from participation in any aspect of food service or preparation.
- Each food service event must have one person in charge familiar with food safety guidelines. This person, who is accountable to the Administrator, is responsible for ensuring this Food Service Policy is in force.

Food Preparation

- Hair must be pulled back at all times.
- Clothes must be clean. Aprons are encouraged.
- Covered structures (i.e., pop-up tents) are encouraged to protect from windblown dust and debris, weather, insects, and animals.

Food Service

- Food should always be covered or protected.

- Customers are not permitted to “help themselves” to food items (with the exception of condiments as described below).
- Condiments, such as ketchup, mustard, coffee creamer and sugar, must be provided in dispensers, individual packets, squeeze containers or pump containers.
- Food must be stored at least six inches off the floor/ground.
- Scoops or an automatic dispenser must be used to fill cups with ice. Cups are not acceptable ice scoops.
- Hair must be pulled back at all times.
- Clothes must be clean. Aprons are encouraged.
- Covered structures (i.e., pop-up tents) are encouraged to protect from windblown dust and debris, weather, insects, and animals.
- A handwashing facility must be within 10’ of all food service tables. At a minimum, the following must be provided:
 - Water that is warm and clean
 - Soap – not bar soap; liquid soap is fine
 - Individual paper towels
 - Waste receptacle for garbage
- For events with financial or ticket transactions, the register must be at a separate table from the food service. Individuals who are staffing the register may not perform ‘double duty’ by also staffing the food service table.

Equipment, Utensils

- All equipment used in food preparation and service must be:
 - Smooth, easily cleanable, and in good repair
 - Kept clean and sanitized

- For customer self-service, single service articles (i.e., napkins, spoons) should be individually wrapped or in a dispenser.
- In-use serving utensils must be stored as follows:
 - In the food with the handle above top of food and container, or
 - On clean portion of table or equipment.
 - In a running water dipper well, for ice cream utensils.

Waste Handling

- Durable, lined and covered waste containers (including landfill, recyclable and compost) must be provided at all food preparation and service sites.
- Waste must be removed from the immediate food preparation or service area when the containers are filled.

Fund Development

Fund Development activities at Shepherd Valley Waldorf School are an important means of meeting operating expenses. Income from tuition and fees only covers a portion of our school's operating budget. Without fundraising activities, the only alternative would be to increase tuition. Nearly all independent schools depend on development for operations.

We do not fundraise in order to generate surplus revenue; rather, *development activities are critical in balancing our budget.* The annual budget, including program offerings and faculty salaries, is based on expected fundraising contributions, therefore meeting these financial goals is vital. The school's financial strength is dependent upon the participation of all

members of the community and all parents are asked to embrace this culture of giving. All members of the Shepherd Valley Waldorf School community, from Board of Trustees members to faculty and staff to families, play an important role in fostering our culture of giving. The Board of Trustees works closely with the Development Committee to set fundraising goals to support the operating budget. The Development Committee, composed of the Development Coordinator, the Administrator, a representative from the Board of Trustees and other parent volunteers, oversees all fundraising activities at Shepherd Valley Waldorf School.

Your gifts support our dedicated faculty and staff, program enhancements, the maintenance of our campus and allow us to continue to provide generous tuition assistance. Regardless of the size of your contribution, your participation shows support of Shepherd Valley Waldorf School's core values and mission. We are honored to receive your contributions, recognize that they are given from the heart, and pledge to be good stewards of all gifts.

Fundraisers

Fundraising revenue plays an integral role in meeting the operating needs of Shepherd Valley Waldorf School.

Annual Campaign

The Annual Campaign is the largest fundraiser at Shepherd Valley Waldorf School and generates revenue integral to the operations of our school. The Development Committee and Board of Trustees set the campaign goal each year and announce the goal to the community. All Board of Trustees members, faculty and staff, and enrolled families are encouraged to give generously to the Annual Campaign at whatever level they are able. Every

October, all enrolled families are contacted by a Board member or other volunteer and asked for their pledge. Pledges can be paid through June 30th of each year. Your participation generates enthusiasm and encourages others to join you in supporting the school, and indicates to foundations and corporate donors that we have consistent support from those in our community.

You can also help by providing the Development Committee with contact information for other potential donors such as grandparents and other family and friends. Your gift to the Annual Campaign can go farther with corporate giving and matching programs and may be tax deductible and/or eligible for certain Colorado tax credits. Gifts given to the Annual Campaign are generally unrestricted and applied directly to the operating needs of the school.

Auction: The annual benefit Auction is a fun evening of community building that generates significant fundraising revenue for our school. Come and dine, socialize, and bid on unique products and services.

GoodSearch/GoodShop: Every time you use this search engine, our school receives \$0.01. Visit www.goodsearch.com and list Shepherd Valley Waldorf School as your benefit organization.

Grocery Cards: When you purchase grocery cards for King Soopers, Vitamin Cottage, Safeway, and the Niwot Market, Shepherd Valley Waldorf School receives 5% of each sale. Cards can be purchased through monthly recurring orders that can be picked up in the office or mailed to your home. Grocery cards are not available for purchase in the office.

Holiday Wreath Sales: Families have the opportunity to purchase holiday wreaths and

garlands in time for the Holiday season. These can be picked up at school or shipped by UPS.

Other Events: Past fundraising events have included Community Dinners, and Cards and Calendar Sales.

Workplace Giving Programs: Many employers offer to match gifts made to non-profit organizations by their employees. Ask your Human Resources department about existing programs or their willingness to match your gifts.

10% Club: A number of local merchants donate 10% of eligible sales to Shepherd Valley. Visit the office for a complete list of participating businesses.

Eighth Grade Class Trip Fundraising
Class Fundraising for Eighth Grade Class Trips may begin in Sixth Grade. Class Teachers and/or Class Parents will submit written proposals by October 1st of the current year for consideration by the Development Committee. The Development Committee will review all the requests to ensure a well-balanced fundraising calendar and will respond to all Eighth Grade Class Trip Fundraising proposals by October 15th of the current year.

Eighth Grade Class Trip Fundraising Guidelines:

- a. Deadline: All proposals must be submitted by October 1st of the current year.
- b. Eighth Grade Class Trip Fundraiser Proposal Form: Written proposals must be submitted using the specific Eighth Grade Class Trip Fundraiser form.
- c. School Values: It is the expectation that all fundraisers will fall in line with the values of our community and Waldorf education. Please speak with the School Administrator if you need clarification on this topic.
- d. Nature of Fundraisers: Fundraisers held off campus are highly regarded, as are those occurring outside the heavily scheduled months of October-January. Fundraisers that provide a service as opposed to an item to purchase are viewed favorably. Carefully consider fundraisers that require substantial time or personal financial investment on behalf of Middle School parents. (This includes purchasing or preparing food items for lunches, bake sales, etc.)
- e. Approval Process: The Development Committee will communicate all approved fundraisers by October 15th of the current year. The Class may ask the Committee to reconsider a specific decision, see “Appeal Process.”
- f. Appeal Process: The class may appeal any fundraising decision. The

Committee places a high priority on addressing concerns.

1. Contact the Development Coordinator with a list of times you are available for a personal meeting.
 2. Two members of the Development Committee will meet with the concerned parties. This meeting is an opportunity to share your concerns and ask questions.
- g. Donor Relations: Fundraising has two major components, the “ask” but perhaps more importantly, the “cultivation” of prospective donors. The most successful fundraising strategy is not to have as many fundraisers as possible, but to choose the right fundraisers while building a positive culture of giving.
- h. Publicity Guidelines:
1. A tri-fold display is available in the office for class fundraiser publicity. This is the only space available in the office for class fundraising notices.
 2. Classes are encouraged to publish fundraising announcements in the Star. Please submit all notices to the Registrar no later than the Friday prior to the publication of each Star. A Star publication schedule is published in the newsletter.
 3. Prior to posting any announcements on the kiosk bulletin board, please see the School Administrator. The

kiosk is first a dedicated communications channel for school-related business. After approval by the Administrator, and if space allows, class fundraising notices may be posted on the kiosk.

Health Issues

We all know that illness may strike at any time. Please keep the following in mind if your child becomes ill:

If you find that your child has contracted lice, scabies, pinkeye, impetigo, chicken pox, or has a fever, strep throat, or other contagious medical condition, please do not send your child to school. Please notify the school office by 8:00am and take the appropriate measures.

If a student comes to school with any symptoms of an infectious disease, he or she will be sent home. If your child has been ill with a fever, please keep him/her home 24 hours fever-free prior to returning to class. If your child will be absent from school, notify the office by 8:00 am. It is helpful to send a note when he/she returns explaining the absence and notifying the teacher if the child is taking medication.

If your child is prescribed a medication by your physician which requires that he or she must take the medication during the school day, Colorado law requires the following:

- You bring the medication to the office in the container provided by the pharmacy (with the correct, original label).
- The office must receive a permission to dispense medication form, signed by a

person with prescriptive authority and a parent with the correct dosages, frequencies and other documentation, and indicate if the medication is to be refrigerated. Medicine will be stored in a locked container.

- If possible, the dosages should be administered before and after school hours.

Parents or guardians must complete Student Information forms supplied by the office. Parents or Guardians will be notified in the case of accidents or illness (which may include such illnesses as rashes, vomiting, severe cough, severe sore throat, or a fever above 100 degrees Fahrenheit).

Those children who have medications to be dispensed on campus cannot attend classes if the state-required forms are incomplete. Please know that some of our students are not fully immunized. Those children not immunized may be asked to stay home during an outbreak.

Asbestos Management Plan

Effective September 30th, 2001, the documents for our Asbestos Management Plan are available in the school office for review during regular school hours, or by special appointment.

Federal and State of Colorado Health Department regulations under the Asbestos Hazard Emergency Response Act require all schools, even if they do not have any asbestos-containing building materials, to have a management plan and a “Designated Person” to fulfill notification requirements and ensure compliance with the regulations. One of these requirements is to provide access to the school’s Asbestos Management Plan and to annually give notice of such availability.

Stan Sudan is our LEA AHERA Designee.

Home Visits

Home visits are generally scheduled for new Kindergarten and First Grade students in our school. The home visit provides a special opportunity for you and your child to bond with your child's teacher. This visit enables the teacher to deepen his work with your child by experiencing your home environment.

Often the child will have some individual time with his teacher (showing their bedroom and outside play area). The children usually take great pride in showing their teacher all around and the teacher goes away with a heart-warmed sense of who this child is and what his interests and passions are. There is also a time set aside for parents to speak privately with the teacher and ask questions or raise any concerns. The working together of parents and teachers greatly serves and nourishes the children, thereby creating a bridge from home to school.

Inviting your grade school child's class teacher to your home for dinner is an excellent way to create a bridge between home and school. Beyond the social experience, home visits provide the teacher with additional perspectives, thus serving to deepen the teacher's understanding of your child.

Homework

Homework is given to strengthen the child's ability to work independently. Homework should also be a quiet opportunity to review what was presented in the morning lesson. It is ideal for each child to have a quiet space consistently available to do homework at the same time each day, afternoon or evening. The more this is established, the easier it will be for your child to successfully manage the work in the higher grades. Homework usually begins in Third or Fourth Grade with occasional short assignments and by Seventh and Eighth Grades, students may have nightly

preparation in several subjects. Your support in helping to ensure that homework arrives at school in a timely manner will be beneficial until children have established their own routines and responsibilities.

Hours of Operation

Students may be brought to school no earlier than 8:10 a.m. for supervised play.

Kindergarten hours are from 8:30 a.m. to 12:30 p.m. Hours for Grades One through Five are 8:30 am through 3:20 pm. Hours for Grades Six through Eight are 8:20 a.m. through 3:20 pm. This schedule applies to every weekday except Thursday when Grades One through Eight are dismissed at 12:40 p.m. Supervised gate duty is available until 3:30 p.m. on Monday, Tuesday, Wednesday, and Friday and until 12:50 p.m. on Thursday. **The Kindergarten** day begins at 8:30 a.m. and ends at 12:30 p.m.

The school office is open from 8 a.m. to 4 p.m. every weekday during the school year. Office hours during school vacations may vary.

Kindergarten Rest Group is offered every day from 12:30 p.m. to 3:20 p.m. The **After School Program** is offered Monday, Tuesday, Wednesday, and Friday from 3:20 p.m. to 5:30 p.m. On Thursday, the **After School Program** is offered from 12:40 p.m. to 5:30 p.m.

Lost and Found

It is the nature of childhood to freely unburden the body of unwanted clothes, and to freely unburden the mind of remembering their whereabouts. A lost and found box is often located outside of the office. Please check the box, or be sure your children do when something is missing. The contents are given to charity at the end of each term and parents have unwittingly donated much fine clothing. Labeling your child's coats, sweaters, hats and boots is the best

prevention.

Mailing List

Our school has a mailing list of about 500 names. If you have friends, relatives, prospective parents, or groups who you think would like to hear about the activities of our school or who can help the school in any way, please leave their names and addresses in the school office.

Use of the school directory or mailing list for personal or business use is not allowed. Please respect the privacy of those families who are listed in the directory by not soliciting or contacting them about matters not related to the school.

Media

Television, Movies and Video Games

Shepherd Valley Waldorf School is dedicated to nurturing children's capacities for creative imagination, healthy feeling, independent thinking, and active willing. We acknowledge the mainstream research showing the debilitating effects that media, including television, movies and video games, can have on the development of these capacities. Waldorf Education methods support the recommendations of childhood advocacy groups for play, movement and sensorimotor development that underlie academic achievement in the early elementary school years. Screentime of any kind deprives the child of that physiological foundation. We ask that parents of Shepherd Valley students eliminate media exposure from the daily experience of the young child.

Early Childhood and First through Fifth Grade: The College of Teachers strongly recommends the elimination of media. Class teachers will provide recommendations about how to carry that out.

Sixth through Eighth Grade: The degree of protection from media shifts in the Middle School. During this time it may be increasingly difficult to keep the students completely free from media exposure. Their experiences become more varied and the influence of the peer culture becomes stronger.

Class teachers of Sixth through Eighth Grade will help parents to monitor and modify media exposure. At this stage, care must also be taken that media exposure does not negatively influence the student's academic and social experience in the classroom. At the teacher's discretion in the Sixth through Eighth Grade, the limited use of media may be used in the classroom for educational purposes.

Computers, the Internet and E-mail

The foundations of Waldorf education rely on the richness of the child's direct sensorimotor and social experience in the three dimensional world. The internet is developing a reality of its own within our culture, but one which is founded on abstraction and isolation in a two dimensional screen world. In all the grades, handwriting and personal exposition are emphasized in the curriculum. Premature use of a keyboard consists of mechanical activity which undermines the skills and abilities being developed and nurtured in the classroom. The abstract, rapid and cursory nature of email also works against the fostering of grammar and composition skills so valued in the classroom. Chat rooms and instant messaging simulate true human connection, remove the child from direct experience, and build a false social context (at best artificial, at worst dangerous), weakening our efforts to promote the real, meaningful social relationships necessary for success in adult life.

Early Childhood and First through Fifth Grade: The College of Teachers strongly recommends elimination of computer exposure during this stage of the child's development.

Sixth through Eighth Grade: The College of Teachers recommends that Middle School students do not have unsupervised access to computers, the internet and email. The College of Teachers recommends that student's access to computers is limited and under the guidance of an adult. Classroom assignments and research topics may, at the discretion of the class teacher, utilize the internet as a limited resource.

We urge parents to discuss these issues with the student's class teacher, especially if the student's experience is at variance with these recommendations. That will allow the parents and teacher to work out a viable approach.

It is necessary for us to remind parents that any student who disrupts the healthy classroom atmosphere through a lax media policy at home may be asked to leave the school.

Parent/Teacher and Inter-Classroom Email Discussions: The College of Teachers supports the adult use of email for discussion of classroom business (scheduling field trips, organizing fundraisers, meeting reminders, etc.). Likewise, the College of Teachers does not support the use of email for discussions involving child(ren)'s development, behavior, social issues, or academic issues. Those discussions are best held person to person, in order to achieve the greatest results.

Medication

If your child requires medication while at school, the following policies apply :

- 1) All prescription and non-prescription medication given in school settings require a written authorization from your health care provider, as well as parent written consent. This is a child care licensing requirement. The medication authorization forms are available from the school.
- 2) The instructions from your health care provider must include information regarding the medication, reason for the medication, the specific time of administration and the length of time the medication needs to be given. All medications must be brought in the original labeled container.
- 3) Medication prepared in a bottle or "cup" may not be left with school staff. Vitamins are considered like any other medication. Please do not leave them with your child.
- 4) School staff involved in medication administration receives special training and is supervised by a nurse consultant.
- 5) School staff is not authorized to determine when an "as needed" medication is to be given. Specific instructions are necessary. For children with chronic conditions, this can be determined in collaboration with the consulting registered nurse.

Those children who require medication and whose state required forms are incomplete cannot attend classes. Those children not immunized may be asked to stay home during an outbreak.

Rescue Remedy drops, Rescue Remedy cream, Weleda burn Care, Weleda Calendula ointment and Weleda Sprain Care may be administered with permission from the parents and Healthcare Professional.

Mondays

It's a good idea to plan your weekend activities so that you are home early on Sunday and your child can have a "recovery time." Your child can't be alert and responsive on Monday morning when a full weekend is spent with lively, stimulating, tiring activities and has had no time to recover. The lesson planned for Monday morning is crucial to all that happens the remainder of the week. Your child needs to "be there" for it, or the child will not be able to receive it properly.

Money

During the school day, the students have no need for money. The school strongly discourages the bringing of wallets and cash and cannot assume responsibility for its loss. We encourage parents to send checks for field trips, etc.

Off Campus Activities

Students attending off campus activities (field trips, class trips, athletic activities, assemblies, etc.) are representatives of Shepherd Valley and must comport themselves as such.

Parent Handbook

This handbook has been provided to you for your education regarding Waldorf schools, and the procedures and policies of Shepherd Valley. Please read it, ask questions and enjoy!

Parent Phone Directory

The Directory is published as soon as final enrollment information is available. The information in the Directory is to be used for school purposes only.

Pets

Pets on campus must be on a leash and under the control of an adult or a child under adult supervision with the following exceptions:

- Pets are not allowed at festivals, assemblies, ceremonies or other community gatherings, including off-campus events.
- For program-related events (i.e., St. Francis Day), pets may be allowed to be off leash at the discretion of the Class Teacher.
- Pets are not permitted on the playgrounds during recess, morning drop-off or afternoon pick-up.

At the discretion of the Administration and Faculty, individual pets may not be allowed on campus if the situation is deemed potentially unsafe or if the situation poses a distraction to the smooth operations of the school. Pet owners are expected to clean up after their pets.

Phone Trees

The phone tree is used only for official school business affecting the class, school closure, last minute field trip information, or emergencies. Only the class teacher, Administrator or College Chairperson initiates it. Phone trees are given out at class meetings. If you need further information about the Phone Tree, contact your class teacher.

Picture Day

Individual photographs are taken in the fall and group pictures are taken in the spring. Each is available for purchase.

Playground Policies

We work hard to make our school a safe place to work and play. For the safety of the children, we have the following rules on the playground:

1. Students are not allowed to play or socialize in the school's parking lots unless supervised. Students must walk to and from the playground using the designated crosswalks and pathways. No running on the ramps.
2. Students may play only where visible by a teacher within the school yard boundaries as designated by the Faculty. Students cannot leave the yard without permission from the adult on duty.
3. No tackle games or throwing each other down. No rough play!
4. No hitting, spitting, or kicking allowed anywhere on the playground or at school.
5. No teasing, name calling, or vulgarity.
6. Only one (1) child on the slide at a time. (Up the ladder and down the slide.)
7. No Fifth through Eighth Grade students are allowed to play with either lower grades equipment or on lower grade structures that cannot adequately support their weight.
8. Only two (2) Fifth through Eighth Grade students on the tire swing at a time.
9. No logs are allowed to be used on the swing set or climbing structure.
10. No climbing the fences, brick walls, roof of play structure or trees.
11. Kicking of balls allowed in designated areas and with supervision.
12. No throwing sand, logs, or rocks.
13. Snowball throwing or fighting are not permitted anywhere on campus.
14. When playing with ropes, they may be tied around the waist, but not the neck.
15. The school will provide equipment for the playgrounds. Games and equipment from home must be approved for use by the supervising teacher.
16. No malicious, aggressive, or inappropriate throwing of balls at other children.
17. Food is only allowed with the permission of a supervising teacher. While eating, students must be seated at a picnic table or in a specific teacher designated area.
18. Logs cannot be stacked on the fence or otherwise precariously placed where they might fall and cause a student to be injured.
19. At the discretion of the playground supervisor, children may be required to remove sunglasses for safety reasons, depending on the nature of the play. Brimmed hats are strongly recommended.
20. No hanging from the basketball hoop or net.
21. Only one student at a time (of each gender) may leave the playground, and must first receive permission from one of the supervising teachers.
22. Please respect wildlife and the plants, grass, and flowers that are growing in all areas of the school.
23. Sharing swings and other playground equipment is expected.
24. Children who throw rocks, pebbles, stones, wood chips, etc., will collect rocks and move them to the dry creek for the remainder of the recess, or the following recess depending on the time left in that particular recess.
25. Children are not allowed on the access road except to cross over. Children should stop and look both ways before crossing the access road

or parking lot. Road shoulders and embankments adjacent to the road are considered part of the access road.

26. Children should not be playing in the ditch except under direct supervision.
27. Games such as “rock jumping,” which hold any degree of physical risk, may only be played at the discretion of a supervising teacher who must then directly supervise the play. Such games may only be played during regularly scheduled recesses.

Physical boundaries of the Lower Grades Playground:

On the North and East: The inner edge of the ditch, but not in the ditch.

On the West: Garden fence, but not past either the North or South gates. At a supervising teacher’s discretion, the picnic tables may be reserved for use only by Fourth Grade.

On the South: On the grassy area in front of the Kindergarten building. Not in the flower beds adjacent to the building.

We strive for safe, courteous playground activity. Please be courteous so that everyone can have fun on the playground! Other rules may arise as we go through the year to ensure the safety of the students. If you have any questions or concerns regarding playground rules, please speak to your class teacher.

Printed Material

In order to ensure consistency of our message and brand as well as to ensure clear communication, all printed materials, whether hard or soft copy, which have a distribution beyond an individual class must be reviewed by the Administrator.

Documents will be reviewed within two

business days of presentation to the Administrator.

Punctuality

Punctuality is a very important social as well as an educational necessity. We are working hard to instill and nurture this virtue within the children. We greatly appreciate all of the parents who ensure that their children are at school on time each day. It is essential that every effort be made to have your child at school on time. We understand that, on occasion, situations arise that cause a family to be late.

Grades 1 – 8, When a Child is Late:

1. If you know your child is going to be late, please notify the office by 8:00 a.m.
2. Parents (or the authorized adult) of Grades Children who are tardy (after the class teacher has greeted the class and shut the door) are required to sign into the office where they will receive a Tardy Pass for the child. This Tardy Pass is required to get into class.
3. To avoid disruption of the lesson we ask that you knock and wait outside the classroom with your child until the teacher opens the door (except in inclement weather). Please do not leave your child unattended.

A student who is tardy ten or more days in a semester is considered excessively tardy. Excessively tardy students will be placed on probation. Probationary terms, which will be determined by the College of Teachers and the Class Teacher, will require specific progress demonstrated by the student in relation to tardiness. These terms will be put in writing for the student and family.

Recording Events

Performances by students are multifaceted events for them. The preparation and performance are very special, full, living

inner experiences. Such experiences live vividly in the memory, if this is nurtured. Relatives and friends can help the performance live by engaging the students about the event. The memory of the event will remain rich over time.

A recording, such as an audiotape, videotape, or photograph, is a material rendering of an event, not well-suited to revealing its inner spirit. The presence of recording equipment makes the younger child, in particular, very self-conscious, and flashes are distracting. Even the highest quality tapes distort sound and color. Because of the discrepancy between the “reality” as recorded and the student’s inner sense of the event, a tape is often disappointing. In addition, a recording freezes the experience; this can run counter to the transformation that happens in the memory.

To help protect the quality of the experience, class teachers may coordinate one person from their class to video and then make copies for others if there is a particular reason for recording. Please contact your child’s class teacher if you have questions. Videos of student productions may be shared with adult family and friends; however, parents are asked to refrain from showing them to the children until after their graduation from Eighth Grade.

Performances, lectures, workshops, presentations, etc. by adults are considered differently. Some presenters may welcome recording, others may find that it interferes with their work. One’s participation can be enhanced by reliance on one’s own memory, therefore, this is encouraged over making a recording. Presenters should be asked ahead of time what their preference is.

Re-enrollment of Students after Withdrawal

Parents who request that their child return to the school after officially disenrolling will be asked to re-apply and interview with the class teacher. The student may be asked to shadow in the classroom for up to three days. This policy helps to ensure academic and social consistency in the class.

Respect for School Property

Students are expected to be respectful of all school property and to take proper care with all desks, equipment, and the grounds of the school.

Families will be billed for any damage to school property through the Business Office.

School Supplies

The school provides all supplies, except string and wind instruments and some materials used in the upper grades. Any lost or damaged items need to be replaced and paid for by the parents. Teachers carefully plan and select appropriate supplies for each grade level. Please consult with your child’s teacher to avoid making unnecessary purchases.

Sleep

So that your child may get the full benefit of Waldorf education, parents should ensure that their child gets enough sleep. Regularity in the lives of children is important — regular bedtimes, regular mealtimes, and basic daily rhythm are essential. Ask your class teacher if you have any questions concerning these matters.

Snacks and Lunches

Snacks and lunches are brought from home and eaten in the classroom with a teacher and classmates. A blessing is given and children are expected to display table manners while eating. We recommend that each child bring a balanced, well-stocked lunch. Please avoid commercially produced

metal or plastic lunch boxes. Lunch boxes should be free from cartoon characters. Baskets or knapsacks are wonderful alternatives. Reusable containers for food are recommended. We ask that you try to avoid packing sugary or processed foods in your child's lunch.

Gum, candy, as well as any soda or other beverages containing caffeine or high amounts of sugar are not allowed. Likewise, the Faculty will only provide nourishing, low-sugar, minimally-processed foods when providing snacks and meals to the students.

If your child's lunch contains food that needs to be kept cold, please use an ice pack. The school refrigerators are for Kindergarten and After School Staff use only. Food that needs to be kept warm should be brought in a thermos.

Snacks are provided for the Kindergarten class. Please talk to the Kindergarten teacher to find out about any group soups or salads for which you may be asked to contribute a few items during the week.

Student Accident Insurance

Students enrolled at Shepherd Valley Waldorf School are covered by the school's Student Accident Insurance while they are participating in school sponsored events. The policy covers basic medical coverage and is secondary to other plans that cover the child.

Student Conduct Policy

CODE OF CONDUCT:

We are all part of one human family. We will treat each other as we wish to be treated - with kindness, honesty and respect.

We will listen when others ask us to stop a behavior which is perceived as disrespectful or unkind, and we will strive to find a courageous voice in ourselves to perceive and speak the truth when we witness such behavior in others. We will honor and uphold the dignity of each member of our human family with noble work and right action.

The following is a summation of the Student Conduct Policy. Copies of the full policy are available [here](#) and in the office.

Standards of Conduct – GENERAL EXPECTATIONS

For all students, the following requirements apply:

- To honor and uphold the Student Code of Conduct
- To be at school on time and in the classroom on time for every lesson.
- To help keep the classroom and the school grounds clean and tidy.
- To treat all property (not only personal property) with care.
- To remain within the school boundaries while at school and never to leave the school campus without permission.
- To remain in class and under the teacher's supervision unless the teacher has given permission to leave.
- To hand in all required assignments on time.
- To perform class work to the best of their ability.
- To keep school books in good order, up-to-date, and in good condition.

- To not bring gum, candy, and beverages containing caffeine.
- To avoid possession of disruptive or dangerous items at school or at school functions.
- To avoid drug, alcohol or tobacco possession or use at school or at school functions.
- To honor the Electronics and Media Policy.
- To avoid sexual harassment or sexual contact with others. (See addendum for more specifics.)
- To honor the Dress Code.

When a violation of one of these requirements occurs in the Fifth Grade or older, the supervising teacher will document the incident on a NOTICE OF CONCERN form for parents to sign and return to the class teacher. After three violations within any six month school period, more serious consequences will be necessary which include, but are not limited to, parent/teacher/student conference, community service, restorative justice sessions, suspension or expulsion. If the class teacher notices a pattern of unacceptable behavior, a meeting is held with the teacher and all students involved.

When a violation of one of these requirements occurs in the Early Childhood through Fourth Grade, the aim is to promote learning about desired behavior, not to exact punishment or revenge. Frequently the first step is to "right the wrong". For instance, if a child has made a mess s/he may be asked to clean it up; if a child has hurt another child (in extreme cases – which are rare, more direct intervention is required), s/he may be asked to get an ice pack and apply it gently to the other child's injury.

Tree Climbing Policy

Tree-climbing is an important part of any healthy childhood. In balancing the benefits

of tree-climbing with the inherent risks, the following procedures will be followed on campus:

On the main five-acre campus

No Tree Climbing. As caretakers of the developing trees on campus, we have a responsibility to keep children off of the fragile, maturing branches and limbs.

In the Cottonwood Area

Under adult supervision, students may climb up to 6' in a tree. Above 6' creates too much exposure to risk and is not allowed.

Early Childhood and After School

In the Early Childhood and After School programs, the Faculty may set stronger limitations.

Tuition Assistance

This program allows us to welcome children into our classrooms who would otherwise not be able to enroll due to financial barriers. It actually impacts all families in our community by allowing greater socioeconomic diversity and creating fuller classroom environments. In this partnership, every family contributes their unique value to the school. Through the TA program, the needs of the school and of each individual family are balanced.

The primary purpose for Tuition Assistance is to help students gain an education at Shepherd Valley Waldorf School through Eighth Grade Graduation. Grants might be needed to supplement family income or to address urgent needs. Grants are not loans and repayment is not expected. Grants are only made for tuition and do not cover other school fees. Despite a need for assistance, parents who receive grants are expected to participate to the best of their ability in the Annual Campaign and other volunteer requests at the school. If financial circumstances improve, families are

expected to contact the TA Committee to have their grant adjusted accordingly.

The grants come from the school's operating expenses. The amount of operating expenses available each year depends on the school's annual income, which is primarily generated by tuition. As tuition assistance grants increase, available funds for operating expenses decrease. Similar to sibling discounts and prepayment discounts, grants reduce the school's potential income. However, by bringing students to the classroom who wouldn't otherwise be able to attend, this discounted tuition does in fact contribute to operating income. Endowments or other earmarked funds do not exist to offset grants. There are no subsidies, either public or private, that currently support this program.

We believe each family has the primary responsibility for financing their child's extra-ordinary education at Shepherd Valley. We also believe that each family should consider all possible sources of help before applying for tuition assistance. Asking grandparents or other relatives to help can be uncomfortable, but many families do these things to support their children's education. The best way to find out if you might qualify for a grant is to speak with the Business Manager or a member of the TA Committee.

Grants typically go to families with many children, single parents and families facing extraordinary circumstances. There is no proscription about this, but these families typically demonstrate a greater need. Families with high income or lots of investments, or where there are two healthy, capable parents with only one child or with children older than First Grade are less likely to receive grants. The amount of grants distributed by the school varies every year, but is usually

around 20% of our total tuition income. Independent school standards are around 14%.

At Shepherd Valley Waldorf School, we are committed to finding ways to make this education affordable for many families. Should tuition assistance grants surpass our targeted amount, reductions in operating expenses such as salaries, benefits and programs might need to be made. Families are asked to be mindful of this delicate balance when applying for tuition assistance grants.

Visitor's Log

All visitors must report to the office and sign in the Visitor's Log. Office personnel will then direct the visitor to the proper building.

Water Safety

Class trips and other school-sponsored events which involve swimming are allowed. In order to create the safest environment in these situations, the following guidelines must be followed:

- For groups over 8 students, a certified lifeguard will be present for all swimming activities.
- For groups of 8 and under students, a teacher will be designated at all times who is on duty (not actually in the water) specifically watching the swimmers. Ideally, this teacher will be trained in water safety.
- The cost of the life guard will be covered by class budgets.
- The teacher will be responsible for securing the life guard and submitting proof of credentials to the office staff prior to the event.

Swimming events which occur after school or on weekends (with the exception of over night class trips) are voluntary and are not

school-sponsored events. In these cases, the parents are the responsible party. Each parent must ensure that their child(ren) has an adult supervising him/her at the event.

Weather-Related Closures and Processes

Shepherd Valley Waldorf School will be closed in the event of significant snowfall, ice or inclement weather if the Boulder Valley School District OR the St. Vrain Valley School District is closed. For the safety of all concerned, and because we have a number of parents, teachers, and staff who either live in mountain areas or drive long distances to school, we may close on days when both of the local school districts remain open. Our school closure will be announced via television Channel 4, 7 and 9, and via our class phone trees. The decision will be made by agreement of the Administrative Committee. To allow parents ample time to make plans, the decision will be made by 8 p.m. the night before, whenever possible, or, if not possible, by 7 a.m. the day of the closure.

When the weather is extreme or air conditions unsafe, a blue flag will be posted on the eastern side of the Administrative Building, at the end of the ramp. The Administrator will make these determinations after consulting with the National Weather Service, Boulder County Health Department, and other authorities.

If the flag is flying, that means that weather conditions are unsafe for outdoor activity and students will remain indoors.

This restriction applies to recess, games class, walks, and morning and afternoon gate duties for all Grades Classes. Transitions between buildings are allowed, given the limited exposure to the elements

during this activity. Students will be properly dressed for those transitions.

In the (rare) cases when the flag is flying at morning drop-off, students must go directly to their classrooms. Tardy passes are still required for late students. In the afternoon, students will be dismissed directly from their classrooms to After School or to their parents.

Early Childhood Classes may choose to set different standards for extreme weather. These decisions will be made by the EC Faculty and will be dependent on the weather conditions and the student's winter gear preparedness. For unsafe air conditions, Early Childhood Classes will follow the guidelines set out by the Administration.

At any time, a Class Teacher may choose to keep their class inside in the absence of the blue flag.

Withdrawal Policy

There will be no reduction from the agreed tuition or any other fees because of absences, suspension, or expulsion of the student with the following exception: The School or parents or guardians have the right to terminate the enrollment of a student during the first 60 days after the initial attendance if it is deemed in the best interest of the student. This applies to new students, not to returning students. Written notice shall be given by the terminating party to the other party within the sixty (60) day period. Per diem tuition is to be paid from the initial day to the day notification of withdrawal is received. All fees are non-refundable. Please refer to your enrollment contract for complete details of conditions governing withdrawal, tuition and fees.

Year End Reports and Student Assessments

Parents receive a detailed and thorough written assessment of their child's progress in every subject area at the close of each school year. These reports include the class teacher's observations as well as comments by all subject teachers. These reports are written for the parents; however, in the Middle School, the information becomes more appropriate to share with the student. The Class Teacher will indicate each year whether the information is appropriate to share with Middle School students.

Waldorf School reports are given in the form of narrative progress descriptions covering the child's participation in class, interests, study habits, and educational progress, as well as the areas that need attention and require improvement. The aim is to awaken forces of healing and growth within the child's own consciousness. In addition to this, students in the upper grades are evaluated based on tests, quizzes, homework, assigned papers, reports and projects.

All grade students keep a main lesson book of writings and artistic work--essentially a self-created textbook of the work that has been covered during the academic year. These books can be reviewed by parents at regular parent evenings or during parent/teacher conferences. The books are sent home in June, as a permanent record of what the child has accomplished in that school year.

We do not administer or require standardized tests.

Families with outstanding financial balances to the school will not receive their child's year end report until the family's account is brought up to date.

CHAPTER 8 BIOGRAPHIES

CLASS TEACHERS

Cindy Faught Sudan, Sunflower Garden Teacher

Cindy was born near Austin, Texas and grew up as an Air Force dependent as the oldest of six children. She lived in Spain, Missouri, Massachusetts, California and Germany. Following High School graduation in Stuttgart, Germany, she attended the University of Missouri and Nursing School in Marshall, MO where she received her nursing license and has worked as a Labor/Delivery and Pediatric Nurse. She studied and worked as Technical Illustrator creating parts manuals for Boeing. She attended Rudolf Steiner College, in Fair Oaks, CA for Waldorf Early Childhood Teacher Training and received her B.A. in Waldorf Education. Her most recent work has been as Kindergarten teacher and Director in Early Childhood Education Programs.

Cindy taught at the Kauai Waldorf School, Kauai, Hawaii for two years prior to moving to the Boulder area and joining Shepherd Valley Waldorf School in 1994 when the school was just one year old.

The work with the children and parents and the rhythm in the Kindergarten is what provides fulfillment and nourishment for Cindy. She thrives on seeing children unfold and develop into the special human beings that they are.

Cindy has been married to Stan Sudan, Class Teacher at Shepherd Valley since 1981 and they have two children, who both attended Shepherd Valley Waldorf School. They then attended TARA Institute of the Performing Arts High School in Boulder. Cindy's interests outside of school include gardening, photography, puppetry and genealogy.

Susan Siebenmorgen, Sunflower Garden Assistant

Susan was born in Bloomington, Indiana, the first of six children. She grew up in Evanston, Illinois, and graduated with a BFA from Pratt Institute in Brooklyn, New York. After college, Susan studied whole foods cooking at the Natural Gourmet Cookery School in New York City with Annemarie Colbin. Returning to Chicago, she taught adult cooking classes and was a freelance chef. A cooking class student, who happened to be a Waldorf Kindergarten teacher, suggested Susan take the school tour at the Chicago Waldorf School.

Inspired by what this form of education would have meant to her as a child, Susan went on to teach in Chicago and Detroit, and to complete her teacher training at the Toronto Teacher Training Centre. An especially enlivening experience was completing the four year Spacial Dynamics course with Jaimen McMillan.

At the Detroit Waldorf School Susan met Michael, who was caring for that school's historic building and grounds. Michael's interest in farming led to travels, and farm apprenticeships in California and Harlemville, New York.

After moving to Colorado, Susan directed the Afternoon and Aftercare programs at River Song Waldorf School, and later taught Kindergarten there. Laura joined the family in 2003, and later, inspired the family's move to Longmont so that she could attend Shepherd Valley for her grade school years. Susan is delighted to be a part of the Shepherd Valley community.

Gabriella Cervin, Bluebell Garden Teacher

Gabriella Cervin grew up in the northern part of Sweden. She lived in Stockholm for thirteen years, where she did her teacher training and worked in pre-school and Kindergarten for many years. She became involved in Anthroposophy in 1984 when she studied and took classes at Jarna Anthroposophical Community, outside Stockholm.

She took time off and traveled for an entire year all over the world, to study different healing arts, visiting many places such as South East Asia, India, New Zealand, and Australia. Gabriella moved to the USA in 1989, living in the San Francisco area for 8 years. While pregnant with her son, she studied at a massage school for one year and became a Massage therapist. Some years later she started a weekend school for American/Swedish children ages 6-12, sponsored by the Swedish school department.

Gabriella arrived in Boulder in 1997. She has a sixteen year old son who attended Waldorf education from preschool through Eighth Grade, the first two years of which were at Shepherd Valley Waldorf School. She also had a handwork group at Shining Mountain Waldorf School for parents and teachers.

Gabriella has a business, "Gabriella's Design". She designs and handcrafts Scandinavian nature beings from natural fibers, which are sold at many stores in Colorado and Minnesota. She is a passionate skier, loves the outdoors, sailing, traveling, other cultures, art and craft. She came to Shepherd Valley in November 2005.

Denean Johnson, Bluebell Garden Assistant

Denean was born and raised in Chicago, Illinois. She moved to Boulder in 1986 to

attend CU where she received her degree in Psychology and Fine Arts.

Denean and her husband, Mark Johnson, have raised their three boys in the Waldorf tradition. Denean has volunteered at several Waldorf schools and pre-schools in the local area, as well as at the Boulder Historic Museum and the Boulder Public Library.

Melinda Starr, First Grade Teacher

Melinda completed her teacher training at Antioch University New England in the summer of 2006. Melinda served as the Assistant in the Sunflower Garden during the 2004-05 year. She has also served as Handwork Teacher and Reading Assistant at Shepherd Valley. Most recently, she has been a Kindergarten Assistant and Handwork Assistant at Shining Mountain Waldorf School. Prior to those positions, Melinda led a Waldorf-inspired playschool in her home.

Melinda renews herself by reading, sewing, knitting, gardening, and enjoying the outdoors with her two boys, Cameron and Connor, and her husband, Doug. She considers herself a child advocate and values the experience that Waldorf education brings to the world.

Cristina Drews, Second Grade Teacher

Cristina has thirty five years of experience working in both public and Waldorf education. Her Master's Degree in Education specializes in Reading Instruction and Children's Literature. She taught public elementary school in New York and California, as well as teacher education and adult literacy classes. She maintains an extensive private library of classic children's literature, and books on Waldorf Education.

As an educator and parent, Cristina began visiting Waldorf schools and going to workshops and conferences at Rudolf

Steiner College. She was a co-founder of the Waldorf School of Orange County, now thriving in Costa Mesa, CA. Working closely with WSOC faculty and parents inspired her to move to Sacramento to attend Rudolf Steiner College classes in the Foundation Year for Anthroposophical Studies. Cristina has been involved at Shepherd Valley since 1994 as a parent, volunteer, speaker, Enrollment Coordinator, and Parent Enrichment Coordinator. She is a graduate of the Remedial Education teacher-training course at Rudolf Steiner College. Cristina has been Resource Teacher at Shining Mountain Waldorf School, and has taught in private practice as an educational support specialist and a reading and math teacher. Cristina has been adjunct faculty at Rudolf Steiner College the past two summers.

She has two grown children, the younger a Waldorf student since toddler days, and the older a public school student. She experienced being a Waldorf mom at two new Waldorf schools and an old established Waldorf school. She even homeschooled for awhile. Cristina finds that these contrasts give her considerable perspective on schools and learning.

Cristina lives in Westminster with her husband, David. She loves singing, flower gardening, nature, dogs, cooking, children's books, studying Anthroposophy, and talking to people about Waldorf Education.

Stan Sudan, Third Grade Teacher

Stan Sudan has been a Waldorf elementary class teacher since 1992 after receiving his Certification as a Waldorf Teacher from Rudolf Steiner College in Sacramento California. He and his family spent two years at the Kauai Waldorf School in Hawaii where he began teaching First Grade. Stan joined Shepherd Valley in 1994 when he took a combined Third and Fourth Grade

class. He has graduated two Eighth Grades – the first half in 1999 and the second half in 2000. When he began with the First Grade in the Fall of 2000, he was beginning his second cycle as a Waldorf class teacher. Stan has served as a Waldorf school specialized consultant on teaching combined classes. His wife, Cindy Sudan, teaches Kindergarten at Shepherd Valley. He has two children, Abram and Tara, who both graduated from Shepherd Valley.

Greer Galloway, Fourth/Fifth Grade Teacher

Greer is a Colorado native, raised in the Denver area. She completed her undergraduate degree in International Relations at American University in Washington, DC, where she also studied literature and public school education. Greer has been involved in Waldorf education since 2000 as a founding faculty member and parent of Mancos Valley Independent School, a small Waldorf school initiative outside of Durango, Colorado. Serving as a class teacher, she also taught painting, handwork, and movement classes.

In 2009, Greer and her husband, Francis, moved to the Front Range so their three sons Rhys, Aidan and Eoin could attend Shepherd Valley where they feel blessed to be a part of the wonderful community. Greer is thrilled to be teaching again and is currently formalizing her Waldorf teacher training by earning her certificate and MEd at Antioch University New England.

Greer has also built a career as a freelance editor and copywriter, and enjoys spending time with her family skiing, hiking, swimming, camping, backpacking and seeking out hot springs. In her spare time,

she reads, writes, knits, sews, and watches beautiful sunsets.

Jan Miller, Sixth/Seventh Grade Teacher

Jan was born and raised in Philadelphia. She attended Boston University and received a BS in Elementary Education. She discovered Waldorf education while living in Cincinnati in 1984. She was thrilled to discover that two of her main interests, spirituality and children, were blended together and she immediately became involved. Jan waited until her daughter was older and then she attended Sunbridge's Waldorf Teacher Training in New York and graduated in 2002.

Jan was an early parent at Shepherd Valley. She brought her daughter to Shepherd Valley in the second year of the school's founding. Her daughter has since graduated from TARA, a Waldorf performing arts high school in Boulder. While still in teacher training, Jan taught grades four through six at Shepherd Valley. Following that experience she went into real estate, but her heart was still with teaching. Prior to returning to Shepherd Valley, Jan spent two years teaching at the Santa Barbara Waldorf School. She is very happy to be in Colorado and especially pleased to be at Shepherd Valley. Jan lives with her husband David Miller and her daughter Elizabeth Linsley.

Sandra Kirschner, Eighth Grade Teacher

Sandra was born in Colorado Springs. Although a native of Colorado, she spent the majority of her life living near the coast of Southern California. Her parents, having emigrated together from Europe in 1964, settled in Orange County in 1973 where Sandra and her older brother grew up and attended the local public schools. After graduation from high school, Sandra enrolled in the University of Southern California at Santa Barbara. There she

earned a B.A. in both Cultural Anthropology and Religious Studies. She also met her future husband, Corey Kirschner.

Near the end of Sandra's final year at the university, she happened upon an article written about the Santa Barbara Waldorf School. Sandra was immediately impressed by Waldorf Education. Through twists of fate, Sandra soon found herself continuing her education at the Waldorf Institute of Southern California in Northridge. She attended the full-time, two-year Teacher Training Program, which she completed in May of 1995.

Upon graduation, Sandra met the children and community of Shepherd Valley and enthusiastically accepted a First Grade teaching position. Today, Sandra and her husband, Corey, live together with their two cats in Jamestown.

SUBJECT TEACHERS

Iris Kelly Candea, Afterschool & Camps Director

Iris Kelly Candea, joined Shepherd Valley 2006 from Boulder Waldorf Kindergarten, where she spent six years as the Aftercare Director. Iris worked a year at River Song Waldorf School, during which time she studied at the Gradalis Institute, a center for therapeutic education.

Iris Kelly received her Waldorf Training while at Haleakala Waldorf School on the Hawaiian Island of Maui. Over a five year period she studied with the master Waldorf teacher, Keith McCrary. Keith was a teacher trainer at Sacramento for many years, and had trained most of the teachers at Haleakala. During those five years, Iris apprenticed with the craft teacher extensively and brought a mediation training program to the upper grades and teachers. She worked the aftercare program for the elementary and kindergarten students, and assisted and taught in the kindergarten.

Iris has spent around sixteen years in the classroom with children. While in Colorado Springs, she was a docent, teaching programs for school children with the Forest Service where she nourished and shared her love of environmental education. She facilitated an art and nature based Rite of Passage program for families for fourteen years in New Mexico and Colorado. Iris brings an appreciation for parenting, as the mother of two boys. Iris and her husband John have been practicing the art of marriage for thirty years.

Psyche Dunkhase, Cello

Psyche received her Master of Music in Cello Performance from CU Boulder in 2009. She received her Bachelor of Arts in Music in 2006 from Wesleyan University. Psyche is an active member of the Suzuki Association of Colorado and is a Cello Teacher with Boulder Suzuki Strings. She is also a Cello Mentor for the Greater Boulder Youth Orchestra.

Ellen Friedlander, Sweet Pea Garden

Ellen was born and raised in Cincinnati, Ohio. She studied sociology and anthropology at The American University in Washington, D.C. and went on to study painting restoration in Florence Italy where she lived for nearly seven years. Ellen returned to the U.S. to her native Cincinnati in 1990 where she reconnected with her roots. Her love of children grew while Ellen worked in a preschool for four years, which led to her discovery of Waldorf education. She moved to Sacramento, California in 1996 to train to be a grades teacher at Rudolf Steiner College. She was invited to take the First Grade at Shepherd Valley in 1999. Ellen taught that group of children for three years, until her destiny called her away in 2002 to teach Games/P.E. and start the Child-Parent Sweet Pea program, which opened its doors in the winter of 2003. When Ellen isn't on campus, you can find her hiking on the trails, swimming in the pool, stretching in yoga class or dancing the night away! Ellen has completed three years of study of Qigong and recently completed a course in Sufi spiritual healing. She is currently enrolled in the Boulder Lifeways training.

Cristina Geck, Eurythmy

Cristina was born and raised in New York City until her family returned to Germany in 1970. At the age of 20, she became deeply involved with a Camphill community located at the beautiful Lake of Constance in south Germany. She stayed at this highly idealistic, Anthroposophical based school and biodynamic farm community for six years, closely living and working with 'Children in Need of Special Care' and helping on the farm with the animals and crops.

Here Cristina also discovered her love of Eurythmy. She had always felt very close to

nature and it was fascinating to her that this art form allowed her to express the gestures of nature and cosmos through movement. She went on to study the artistic, pedagogical and therapeutic aspects of Eurythmy in Stuttgart, Bavaria and Switzerland. She moved to Hamburg and taught for eight years of in a Waldorf School for children with a wide range of developmental challenges. She discovered more and more about the amazing potential the Waldorf curriculum has and about how teaching is really an art of its own. In Hamburg, Cristina was part of a performing Eurythmy group and she initiated and directed a number of fairy tale productions, which were performed publicly. In the summer of 2000, Cristina was ready for new challenges. During her sabbatical year, she came to Boulder and was offered to teach a block of Eurythmy at Shepherd Valley. She immediately felt drawn to her new colleagues and the school community. With all the hiking and dancing opportunities that the area has to offer, Boulder seemed an ideal place to settle down; after volunteering on a biodynamic farm on Kauai for a few months, she returned to become a faculty member in September of 2001.

Janell Ince, Physical Education

Janell Ince was born and raised just outside of Houston, Texas, and spent much of her early years on the back of a horse. She attended college at Stephen F. Austin University, earning a Bachelor Degree in Physical Education and a Masters in Education. She has a total of twenty-five years teaching physical education primarily in the middle school. She has coached, taught swimming, track and volleyball, and was assigned as Department Head. Janell has experience in other careers, but keeps returning to teaching because that is where her heart is. She has four wonderful children, two boys and two girls who have moved on to fulfill their dreams and the

youngest will attend UNC this year. When at home she likes to golf, knit and crochet. Janell taught in a Colorado Montessori School for a time.

Ingrid Peoria, Cello/Violin/Viola

Ingrid was born in Washington state and moved soon after to Alton, Illinois with her family so her father, a child psychologist, could pursue a teaching career at Southern Illinois University. A focus on early childhood development led her father into discussions with John Kendall, a member of the SIU music faculty, who was interested in introducing to this country a then-unknown method of teaching violin to very young children developed in Japan by Shinichi Suzuki. Violin lessons with Dr. Kendall began soon after for Ingrid at age four. The family spent several summers in Boulder before relocating there permanently in 1970. Ingrid continued her violin studies, eventually earning a bachelor's degree in performance from the University of Texas at El Paso, along with a Texas teacher's certificate. She taught strings in public schools in El Paso for four years before moving back to Boulder in 1989, where she became certified to teach in Colorado and taught strings in the Boulder Valley School District until the birth of her son nine years ago. She has continued to be an active freelance violinist in the Front Range area. She and her husband Kim have been members of the Central City Opera orchestra for over fifteen years, and recently bought a summer home in Central City, built in 1887, which they are slowly renovating. Ingrid's interests include reading, cooking, gardening, hiking, mushroom hunting, the history of Colorado's mining towns, and swimming. She, her husband, and their son Joey live in Boulder.

Tra-Ling Tu, Chinese

Tra-Ling Tu, born in a farming community in southern Taiwan, moved to the states

when she was 19. For many years Tra-Ling was engaged in the world of business; in restaurants, real estate, and offshore manufacturing, until her daughter Sydney was born in 2000.

As an immigrant, Tra-Ling thought she “knew” how best to prepare her child for life, by starting her at a kindergarten with strong academic standards! Well, she didn't get very far before she encountered a very special kind of school, the parent-toddler class at Star Garden taught by long time Waldorf educator, Vicki Kirsch. Tra-Ling has spent the last year in Eurythmy Training at Sound Circle Eurythmy after obtaining her Waldorf Teaching Certificate for the Grades from Rudolf Steiner College in 2010.

Tra-Ling's teaching experience includes Little Treasures Chinese School in Boulder as well as Star Garden Waldorf School in Boulder. She has also taught privately to a parent/toddler group, and to various age groups including adults.

Tra-Ling Lao Shi, as the students will call her, has long held a dream of developing a Chinese Language Program at a Waldorf School. She is excited about bringing this program to Shepherd Valley. She said, “to learn about and to speak a foreign language, not only builds a gateway to understand a particular culture, but more importantly, it is an inner soul experience.”

STAFF

Linda Abelkis, Administrator

Linda was born and raised in Tennessee and graduated from Vanderbilt University in Nashville with a Math Degree in 1988. After graduation, Linda moved to Chicago with her husband, Kai. In 1995, they had their first child, Austin, and in 1997 they welcomed Alexandra into their lives. While the urban lifestyle and summers at Wrigley

Field suited Linda and Kai, they chose to move their family to Colorado in 1999, seeking blue skies and Waldorf education for their children. In 2004, they traveled to China where ten-month-old Addison joined their family.

Upon arriving in Colorado, Linda and her family joined the Shepherd Valley community. Linda served on the Board of Trustees from 2001 through 2005 and as Board Chair for most of that time. Soon after stepping down from the Board, Linda found herself missing the work she enjoyed so much as a Board member and longing for a departure from her eighteen years as a Health Actuary. With that in mind, Linda stepped into the role as Administrator at Shepherd Valley in June 2006 with great enthusiasm.

Linda welcomes the opportunities that her position offers and appreciates the chance to serve the faculty, Board of Trustees, students, parents, and community of Shepherd Valley.

Barry Freniere, Registrar/Assistant to the Administrator

Barry was born in Rhode Island, the “Ocean State”, and lives in the Rollinsville mountains with his partner, River, and their two cats. He earned a Bachelors in Religious Studies from Wesleyan University in Middletown, CT, and a Masters in Comparative Religion from the University of Colorado in 1997. Barry is fascinated by how “we are all connected as one universal family, individually and collectively manifesting the divine”.

Barry has helped start a consignment store in Nederland, and a nutritional products business. Before coming to Shepherd Valley, he worked with Native American reservations, museums, and national parks to establish indigenous music programs. His

interests include poetry, gardening and landscape design, animals, computers and a love of children. He has been increasingly interested in Raku pottery these last six years and teaches at the Gilpin County Recreation Center. He wants to be able to use his abilities to support the teachers so that they can teach and allow the students to grow and blossom.

Matthew Mavromatis, Business Manager

Matthew was born in Montreal and raised in Ft. Lauderdale, Florida. He graduated from the Florida State University with a Bachelor of Science in Biology. Immediately upon graduation, he married his soul-mate Wendy, honeymooned backpacking in Europe and then moved to Atlanta. Within a year his daughter Marlee was born. In 2001, after managing several corporate restaurants, Matt moved back to South Florida to own and operate Marlee's Diner. Four years later, Stefen was welcomed into the family. Matt and Wendy have been visiting friends in Boulder since meeting at Florida State and have always had the urge to move. However that commitment did not come until those friends moved to Niwot and their path was realized. Their family decided to sell the restaurant against all odds and make the move. As fate would have it, things fell into place despite many obstacles and they have not looked back. They have enjoyed the friendly people, the four seasons and all the great country to explore.

Melanie Reiser, Enrollment and Outreach Coordinator

Melanie was born and raised in Northern Virginia. She studied math in college, earning a B.A. in Mathematics, with a minor in Anthropology from the University of Virginia. She then moved to the Metro Detroit area and worked as a computer programmer and project leader for 10 years. Recognizing her passions were elsewhere, she returned to school to receive her

teaching certification for public school and Waldorf elementary education. She then worked at the Detroit Waldorf School for 1 ½ years. First as a class teacher, taking a class from first through eighth grade, then as Outreach and Enrollment Director. While teaching, she earned her Masters in Elementary Education with a concentration in Waldorf from Antioch New England Graduate School. Melanie is a recent Colorado transplant and loves the sun and mountains, both of which are in abundance here. In addition to serving as the Enrollment and Outreach Coordinator at Shepherd Valley, she is also pursuing her Ph.D. in Education with a concentration in Curriculum and Instruction at the University of Denver Morgridge College of Education.

BOARD OF TRUSTEES

Stephen Emmett-Mattox

Steve Emmett-Mattox grew up near Lake Michigan in Winnetka, Illinois. Motivated by the promise of warmer weather, he went to college at Rice University, where he met Liz. Steve played competitive soccer from the time he was four years old through college. He graduated in 1989 with a B.A. in Philosophy, and then began working with a conservation organization in the Washington, DC area.

Steve and Liz were married in 1992 and have a son, Adrian, in the Sixth/Seventh Grade class at Shepherd Valley. Steve is inspired by Waldorf education's emphasis on educating the whole child – mind, body and spirit – and that our world will benefit greatly from the future leaders at our school. Steve continues to work for organizations committed to protecting and healing our planet. He is also a die-hard Cubs fan, and truly believes this is their year.

Peggy Driscoll

Peggy, husband Rob and three boys live in South East Boulder. Liam and Oliver both attend Shepherd Valley. She was born in Minnesota and attended school in Connecticut. After five years in Chicago working for the Rand McNally Company, Peggy moved to Denver to work for the Women's Bean Project, a non-profit transitional employment program. From 2002-2004, Peggy was the director of the Brett Family Foundation in Boulder. In 2004, Peggy, Rob and the boys went to California for a year, during which Peggy earned her Master's in Management. The family is happy to be back in Colorado now.

Susan Fouts

Susan Fouts lives in Boulder with her husband, Fredrik, and her two children Eva and Anders, who are Shepherd Valley students. Susan is the Academic Coordinator and an Instructor at the International English Center at CU-Boulder. She grew up in Lake Oswego, OR and received her bachelor's degree from Loyola University Chicago and her MA from UT-Austin. Susan has served as Co-Chair of the SVWS Parent Teacher Organization since 2008 and recently joined the Board of Trustees in January of 2011. Her passions are learning languages, traveling, and practicing Kundalini yoga.

Ellen Friedlander

See Faculty Section.

Greer Galloway

See Faculty Section.

Kenny Goldman

Ken moved to Boulder from Connecticut in 1991 in order for his children to be able to attend a Waldorf school through high school. His daughter, Daryl, son, Julian, and daughter, Sonora, attended Shining Mountain Waldorf School. Ken has served Shepherd Valley in many ways, and was the Tuition Assistance Committee chair at Shining Mountain. In the past, he has also served as Capital Campaign Chair and as a Finance Committee member at Shining Mountain. Ken received a B.A. in Economics from Middlebury College in 1976 and an M.B.A. in Finance from New York University in 1984. In his free time, he likes to ski, run, hike, and bike.

Dana Karbassi

Dana Karbassi was born in Oberlin, Ohio. She almost immediately moved to Montana where she spent the rest of her childhood. She attended Carleton College in Minnesota and Boston University, receiving a BA in

Biology and a Masters Degree in Physical Therapy. She worked in Boston and met Mohammad at Deaconess Hospital. They married in 1991 and moved from Boston to Montana in 1997. Benjamin was born in 2000 and Tavan was born in 2002. Shortly thereafter they fell in love with Waldorf education. Since there were very limited Waldorf options in Montana, they realized they needed to move and visited sixteen Waldorf schools before choosing Shepherd Valley. Dana and her family have been at Shepherd Valley since 2006. Dana has been a class parent, has served on the auction committee, has helped to coordinate Harvest Faire, and has served on the Board since 2008. She has a private Craniosacral practice at her home in Niwot, and works in traditional physical therapy at a long-term care facility.

Dave Pickard

Dave Pickard is the father of a Fourth Grader and an Eighth Grader at the school and is a technical writer by trade. Service and communication are key in his life - serving as scribe, playing as an improvisational actor, leading Scouts, teaching others and welcoming a diversity of viewpoints. He is pleased to help contribute to the school's continuing success.

Bob Sutherland

Bob Sutherland lives in Niwot with his wife, Sarah, and two daughters Charlotte and Lily, who are Shepherd Valley Students. He is currently the Managing Owner for the Sutherland Lumber Company Rocky Mountain Region, and President of the Robert D. Sutherland Memorial Foundation. Bob grew up in the south suburbs of Denver, attended high school at Kent Denver Country Day, and received a bachelor's degree from Wesleyan University in Middletown, Connecticut. He has served as Annual Campaign Chair, Fundraising Committee Chair, and Board Chair at

Shepherd Valley. He is also Head Coach of the middle school cross country team. Bob enjoys running, meditation and the union of the two. He is inspired by the depth and authenticity of Waldorf education and feels very fortunate that his daughters are "Waldorf kids".

Cynthia Weir

Cynthia lives in rural Boulder County with her husband and son (SVWS student) and their menagerie of horses, mini donkeys, dogs and bees. She relocated with her family from Chicago three years ago and is thrilled to be a part of the life that is rural Colorado. Having retired as a Vice President-Investment Management from Harris Bank in Chicago when Teaghan was born, Cynthia, a native rural Arizonan, has enjoyed rediscovering the passions of her youth--hiking, handwork, creative writing, yoga and horses. She completed the Waldorf Teacher's Training in Chicago; assisted and taught in parent/child and kindergarten classes; and was active in the Parent Teacher Organization at Chicago Waldorf School. She received a B.S. in Finance from ASU and various investment management certifications. She feels blessed by the wide circle of teachers, friends and families from several Waldorf communities that continue to hold and support her family in a rich way.

CHAPTER 9 RESOURCES

Associations

AWSNA – Association of Waldorf Schools of North America 337 Oak Grove Street Minneapolis, MN 55403 (612) 870-8310	WECAN-Waldorf Early Childhood Association of North America 285 Hungry Hollow Rd Chestnut Ridge, NY 10977 (845) 352-1690
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Anthroposophical Medicine

Dr. Adam Blanning 840 26 th St. Denver, CO 80205 (720) 404-9199
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Books of Interest

Family Life

- Baldwin, Rahima - [You Are Your Child's First Teacher](#)
- Coplen, Dotty Turner - [Parenting, A Path through Childhood](#)
- Darian, Shea - [Seven Times the Sun, Guiding Children Through Rhythms of the Day](#)
- Davy, Gundrun & Bon Voors - [Lifeways Working with Family Questions](#)
- Elium, Jeanne & Don - [Raising a Daughter, Raising a Son](#)
- Johnson, Pamela & Rivers, Karen L, ed. – [Waldorf Education: A Family Guide](#)
- Large, Martin - [Who's Bringing Them Up? Television & Child Development](#)
- Staley, Betty - [Between Form & Freedom: A Practical Guide to the Teenage Years](#)

Family Activities

- Aeppli, Willi - [Rudolf Steiner Educ. & the Developing Child](#)
- Carey, Diana & Judy Large - [Festivals, Family & Food](#)
- Cooper, Fynes-Clinton & Rowling - [The Children's Year](#)
- Edmunds, Francis - [Rudolf Steiner Education](#)
- Finser, Torinr- [School as a Journey](#)
- Fitzjohn, S., M. Weston & J. Large - [Festivals Together, A Guide to Multi-Cultural Celebration](#)
- Gatto, John Taylor - [Dumbing Us Down](#)
- Jaffke, Freya - [Toymaking with Children](#)
- Lievegoed, B.C.J. - [Phases of Childhood](#)
- Miller, Brunhild - [Painting with Children](#)
- Petrash, Carol - [Earthways: Simple Environmental Activities for Young Children](#)
- Richards, M. C. - [Towards Wholeness](#)

Foundations of Waldorf Education by Rudolf Steiner

- [Education as an Art](#) - Barnes, Henry & Lyons, Nick
- [Education of the Child](#)
- [Deeper Insights into Education](#)

- Discussions with Teachers
- Education and Modern Spiritual Life
- Knowledge of the Higher World and Its Attainment
- Occult Science
- Practical Advice to Teachers
- Prayers for Mothers and Children
- Study of Man
- The Child's Changing Consciousness and Waldorf Education
- The Four Temperaments
- The Kingdom of the Childhood
- The Philosophy of Spiritual Activity
- Theosophy
- Understanding Young Children
- Waldorf Education

Education and Childhood Development

- Britz-Crecelius, Heidi - Children at Play
- Harwood, A. C. - The Recovery of Man in Childhood: The Way of the Child
- Patterson, Barbara – Beyond the Rainbow Bridge
- Salter, Joan - The Incarnation Child
- Spock, Marjorie - Teaching as a Lively Art
- Von Heydebrand, Caroline - Childhood

References and Research on Media

- www.AllianceforChildhood.org
- Teachers Resisting Unhealthy Children's Entertainment at www.truceteachers.org
- National Association for the Education of Young Children at www.NAEYC.org

CHAPTER 10 FACULTY, STAFF & COMMITTEES

2011-2012 Class Teachers

<i>Sunflower Garden</i> Cindy Sudan - Lead Susan Siebenmorgen - Assistant	<i>Bluebell Garden</i> Gabriella Cervin - Lead Denean Johnson- Assistant
<i>1st Grade</i> Melinda Starr	<i>2nd Grade</i> Cristina Drews
<i>3rd Grade</i> Stan Sudan	<i>4th/5th Grade</i> Greer Galloway
<i>6th/7th Grade</i> Jan Miller	<i>8th Grade</i> Sandra Kirschner

2011-2012 Subject Teachers

<i>Afterschool & Camps Director</i> Iris Kelly Canda	<i>Sweet Pea Garden</i> Ellen Friedlander
<i>Orchestra</i> Ingrid Peoria	<i>Chinese</i> Tra-Ling Tu
<i>Piano Accompanist</i> Emily Takahashi Joanna Lynden	<i>Eurythmy</i> Cristina Geck
<i>Spanish</i> Liliana Argento	<i>Choir</i> Joanna Lynden
<i>Physical Education</i> Janell Ince	<i>Cello</i> Psyche Dunkhase
<i>Band</i> Margaret Romero	

2011-2012 College of Teachers

Cristina Geck, Co-Chair	Ellen Friedlander, Co-Chair
Linda Abelkis	Greer Galloway
Cristina Geck	Sandra Kirschner
Melinda Starr	Cindy Sudan
Stan Sudan	

2011-2012 Faculty Chair

Melinda Starr

2011-2012 Early Childhood Faculty Chair

Cindy Sudan

2011-2012 Office Staff

<i>School Administrator</i> Linda Abelkis	<i>Enrollment & Outreach Coordinator</i> Melanie Reiser
<i>Registrar, Assistant to the Administrator</i> Barry Freniere	<i>Business Manager</i> Matthew Mavromatis

Board of Trustees

Stephen Emmett-Mattox, Chair	Dana Karbassi, Vice Chair
Linda Abelkis, non-voting	Peggy Driscoll
Susan Fouts	Ellen Friedlander
Greer Galloway	Kenny Goldman
Dave Pickard	Bob Sutherland
Cynthia Weir	

Administrative Committee

Linda Abelkis, Administrator	Steve Emmett-Mattox, Board of Trustees Chair
Ellen Friedlander, College of Teachers Co-Chair	Cristina Geck, College of Teachers Co-Chair
Dana Karbassi, Board of Trustees Vice Chair	Melinda Starr, Faculty Chair

Finance Committee

Peggy Driscoll, Chair	Linda Abelkis
Matthew Mavromatis	

Tuition Assistance Committee

Brett Heinrichs, Chair	Dana Karbassi
Sarah Sutherland	

Development Committee

Linda Abelkis	Mohammad Karbassi, Chair
Bob Sutherland	

Facilities Maintenance Committee

Francis Galloway, Chair	
Dave Pickard	Cindy Sudan

Land Management Committee

Iris Kelly Candea	Chris Menne
Clari Schmidt	Alison Peck, Chair

Outreach Committee

Kai Abelkis	Linda Abelkis
Mikala Campbell-Beig	Cristina Drews
Greer Galloway	Harimandir Khalsa
Melanie Reiser	

PTO

Susan Fouts, Chair

Mentors

Department	Mentee	Mentor
Early Childhood	Cindy Sudan	Ellen Friedlander
	Susan Sudan	Cindy Sudan
	Iris Kelly Candea	Ellen Friedlander
	Ellen Friedlander	Cindy Sudan
	Gabriella Cervin	Cindy Sudan
	Denean Johnson	Gabriella Cervin
Class Teachers	Cristina Drews	Melinda Starr
	Greer Galloway	Jan Miller
	Sandra Kirschner	Stan Sudan
	Jan Miller	Greer Galloway
	Melinda Starr	Jan Miller
	Stan Sudan	Melinda Starr
Subject Teachers	Tra-Ling Tu	Cristina Drews
	Janell Ince	Cristina Geck/Jan Miller
	Liliana Argento	Sandra Kirschner
	Ingrid Peoria	Sandra Kirschner
	Cristina Geck	Jan Miller
	Margaret Romero	Sandra Kirschner
	Psyche Dunkhase	Sandra Kirschner
	Emily Takahashi	Cristina Geck
	Joanna Lynden	Cristina Geck/Sandra Kirschner
Staff	Linda Abelkis	Cristina Geck
	Office Staff	Linda Abelkis