

Parent Handbook

School Year 2009-2010



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Inspiring a Lifelong Love of Learning

Head, Heart, Hands

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Welcome to The Corvallis Waldorf School!

Dear Parents,

Welcome to the Corvallis Waldorf School. Our school began as an initiative of several families interested in Waldorf education, opening our first Kindergarten in 1993 and adding a new first grade each year since. The school is one of more than 800 Waldorf schools in 32 countries, including more than 125 in North America. The Corvallis Waldorf School is a developing school and is working toward becoming a full member of the Association of Waldorf Schools of North America (AWSNA). You can get more information about AWSNA at www.awsna.org.

Ours is a community of lively, creative, and joyous children, and devoted and dedicated teachers and parents, who see education as comprising much more than just reading, writing, and arithmetic. This is a young and thriving school, whose curriculum and philosophies are based on the principles of Waldorf education that were established early this century by Rudolf Steiner. We hope that you and your children will enjoy being part of what we know to be a wonderful and remarkable school and school community.

We hope that you will find the information in our Parent Handbook useful, and that it answers your questions about Waldorf education and the Corvallis Waldorf School. If you have any further questions, please ask them (See “Where to Go with Questions”). Asking questions and open communication are important parts of helping our school to stay healthy and growing.

Sincerely,

Corvallis Waldorf School

General School Information and Communication

Mission Statement

Our mission is to educate independent-thinking people who meet life with courage and respond with initiative and creativity to the needs of the world and their fellow human beings.

School Vision

We envision:

A school with eight full grades, kindergartens, and early childhood programs, including a preschool and parent-child program.

A full and enriching curriculum, true to Waldorf school tradition and philosophy, that educates the whole child.

A community of adults that shares in the celebration of life-long learning and the arts.

An opportunity for growth in future, stewardship, and service for generations of children to come.

Faculty Vision

Under our entrusted care, we are here to nurture the growth and development of children, who are the seeds of humanity. And to that end, we strive with utmost care in nurturing all aspects of the child's being, so that abundant and healthy growth may lead to enriched thinking, feeling, and willing, through imagination, creativity, and love.

We are also here to nurture the healthy growth and development of a school, which is like a seed itself. The thinking, feeling, and willing life of this young school is also being cultivated. We recognize that each child is a spiritual being, and that the school itself is a spiritual being.

Non-discrimination Policy

The Corvallis Waldorf School admits students of any race, sex, sexual orientation, creed, religion, national origin, or ethnicity. It does not discriminate on the basis of race, sex, sexual orientation, creed, religion, national origin, or ethnicity in its admission or hiring processes.

School Address and Contact Information

Corvallis Waldorf School
3855 NE Highway 20
Corvallis, OR 97330
Main office: 541-758-4674
Fax: 541-758-5091

Website: www.corvalliswaldorfschool.org

Email addresses

Administrator: administrator@corvalliswaldorfschool.org
Enrollment Coordinator: enrollmentcoordinator@corvalliswaldorfschool.org
CWS Office: admin@corvalliswaldorfschool.org

Office Hours

Our office is staffed during regular school hours. If you are calling outside of school hours, please leave a message and your call will be returned as soon as possible.

Monday- Friday: 8:30 a.m. - 3:30 p.m.

Communication

Communication is a cornerstone of Waldorf education. We strive to maintain both formal and informal channels of communication at all levels. In addition to printed documents, emails, and school-wide meetings, informal social interaction is a wonderful strengthening force in our community. Relationships often thrive between parents who work together as volunteers, whose children play together, and who come to know the faculty and staff through regular activity at the school.

The board and faculty are committed to communicating in an open manner. The following communication pledge is an affirmation of this commitment. We invite all adults in our community to join us in making this pledge:

The Corvallis Waldorf School Communication Pledge

*We, the Corvallis Waldorf School community, will strive to communicate well.
We will involve and inform all who are affected by a decision.*

*We will share our own thoughts and feelings, rather than jump to conclusions
or placing blame.*

*We will listen carefully to others and check to make sure we understand,
rather than make judgments.*

We will work together with each other's suggestions, toward positive solutions and embrace new ideas.

When we feel criticized, we will look for some kernel of truth in the criticism. We will try to understand the critic's perspective and clearly state our own.

We will show our appreciation for other's communication skills. We will seize the opportunity to express gratitude, care, forgiveness, and respect for everyone.

Where to find information

Mailboxes: Each family is assigned a mailbox when they enroll in the school. Parent mailboxes are located in the main hallway next to the library. Teachers and staff members regularly put notices containing important information about class activities, school events, and fundraisers, as well as communications from the board of trustees, in these mailboxes. Please make every effort to check these boxes frequently and read the materials promptly. They may contain field trip permission slips, special instructions for classroom projects, announcements about parent meetings, and other items you and your child will not want to miss.

Bulletin boards: There are bulletin boards in the main hallway across from the mailboxes. Information and sign-ups for upcoming school events and sign-ups for After School Care can be found here. Job openings, committee information and general school information can also be found on these bulletin boards.

Many teachers have bulletin boards outside of their classroom to provide parents with reminders and sign-up sheets for specific activities.

Please check the main school bulletin boards and your child's classroom board regularly.

Class phone trees: Each classroom will have a phone tree set-up by their class parent. This will be used to communicate classroom information as needed. Your responsibility as part of a phone tree is to call the next person on the list. If you do not reach someone in person, leave message and contact the next person on the tree. Continue in this manner until you get a hold of a person and not a message machine. They will then take over relaying the message down the tree.

E-mail: Our school sends weekly All-School Announcements to every parent via e-mail on Friday. This is an important source of up-to-date information about what is going on at the Corvallis Waldorf School. If you would like to include something in the weekly ASA's please contact the school office by Thursday morning.

E-mail has become extremely popular and nearly as indispensable as the telephone. Because of the nature of e-mail, it is best to consider the purpose of your message before writing. E-mail is not always the best of most effective communication medium to use.

- Anyone wishing to send an e-mail to the school community must send their message to the Administrator for approval and posting;
- Not every communication is appropriate for e-mail. Difficult or negative messages are best conveyed person-to-person;
- It pays to re-read what you have written and think about how the message will be interpreted by the recipient before you send it;
- Think carefully before clicking “reply to all” - did you really mean to reply to everyone or just the sender?
- Send replies only to the specific person (or persons) who needs to see them; and
- Be careful what you write - e-mail is neither private nor secure. Do not use e-mail to discuss confidential or sensitive information. Check and double check all addresses and content before you send.

School Directory

Every fall, we distribute a printed school directory listing the names, addresses, and phone numbers for every family in the school. The directory also includes the names of the board members, faculty, and staff and their e-mail addresses and phone numbers. This directory is typically updated and ready for distribution by mid-September.

School Organizational Structure

*The healthy social life is found
When in the mirror of each human soul
The whole community finds its reflection,
And when in the community
The virtue of each one is living.*

Rudolf Steiner

Waldorf schools have a non-hierarchically based organizational structure. There are three main organizational components - the Board of Trustees, Faculty, and Administration.

The Board of Trustees

The Board is made up of parents, faculty, and community members who devote their time and energy to the legal and financial aspects of maintaining the school. The role of a board member in our school is as a leader whose primary intention is to serve the community. The Board also oversees the work of our school committees.

Board meetings are held monthly at the school. The agenda for each meeting is posted on the office bulletin board a few days before each meeting. The meeting minutes are kept in a binder in the school office and are available for community members to read. The first part of every board meeting is open to all persons interested in attending. The Board reserves the right to discuss personnel and other confidential matters in closed executive sessions.

Parents interested in serving on the Board are encouraged to speak to a Board member. Board elections to fill any vacancies are held each May. Please contact the Board Chairperson if you have any questions or would like more information.

The Faculty

The faculty is dedicated to bringing the children the living experience of Waldorf education. They govern the pedagogical and curriculum aspects of the school. Faculty members meet every Thursday afternoon for common study, and artistic and administrative work. The Faculty Chairperson heads this group and, in cooperation with faculty members, sets the agenda for meetings. These meetings allow the faculty to deepen their understanding of general educational practices and develop a broader perspective on the needs of individual children. In addition, early childhood and grades faculty meet separately to discuss the pedagogy and business of these respective areas of the school.

Two faculty members (Faculty Chair, plus one other) are also members of the Board.

The Administration

The administrative staff is responsible for the day-to-day running of the school. This staff is made up of the Administrator, the Enrollment Coordinator, and the Facilities Manager. They are supported by a group of volunteer office workers.

The Administrator works to maintain the healthy day-to-day operations of the school. They sit on the Board as a non-voting member, chair the Human Resources Committee, and attend faculty meetings. They lead policy creation and maintenance efforts, and maintain connections with AWSNA and other Waldorf schools and organizations. Additionally, this position is responsible for the bookkeeping duties, in partnership with the Treasurer.

The Enrollment Coordinator leads the admissions and reenrollment processes at the school, including special programs, such as Parent-Child Classes and Summer Camp. This position works closely with the Development Committee to support outreach projects.

The Facilities Manager is responsible for the upkeep of the building and grounds of the school. They liaison with the school district as needed to fulfill maintenance requests, and with the fire marshal to ensure compliance with fire safety regulations. They are supported in their role by the Buildings and Grounds Committee.

Office Volunteers

Office volunteers provide a valued support to our administrative staff as well as to the parents and faculty. If you are interested in volunteering your time in the office, please contact the Administrator who will connect with you with the individual in charge of training and scheduling office volunteer staff.

Governance, or Who Makes the Decision Around Here?

There is not one person that makes the decision at our school, nor do we operate out of a hierarchical model of decision-making. We seek to reach consensus on all major decision.

Pedagogical Decisions: Faculty, with input from mentors

Financial Decisions: Board and Finance Committee

Policy Decisions: Administrator and Human Resources Committee, with approval by the Board of Trustees

Discipline Decisions: Discipline Committee and Administrator

Hiring and Firing: Human Resources Council and Faculty

Where to Go With Questions or Concerns

Communication is vital to the functioning of our school. Please seek out answers to any and all of your questions and concerns.

If you are concerned or have questions about:

Your child, his/her class or curriculum, classroom policies and classroom behavior: Call you child's teacher or speak with him/her after school. Immediately before school begins, the teachers are busy preparing for the school day and it is not possible for them to engage in a conversation at that time. Parent-teacher communication is of paramount importance in Waldorf schools. If you are concerned about your child or classroom situation, it is critical that you share these concerns with your child's teacher. The most effective way to deal with a situation is to discuss it with the teacher involved as soon as possible. Teachers want to stay connected to students and parents; they appreciate you involvement and strive to address your concerns.

We recognize that communication challenges arise in human relationship, and we have developed a standard protocol for assisting parents who are dissatisfied with any aspect of the parent-teacher communication process. If, after speaking with your child's teacher you have concerns, we urge you to arrange a meeting with the Faculty Chairperson or Administrator. If necessary, the Faculty Chairperson will bring these issues to the Human Resources Committee under strict confidentiality and further mediation/resolution will be decided upon.

Attendance: When you child will not be attending school, please call the school before 8:20 and leave a message. The office will communicate this information to your child's teacher.

Tuition and Fees: Speak with the Enrollment Coordinator.

Tuition Adjustment: Speak with the Enrollment Coordinator

Tuition or ASC Billing: Speak with the Administrator

Committees, Administration, or Board of Trustees: Contact the committee chair, administrator, or board chairperson.

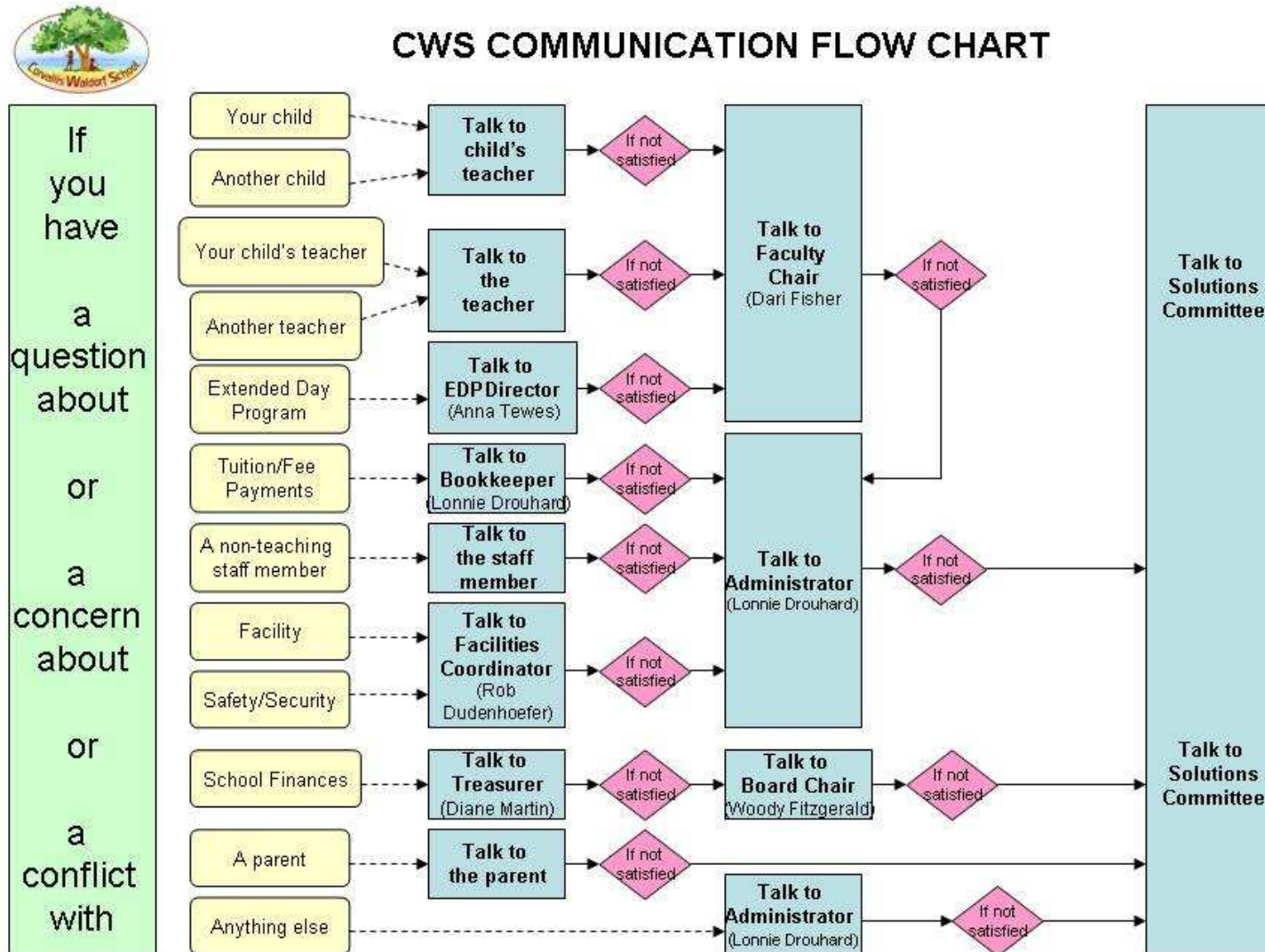
Extended Day Program: Speak with the Extended Day Program Director.

Volunteering: Speak with the Volunteer Coordinator

General business, including school policies, calendar, communications, or just about anything else: Talk with the Administrator

School finances: Speak with the Administrator or Treasurer

The following flowchart may be helpful in directing your questions and concerns in an appropriate direction:



School Policies and Guidelines

Use of School office

The school office is for school business only. Phones, copier, computers and printers are used by faculty, board members, administrative staff, and trained volunteers for school business. Personal use of these items is not permitted.

Use of School Grounds

The school has liability for activities that occur on school grounds during school hours. Approval must be granted from the administration prior to using school grounds for non-school sanctioned functions or events. You may be asked to sign a waiver or provide proof of insurance coverage.

The school assumes no responsibility or liability for activities that are non-school sanctioned or occur outside of school hours.

Animals are not allowed on school grounds unless specifically approved and in keeping with our live animal policy.

School Closure or Delays

We follow 509J School District school closure recommendations. If the public schools are closed or delayed, so is Corvallis Waldorf School.

For the most current and timely notifications of school closures/delays, please sign up for email notification through FlashAlert. You will receive emails notifying you of closures and delays as soon as those decisions are made. This is the best way to get information on school closures.

To subscribe, go to www.FlashAlert.net and enter your information. When you subscribe, you will enter your email address and then be asked to make some choices about which notifications you want to receive. Choose the following: 1) Willamette Valley 2) Benton County Schools 3) Corvallis. Click the subscribe button and then to make sure it is working, click the button to send yourself a test message.

You may also call the school to get closure information. The school's phone message should be updated by 7:00 am if there is a closure or delay.

In the case of a two hour delay, classes will begin for grades AND Early Childhood at 10:30 AM. Extended Day program will start at 12:30

Extended Day Program

Overview

The Extended Day Program (EDP) is available for children Pre-K- Grade 5, **Monday-Friday 12:30-5:30**. The program is available every school day, Thursday afternoon faculty meetings, in-service days, and February Conference dates.

The objective of the program is to provide children a quality afternoon experience at the school consistent and supportive of our Waldorf Community. Activities are designed in a rhythmic flow that enables children to rest and contemplate contrasted with an organized craft or cooking experience and outdoor exercise.

Staff Ratios

We have 1 provider for every 10 children in the Early Childhood program and 1 provider for every 15 children in the Grades program.

Registration:

Pre-registration is required for **all** children, including families who may only need “drop in” care on occasion. Please pre-register in the office.

Forms for sign-up are available in the front office and on the EDP bulletin board..

Enrollment:

Sign up for EDP takes place either *monthly* by pre-registering your child by the 24th of the previous month, *weekly* by pre-registering by the Friday of the previous week or *daily* by drop in by notifying the office. Please note that all requests for EDP that are not in by the 24th of the previous month or Friday of the previous week are considered a drop-in. All Drop-in requests will be accepted, however, if the result of a drop-in requires the school to hire additional providers in order to be in compliance there will be an additional charge (see below). This policy enables us to adequately schedule staff for our program.

Our Extended Day Program is an extension of our Waldorf School classroom, and therefore all school rules and policies apply. Please see the parent handbook for further information on these rules and regulations.

Monthly/Weekly Pre-schedules

In an effort to provide a quality and consistent program for your children we have developed this pre-schedule/pre-pay option for families. This allows us to adequately schedule providers and maintain our rhythm throughout the months. For families able to plan for extended day on a monthly basis you will receive a calendar to pre-fill and turn into the office monthly. If you are only able to schedule a week in advance you will fill-out and return weekly calendars by the Friday of the previous week. These calendars allow you to schedule your child(ren) for all days where extended day is needed. Please understand that if you require extended day on days different than or in addition to what you pre-scheduled you will be charged at the drop-in rate for those times.

Changes in schedule

If a student will not be using a scheduled extended day for any reason (for example going home with a classmate, illness, birthday party, or if a parent has a change in schedule etc)

the office would appreciate being notified so that another student may use that space and so the teachers are aware of who to expect.

If there are extenuating circumstances that result in your child not using pre-scheduled extended day, please contact the EDP Director or Administrator to discuss accommodations/alternatives.

Lunch and Snacks

- Early Childhood children attending After School Care should bring a healthy lunch. If they are staying in ASC past 2 p.m. they should also bring a snack.
- Grades children attending After School Care should bring a healthy snack.
- Lunch and snacks should not include sugary foods or sodas.

Arts and Crafts:

Children love to make gifts, create items in support of the many festivals at the school, and learn new skills. The creative aspect of learning in this program will provide ample opportunities in different mediums for your child's enrichment.

Rest/Story times (for early childhood children):

Resting and listening to a story or having time for a quiet breathing out is beneficial to children each and every day and is built into our daily rhythm.

Free Play:

Free Play takes many forms: Dramatic play, games and conversations, book reading, knitting, drawing, clay modeling are sometimes the activity of choice.

Outside Time:

The school campus has several playgrounds, open fields, gardens, and its own small forest. Outside play at the school is a time for us to run, play games, climb, and experience all that our space has to offer.

Afternoon Rhythm- Early Childhood:

12:30	Lunch
1:00	Lay on mats for rest (some will sleep) A story is read for about 30-45 min
2:00	Free play/ Crafts
2:45	Clean-up
3:00	Snack
3:20	Outside (meet up with grades provider)
4:00	Inside in Grades room- craft or art project
5:30	Good-bye

Daily Rhythm Grades Arrival:

Grade 1-2 –2:00 PM

Grade 3-5—3:00 PM

Afternoon Rhythm –Grades:

2:00 Grades 1-2 Free play

3:00 Grades 1-5 Snack

3:20 Grades 1-5 Go outside/gym- meet up with Early Childhood

4:00 Grades pre K-5 Crafts

5:30 Good-bye

**Full Day Rhythm- Early Childhood & Grades Extended Day Program
(Feb conferences etc)**

8:30 Free play Play/Children Arrive

9:30 Snack

10:00 Outside Play & Get crafts Ready

11:00 Crafts/ Cooking

12:00 Lunch

12:30 Story/Rest time

1:00 Outside Play & Get Crafts Ready

1:45 Crafts

3:00 Snack

3:30 Free play

5:00 Clean-Up

5:30 Good-Bye

Sign-in, Sign-out:

Each day your child is in care the teacher will sign your child in on the daily attendance charts. Please sign your child out and indicate the time of pick up.

Tuition, Fundraising and Scrip

Billing Statements

Billing statements are emailed monthly during the last week of each month. Tuition is due on the first of the following month. If it is not paid by the 10th, a \$25 late fee will be applied.

Extended Day Program charges will be billed monthly with your tuition for those who have not pre-scheduled/pre-paid.

For questions about your account, contact the Administrator.

Tuition Adjustment Program

A limited pool of tuition adjustment funds are allocated each year by the board for families that need financial support. Forms are available in the office. Tuition adjustment information is kept confidential.

Volunteering and Committee Work

Importance of Supporting our School through Service

Corvallis Waldorf School promotes the community ideal of working together to create a wholesome school for our children. How each of us contributes is extremely diverse and yet, all extremely valuable. To help connect the skills and interests from the CWS Community, with the needs and desires of the school, a Parent Council has been formed. This Parent Council will help coordinate the CWS community volunteer efforts. All tuition paying families, contributors, helpers and alumni are considered part of the CWS Community. The Parent Council Chair and the Assistant will be focusing on communications. All volunteer activities have been organized into four groups to help build communications and comprehensive projects for the school. They are as follows:

Classroom and Community

Cultural Chair:

- Festivals
- Assemblies
- Classroom/library
- Community life
- New Family Mentorship

Administration Chair:

- Office
- Building and Grounds
- Solutions

Economic and Enrollment

Development Chair:

- Fundraising
- Website
- Grants
- Outreach and Marketing
- Site planning

Business Chair:

- Tuition Adjustment
- Human Resources
- Separations
- Finance

- We are NOT looking to have every parent on a ‘committee’.
 - We want the committees to be small, 3-5 people.
 - They function as planning and coordinating entities, defining actions/tasks.
 - The Parent Council Chair would assist in coordinating volunteers to help carryout actions that have been defined.
- Aligning your skills/interests TO the school’s needs/opportunities; ways you can be involved...
 - Chair a committee, help organize a focused team
 - Be on a committee to help coordinate people, tasks and actions.
 - Share **skills, tasks or actions** you are willing to do for any committee.
 - Choose a committee that you will assist carrying out their defined tasks.
- We hope to have everyone volunteer in some way, to help with our main all school events: Halloween, WinterFest, Soup Invitational, MayFaire. These are opportunities to work together in community spirit, help the school and mentor our children about the power and joy of service... the more the merrier.

Corvallis Waldorf School Scrip Program

What is scrip?

Scrip is a term which means substitute money. In some cases, scrip is gift certificates, that are used just like cash at the participating businesses. Many merchants have their own Scrip with special logos, colors, serial numbers and dollar increments. Scrip is used like cash. You buy the certificates at face value (\$25 buys \$25 worth of scrip, for example,) but CWS buys the certificates at a discount. The difference between the discounted amount and the face value is available for CWS to use to support school programs.

Other merchants don’t sell the gift certificates ahead of time. Rather you register you store’s member card, and then a proportion of the money you spend at the store is donated to CWS by the merchant.

Either way, it sounds like it doesn’t cost me any extra?

That’s right! If the store uses a gift certificate program, all the scrip you purchase has full value. When you pay \$100 for a Fred Meyer Card, you use it to purchase \$100 of merchandise at Freddie’s. When you register your member card, (from Albertson’s or Safeway), you just do your normal shopping, and use the card to check out to get all the store sale prices. The company sends CWS a percentage of all purchases from registered cards every month.

How Much Money Does CWS make?

The percentage returned varies from 3% to 26%, depending on the merchant.

How is the Scrip program working, right now, at CWS?

First Alternative Coop –The Coop is easy. Just tell them you want to use the Corvallis Waldorf School owner number and they will apply the owner percentage to the school program. The school number is 79925, which you can give to them at the register, although they know the number, even if you forget.

Fed Meyer and Safeway –Scrip may be purchased from the school office and used like a gift card at the stores.

Corvallis Independent Business Association (CIBA) offers scrip that donates 10% of every purchase you make back to CWS. Gift cards come in \$1, \$5, and \$10 denominations and each card can be used at any one of the 11 businesses listed below. We will try to keep some CIBA scrip on hand in the office all the time, so you can get it when you need to shop, just like for grocery scrip.

CIBA Scrip may be used at any of the following local businesses:

- **Animal Crackers Pet Supply**
- **Buckingham Palace**
- **Darkside Cinema**
- **Day Dreamers Beads & Jewelry**
- **Grass Roots Books & Music**
- **Purple Moon Organic Espresso & Juice**
- **Robnett's Hardware**
- **Rix Computer Magic**
- **Shonnard's Nursery**
- **Sibling Revelry**
- **Peak Sports**

Daily Procedures

Arrival and Dismissal

School begins at 8:30 a.m. for all classes.

Early care: If your child needs to arrive at school before 8:15, please make arrangements with your child's teacher beforehand.

Morning drop-off: Students may arrive between 8:15 and 8:30 a.m. They should arrive in time to be in their classrooms and ready to begin at 8:30 a.m. Children arriving between 8:15 and 8:30 should be brought through the main front door. Students in early childhood and grades 1 through 3 must be escorted to class by parents of carpool drivers.

Late arrivals: In the grades, the class teacher offers a positive and healthful beginning to the children's day with a handshake and a kind word. This opportunity to greet the teacher and one another is possible only when the children arrive at school on time.

If your child arrives at school later than 8:30, they must notify the office they are at school prior to heading to their classroom. They may need to wait to enter the classroom until the morning verse is completed. Individual teachers will have different guidelines in regards to late and parents and children are expected to follow the procedure their teachers have established for late arrivals.

Drop-off: Drop-off is through the front door. This helps to be sure the students are in the care of a teacher or parent at all times and ensures security school-wide.

Releasing of children: Children will only be released to a parent of a person that the school is notified in writing or by a phone call by the parent as authorized to pick up the child up. If the delegated person is unfamiliar to our school, proper identification may be requested.

Release times:

Early childhood	12:30 p.m.
Grades 1 and 2	2:00 p.m.
Grades 3 - 8	3:00 p.m.

All students are released at 12:30 p.m. each Thursday afternoon. On Thursday afternoons the faculty holds their weekly meetings in harmony with Waldorf schools all over the world. After School Care is available for grades children who need beginning at 12:30.

Pick-up:

Early Childhood: Meet your child outside the classroom unless they are going to after school care. Please inform your child's teacher if another adult is taking your child home.

Grades 1 and 2: Meet your child outside the classroom unless they are going to after school care. Please inform your child's teacher if another adult is taking your child home.

Grade 3 through 8: Children will be escorted by their teacher out to the lawn by the parking lot after school. At 3:15, unaccompanied children will be put in After School Care and you will be charged a drop-in fee. Please inform your child's teacher if another adult is taking your child home.

Biking or Walking to School

Children over the age of ten may walk or ride their bike to school. The class teacher will need written consent from parents for children who are walking or riding a bike home from school.

Supervision of Children

Children must be supervised at all times while on school grounds:

- If you are meeting with someone, make arrangements for your child;
- There is no running in the school building or in the parking lot;
- If your child is not with their teacher, they must be in your view;
- If you are talking to parents at drop-off or pick-up times, supervise your child;
- This includes all school events when your child is not in class.

Parking

Please drive slowly and cautiously in the school parking lot.

Children may not be left unattended in the parking lot or on any part of the school grounds.

Please note that the spaces closest to the front door are designated as handicapped parking only. Do not park in these spaces unless you have a handicapped-parking permit.

Bicycles may be parked in the bike racks in front of the modular classrooms. Please secure your bicycles. The school cannot be responsible for stolen bikes.

Attendance and Tardiness

Absences and tardy attendance are tracked and recorded. For the children and their class, regular attendance is very important. We will strive to work with families whose children may miss school frequently due to illness.

Children who are frequently absent or tardy miss a vital part of their education and disrupt their class when they come in late. If a child is frequently tardy or absent, the teacher may require a parent-teacher conference to determine the cause and its resolution.

Please call the office by 8:20 to let the teacher know your child will not be in school. Please notify your teacher ahead of time for prearranged appointments or vacations that will result in missed school days.

Clothing Guidelines

In the Waldorf approach, we strive to focus on children's individual identity through their work and relations rather than adherence to media derived identity. Further, as educators, it is our task to ensure an environment that is conducive to learning, is healthy, beautiful, and wholesome, provides safety, and engenders respect for both students and teachers. Therefore we have developed these clothing guidelines. Please feel free to discuss these policies with any one on the faculty or the Administrator.

As you choose clothing for your child, please be guided by your best judgment and the following reminders:

- Clothing should allow freedom of movement for both classroom and outdoor play;
- Clothing should be nearly mended and clean;
- Fabrics of solid colors, prints inspired by the natural world, and stripes and plaids in many colors are encouraged;
- Shirts with pictures from nature are acceptable (i.e., naturalistic animals or flowers);
- Natural fibers (when affordable and available) are optimum for warmth and breathability; and
- Simplicity is golden.

We specifically ask that children not come to school in the following:

- Torn, ripped, or sloppy clothing;
- Camouflage or neon colors;
- Clothing and accessories with printed slogans, cartoons, media-characters, or weapons depicting;
- Clothing that is sports promoting. This includes jerseys, sports uniforms, athlete's numbers and names, clothing with team names or symbols
- Hats, hoods and sunglasses are to be taken off upon entering the building;
- Low-cut shirts that reveal cleavage;
- Platform shoes, heels higher than one inch, flip flops, jellies, or backless shoes;
- Head-to-toe black clothing;
- Extra baggy or saggy pants;

- Tattoos and stick on tattoos or
- Facial piercings (excluding ears).

Outdoor clothing

Our children play outside daily, rain or shine. All children should be prepared for inclement weather so that they are able to enjoy this time.

- Clothing should be warm enough (i.e. tights, long pants, long sleeve shirts, socks and appropriate shoes);
- Students need adequate gear for cold and rainy weather; raincoats, rain pants, warm hats, rubber boots for water and mud, undershirts, and mittens; and
- Early childhood though grade 3 children should keep an extra set of clothes at school, both for added warmth and for dry changes.

Shoes

All children in early childhood through grade 3 need flexible indoor shoes that stay at school. Talk to your child's teacher for grade 4 and up; indoor shoes may be required. We recommend Soft Star Shoes.

Hair and Cosmetics

- Hair should be clean and in a style that is not distracting;
- Long hair needs to be held back from the face;
- Students in grades 6-8 may use hair tints of natural hair colors. Hair tines are non-permanent products (such as henna) that washout in 5-8 weeks;
- Students in grades 6-8 may apply modest amounts of makeup, including fingernail polish. Makeup should be applied at home and not brought to school.

Watches and Cell Phones

The wearing of watches is discouraged among the younger grades so the children may flow through the day without being time conscious. Digital watches with calculators and activated beeping functions and cell phones are disruptive and are therefore prohibited in school. Watches with analog faces are appropriate for those in grade 3 and above.

Shirts, Pants, Skirts, Dresses, and Shorts

- Sleeveless shirts should have at least one-inch wide straps to cover bra straps. No spaghetti strap tops;
- Tight leggings are to be worn with a dress or long shirt that reaches the thighs;
- Shorts should come down to at least the end of the finger tips (mid-thigh) when the arm is down;
- Skirts, and dresses should no shorter than 2 inches above the knee, and
- Shirts should be long enough to cover the midriff area, even when stretching.

Assembly Dress

Certain occasions, for example festivals and assemblies, call for “best dress” to reflect the mood of the event. Children are required to wear black and white to assemblies. Questions can be addressed to your child’s class teacher. See the calendar for scheduled assemblies.

The faculty reserves the right to decide if dress and appearance constitute a distraction. If a child is not dressed appropriately, parents may be called to bring a change of clothing before child is permitted in the classroom. Children are expected to abide by the decision of the teacher. If you have questions or concerns please feel free to have a conversations with your child’s teacher.

Meals

The Corvallis Waldorf School requests that food sent for snack and lunch be wholesome and healthy. Processed foods (including sugar) are discouraged. Gum, candy, and sodas are not allowed. The faculty requests that all children in grades 1-3 bring their lunch in a basket with a cloth napkin; grades 4-8 may use backpacks. Please do not use commercial or cartoon-bearing lunch boxes or bags. Early childhood children attending After School Care should also bring lunch and an afternoon snack in a basket with a napkin. We support the use of reusable containers for food and beverages.

Playground Rules

General expectations include:

- To remember that everyone’s personal safety and well-being comes foremost;
- To treat all teachers, staff, parents, and students with the same courtesy and respect you would wish to receive yourself;
- To help keep the classroom and school grounds clean and tidy;
- To treat all property, not only your own, with care; and
- To remain within the school boundaries while at school and never leave the school campus without permission.

Disciplinary procedures include:

- Redirecting;
- Warning;
- Time out; and
- Sending inside.

Health Policy

Children how are tired or ill do not do well in the classroom. Ask yourself whether or not your child will be able to participate fully in the school day. If you are unsure, it probably means he or she is not well enough to attend school and needs to rest at home. The Corvallis Waldorf School has no facilities for caring for a sick child. If your child becomes ill while at school, you will be called to come take your child home.

Please keep your child home if he or she:

- Complains of a stomach ache or headache;
- Has vomited within the last 24 hours;
- Has a fever or has had a fever in the past 24 hours;
- Has pink eye or discharge from the eye;
- Has lice or nits; or
- Has any contagious disease.

Immunizations: All children enrolled at the school must have on file (at the school) copies of their immunization record, or a signed waiver.

Medications: If a child needs medications while at school, the medication should be given to the child's class teacher with written instructions. The parent will need to fill out a medication form, available in the office.

Lice: Lice are a problem at all schools. Once present, lice can be very challenging to eliminate. This policy is to help prevent the spread of lice, if and when they show up.

If a child is discovered to have lice, the parent will be called and the child must be picked up from school as soon as possible. The child may return to school after he/she is nit-free and the parent has used one of the following lice treatments: R and C, A200, Nix Rinse, or Quantum 123 (available at Country Vitamins or by order from the Coop). It is recommended that all family members be treated at the same time and that bedding and other bed items, such as stuffed animals, be washed. The Health Department has information on how to treat lice infestation.

The school will take appropriate steps to control the spread of lice, should it come to school, by limiting use of play hats, cloths, and by helping children to not share clothing and other head gear. Parents are asked to volunteer do washing when necessary.

Lice inspections will be done for the child's class and perhaps the whole school if warranted. If lice are reported in the community, the school may choose to do an inspection. Parents are asked to educate themselves and to volunteer to do lice inspections at home if needed.

If a child has possibly been exposed to someone else who has a confirmed case of lice, please notify your child's teacher so that precautions and awareness can be implemented.

Medical information: To help us maintain the health of your child, please keep you class teacher informed:

- If your child develops allergies or another continuing condition; or
- If your child has or develops dietary restrictions.

Please notify the office:

- If your home or work phone number changes;
- If you change physicians; or
- If you change the person you want called if your child becomes ill, and we cannot reach you.

Television and Other Electronic Devices

The Corvallis Waldorf School curriculum works to heighten and develop the imagination of children, through telling stories and seeing and creating imaginative drawings, to name only a few pedagogical approaches. The children take these experiences into their sleep, where the images mature and progress, so that they can be further developed by the teacher the next morning. Television programs, computers, electronic games, movies, radio, and recorded music interfere with this process. They place a lifeless physical image into the mind of the child, and prevent the imagination from remaining full of life. If the use of media occurs, the task of the teacher becomes a therapeutic and remedial one, rather than one of cultivating the development of the child.

It is the parent's responsibility to determine the amount of contact the child has with electronic devices. This decision should be as informed as possible. There are books for further reading on the subject available in the school store and library. Many of these books are listed in the Recommended Reading section of this handbook. You may also wish to consult your child's teacher about this complex topic.

We particularly request that our child avoid TV, video, and computer influences during the school week, including Sunday evenings.

CELL PHONES

CWS students may not use cell phones during school hours. Cell phones must be turned off completely stored in cubbies/lockers (or better yet not brought to school at all). After school, students may use cell phones once they have left the school campus. Cell phones visible between 8:15am -3:30pm will be confiscated by the teacher and returned to the parent at the end of the day.

If you need to get in touch with your child during the day you may call the office and leave a message for him or her. If it is urgent, please ask the office staff to interrupt class and personally deliver the message to the teacher.

If a student must check a cell phone at school (in very rare and special situation) they may come to a teacher and ask permission to use their phone while in the presence of the teacher. It is hopeful that this need will be extremely rare. Cell phone privileges will be revoked if the phone rings, is visible or is used during school hours without teacher permission. If your child uses cell phones, please go over these rules together.

Bringing Things from Home

It is natural for children to wish to show their friends things which are precious to them. We have found, however, that bringing toys or books from home can create situations involving possessiveness, competition, and other difficulties. Generally speaking, it works well when children bring beautiful natural things they have found outdoors, or handcrafted things, but please leave toys at home.

Birthday Celebrations

Birthdays at the Corvallis Waldorf School are important for the birthday child and the entire class. Teachers arrange as special classroom celebration that will be discussed with each parent before the big day.

If you are planning a party at home, please be sensitive to its effect on the life of the classroom. Parties to which all but a few are invited are difficult for the excluded children. If you cannot invite the whole class, we ask that you invite less than half the class - the boys, or just the girls, or a small group of your child's closest friends. We also ask that you avoid scheduling parties on school nights and that you not distribute invitations at school to avoid hurt feelings and confusion with school-sponsored events.

Reverence, Respect, and Responsibility: Expected Student Behaviors and Attitudes

Among the highest goals of Waldorf education is to foster a sense of respect among people. This includes honoring one another's thoughts, feelings, physical bodies, personal space, and possessions. Furthermore, we recognize the importance of protecting children from inappropriate and harmful physical behavior and sexual influences. We also strive to create a safe environment where the children honor reverence and beauty. We also promote cooperative play, as well as community building and working together.

Discipline in Waldorf schools is achieved through the establishment of love and respect between children and their teachers. Close relationships and good communication among parents, children, and teachers help to develop this discipline in children.

We offer the following guidelines for conduct at the Corvallis Waldorf School:

Student Behavior Code

1. Be respectful of all students, teachers, adults and school property at all times.
2. When a teacher or classmate is talking be attentive and listen. Raise your hand to share your ideas or comments. Do not shout out or talk over another person.
3. Use kind and respectful words and actions towards others. Cursing, bullying, hitting, teasing, put downs, and other disrespectful language and gestures are not allowed anywhere on campus. Do not touch others without their permission.
4. Be respectful of the school property, classroom and its contents. Do not touch anyone's things without their permission. Clean up after yourself and put things back where they belong. No yelling, running, wrestling or climbing indoors.
5. Respect the work we do at school. Always be punctual for classes. Everyone is expected to participate and do the work to the best of their abilities. Do not disturb others who are working or who have work to complete. Complete and turn in all work within the specified time period. If you need more time with an assignment, ask for an extension in advance. If you need help, ask before the assignment is due.

6. Follow the dress code. (See the Clothing Guidelines section of Handbook for details.)

Early Childhood

All teachers strive to be worthy role models, so that by imitation, the children will have the opportunity to become respectful of themselves, others, and their surroundings. An essential element of the Early Childhood program is teaching the children how to behave in various situations by lovingly directing their behavior and redirecting them to another activity if the situation warrants.

Grades

Teachers honor and respect the emotional and physical safety of all children. Students are expected to treat their teachers, other adults, other children, and themselves with respect. School property and classroom materials are also to be valued.

For on-going discipline issues:

- There will be scheduled periodic discussions with the parents that cover the on-going behavior approaches, and process; this may require action, time, and energy on the parent's part;
- Teachers may discuss the situation among the faculty for support and recommendations; and
- In the event that insufficient progress is made, a meeting will be scheduled that will include the parents, teacher, and perhaps other faculty members or Administrator, to determine what further actions need be taken, and/or whether or not the child may continue enrollment at the Corvallis Waldorf School.

The teachers will determine if a student has violated any of these rules and if a consequence is needed. Consequences will be determined on a case-by-case basis. Teachers will not take class time to discuss an individual violation of these rules. If students disagree with a teacher or has a question or comment about any of these rules and/or the consequences for the violation, they may discuss their concerns individually at meal times, recess or after school. If a student does not feel comfortable speaking directly to the teacher, s/he is encouraged to speak with another teacher, their parents or an adult who can help her/him to communicate their concerns to the teacher.

The following consequences will be used by any teacher:

- If a student is still disruptive after being reminded by a teacher, s/he will have reasonable cause to issue an extra assignment or consequence. The teacher will notify the parent(s). The student may need to stay after school.

- If a student is sent out of a class for disruptive behavior, the student will receive an after school detention. The teacher will notify the parent(s) so that alternative can be made for pick-up time.
- If a student is sent out of classes three times in a term, the class teacher and subject teacher(s) will meet to determine a consequence; the student, class teacher and subject teacher(s) will meet. A conference may be scheduled with the student, the parent(s), teacher and the Guidance Committee* will occur and the student may be put on probation for the following four weeks.
- If the student has been suspended once in a term or breaks the probation the student, the parent(s), teacher and the Guidance Committee will meet. In the event probation violation or suspension the school may exercise the authority to expel a student.
- If the student is involved in bullying, hitting or aggressive behavior, s/he will be suspended for the remainder of the day and the following day. A conference with the student, the parent(s), teacher and the Guidance Committee will occur.

Guidance Committee

The Guidance Committee consists of an early childhood teacher, grades teacher, subject teacher and a Solution Committee member. In the event of extreme behaviors, the guidance committee will meet to develop a guidance and disciplinary plan for the student.

The guidance committee meets with students for the following reasons:

- The middle school student is in on going violation of school rules.
- If a middle school student is sent out of classes three times in a term, the class teacher and subject teacher(s) will meet to determine a consequence; the student, class teacher and subject teacher(s) will meet. A conference may be scheduled with the student, the parent(s), teacher and the Guidance Committee and the student may be put on probation for the following four weeks.
- If a middle school student has been suspended once in a term or breaks the probation, the student, the parent(s), teacher and the Guidance Committee will meet. In the event probation violation or suspension the school may exercise the authority to expel a student.
- If the middle school student is involved in bullying, hitting or aggressive behavior, s/he will be suspended for the remainder of the day and the following day. A conference with the student, the parent(s), teacher and the Guidance Committee will occur.

Suspension/Dismissal

The school reserves the right to suspend or dismiss a pupil for transgressions of our behavior policy, when it is in the best interests of the child and/or the school. The faculty will make decisions on such matters. In the interest of community, a family leaving the school will have an exit interview. In this way we strive for closure for all parties concerned. The hope is that everyone involved may gain from the experience.

Middle School Study Hall

It is expected that students in the middle school will complete and turn in all work on time. Late work will only be accepted with a note from a parent or a guardian. In the case of an absence, the student is responsible for finding out what work or assignments were missed and complete them the following day or on an alternative assigned date. If there are any questions regarding work, the student is responsible for asking for help and the teacher is responsible for finding time to help, such as at recess or after school.

If the work is not turned in on time, the student will attend Wednesday Study Hall after school from 3:10-3:45 (regardless of whether s/he completed the assignment before study hall).

How Can Parents Best Support Teachers in the Classroom Experience?

Learn about and embrace the principles of Waldorf Education.

Throughout the year, the school will sponsor presentations and events covering various aspects of Waldorf education. We grow stronger as a community when the parent body is well represented at these events. The more we know about Waldorf pedagogy - individually and collectively - the better equipped we will be to support the education we have chosen for our children.

Attend all parent meetings regularly to discover how your child's day unfolds in the classroom.

Parent meetings are important enough to be considered mandatory attendance events. Teachers arrange regular parent meetings throughout the year; your teacher will give you advanced notice of these dates, usually through regular parent letters. These meetings are relaxed and informal, involving the teacher and all the parents in discussions about the nature of Waldorf education and its ongoing evolution in the classroom. Teachers outline the curriculum, broadly sketch the process, and share a picture of the classroom dynamics. Parents are encouraged to bring their questions and insights. It is essential for teachers and parents to communicate as much as possible, and parent meetings are the basis for their communication. Please make every effort to be there; if you cannot, please inform your child's teacher beforehand.

Communicate with teachers regularly, both with your concerns and your positive comments about what your child is learning.

Teachers want and need to hear from parents about how various aspects of the curriculum unfold within each child. If you have particular concerns, voice them early. If you notice specific changes - positive or negative - in your child at home, make these known to the teacher.

Create a home environment that supports the teachers' work.

Encourage children to play imaginatively, and avoid relying on television to placate or mollify a child. We urge parents to limit television viewing to non-school nights, if at all. Far from being confined to R-rated films, violence, sex, and profanity have slipped into daytime television, impacting children's behavior and language in the classroom. Please refrain from exposing younger children to movies, and monitor the movies older children watch. Visual images on television and in film can interfere with the development of a child's imaginative capacities and contribute to disruptive behavior; eliminating television, on the other hand, produces no known adverse effects. If your child is especially fond of television, talk to your classroom teacher for practical suggestions on encouraging other forms of play.

Make sure children arrive on time and properly dressed for the weather.

Unless the weather is dangerously cold or wet, the children will play outside every day, rain, snow, or shine. Make sure your child has appropriate backup clothing, raincoats, hats, and footwear at school.

Volunteer to assist with special activities such as class trips, plays, and fundraisers.

In a developing school such as ours, there are almost unlimited opportunities for school-wide volunteerism. From writing grant to mulching the playground, parents can get involved at any level. You may contact the Volunteer Coordinator for specifics. Look for announcements for volunteer opportunities. Most importantly, don't wait for someone to contact you! Ask the office staff, your classroom parent, or board members what you can do to help.

Help with classroom projects such as painting, decorating, fall and spring cleaning, and moving.

We save money on cleaning, painting, general repairs, and other classroom maintenance by tapping into the talents of our parent body. Parents do things right, contributing to the safety and beauty of our classrooms by painting walls, sewing crayon pouches, building bookshelves, cleaning windows - the list goes on. Contact you child's classroom teacher to find out how you can enhance the physical environment where our children spend the bulk of their days.

Provide a regular time and space for homework and musical instrument practice.

Take an interest in all subjects, not just main lessons.

Your interest in the subjects - handwork, movement and games, foreign language, musical instruments, singing, and woodwork, etc. - will communicate their importance to your child. Find out how the stories and activities of the day live in your child by being available for conversation in the quiet moments. Children often will not or cannot provide information on demand. Simply asking "How was your day?" will almost always provoke a monosyllabic response. The quiet time just before sleep - after a nightly story for example - can be an especially fruitful opportunity for parents to hear real news of the days. Older children may open up while occupied with other tasks - helping prepare dinner, for instance. Share with your child's classroom teacher information about stories or images that seem to strike a chord in your child. Understanding the subjects that take hold of a child's imagination helps the teacher to better know and teach that individual.

An Introduction to Waldorf Education

The first Waldorf school was founded in 1919 in Stuttgart, Germany, when Emil Molt, a wealthy industrialist and the owner of the Waldorf-Astoria Cigarette Factory, asked Dr. Rudolf Steiner to help him create a school for

the families of his workers. Dr. Steiner was well known at that time for his ideas about education an social reform, and for his spiritual-scientific research, which led to an understanding of the nature of man and the world. This path of knowledge he called Anthroposophy, from the Greek *anthropos* (human being), and *sophia* (wisdom).

Waldorf education develops human wholeness - hand and heart, as well as mind. Its aim is to support the harmonious development of the three soul faculties - willing, feeling, and thinking - taking full account of the physical and emotional growth phases of the child. There is particular emphasis on the development of the will during the first seven years of home and kindergarten education. The children learn most by what is worthy of imitation, such as sewing, baking, sweeping, and cleaning up. During the lower school years (Grades 1-5), the feeling life of the child is nurtured through the guiding authority of the teacher, who integrates artistic and imaginative elements into the learning process. During the middle school years (Grades 6-8), the thinking capacity is just coming to the forefront. Math and science meet the budding intellect, which develops further in high school. During the upper school years (Grades 9-12), the faculty of thinking is more directly emphasized, by challenging the adolescents to develop individual judgment, and to participate more consciously in their own education.

Through Waldorf education, Rudolf Steiner hoped to cultivate in young people capacities of heart and mind, and the strength of will that can enable them to meet the challenges of their own time and the future. He laid the foundations for an art of education in which the teacher, ever aware of the inherent dignity and individuality of each child, would strive to awaken and elicit the child's individual gifts. This is in keeping with the true meaning of "to educate," which comes for the Latin root *educare*, meaning "to lead forth" or "to bring out" (by contrast with putting in of information emphasized in many other educational systems).

Anthroposophy

Waldorf education is not religious, but is instead rooted in a spiritual philosophy that Rudolf Steiner termed Anthroposophy. Often, when parents first encounter this word, they begin to wonder what sort of beliefs are being taught to their children. It is important to note that neither Anthroposophy, nor any religion, is taught to Waldorf students. Children may, in fact, complete their elementary school education without hearing about either Anthroposophy or Rudolf Steiner. Anthroposophy instead serves as the foundation for the curriculum, the teaching practices, and the devotion that the faculty shows toward Waldorf education.

Curriculum

Classically, the teacher takes the same group of children through eight years of elementary school (grades 1-8). This allows the teachers

time to understand the children on a deeper level, so that they can help them unfold their gifts. It also offers the teacher the challenge of working with a new curriculum each year. Through the ongoing relationship with his or her teacher, each child finds stability and continuing guidance. Specialty teachers enrich the teaching with their diversity and expertise, complementing the consistency provided by the classroom teacher.

Main lesson is the two hour period that begins the day. The subject - it can be anything from algebra to Greek history, from botany to grammar - is taught for a three to four week block, allowed to rest, and then woven in later in the term. This approach allows for freshness and enthusiasm, as well as concentrated, in-depth experience, and gives the children time to absorb what has been learned.

Textbooks are not used in the elementary grades. Instead, the teacher creates the presentation and the children create their own individual books for each subject taught, recording and illustrating the substance of their lessons. These books, often artistic and beautiful, are an important way in which art is integrated into every subject; they have been the focus of Waldorf exhibitions at American and European museums.

The sciences are taught experientially; the teacher sets up an experiment, calls upon the children to observe carefully, ponder and discuss, and then allows them to discover the conclusions - the law, formula, etc. Through this process, rigorous, independent thinking and sound judgment are trained.

Math Children are introduced to numbers and informational processes through the two branches of mathematics - geometry and algebra. Geometry is approached first through drawing and modeling and then through courses of study leading to pictorial proofs of the Pythagorean theorem, geometrical instructions, proofs of basic axioms, perspective drawing, and solid geometry. In algebra, the children embark on their journey through the four processes, fractions, decimals, the theory and application of questions, and problem solving. The Waldorf teacher emphasizes skills in problem solving and practical application of all skills learned.

An extraordinary humanities curriculum takes the children through the grand sweep of cultural heritage. It begins with fairy tales in the First Grade, and continues with myths and legends in the Second Grade. The Hebrew Bible in Grade Three, Norse mythology in Grade Four, and the ancient cultures of India, Persia, Mesopotamia, Egypt, and Greece in Grade Five, provide the background for the study of history and are presented through excerpts from original texts and biographies of key individuals. By "living into" these cultures through their legends and literature, the children gain flexibility and an appreciation for the diversity of humankind. By the close of Eighth Grade, the students have journeyed from Greece and Rome to medieval history, through the Renaissance, the Reformation, and the Age of Exploration and finally arrive at the present day.

A foreign language is taught, giving the children insights into and familiarity with other cultures. At the Corvallis Waldorf School, we provide Spanish beginning in Kindergarten.

Music permeates and harmonizes life in a Waldorf school through a curriculum designed to develop the innate musical ability of every child. In the First Grade, children sing and learn to play a wooden pentatonic (5-note) flute; both activities are practiced daily through the elementary school years. In the Third Grade, the diatonic or C (8-note) flute is introduced. Fourth Graders have the challenge of learning to play a string instrument. In Fifth Grade, the alto recorder is added. The tenor and bass recorders are added in the upper grades. Music is taught in Waldorf schools not only for its own sake and for the joy it engenders, but also because it brings a strong harmonizing and humanizing force into the students' life, strengthening the will and assisting in the development of capacities for the future.

The arts (drama, painting, music, drawing, modeling, movement and so on) are integrated into the entire academic curriculum, including mathematics and the sciences. The Waldorf method of education, which utilizes the arts, awakens imagination and creative powers, bringing vitality and wholeness to learning. No other educational movement gives such a central role to the arts as does Waldorf education.

Practical work, including both crafts and handwork, is an integral part of the required curriculum from kindergarten through the grades. The children learn knitting in First Grade and purling in Second grade, creating many functional and colorful objects like cases for flutes, gnomes, stuffed animals, etc. Decades before brain research could confirm it, Rudolph Steiner recognized that brain function was founded on body function. Learning to knit and crochet in the early grades leads to motor skills which metamorphose into lively thinking and enhanced intellectual development. Coordination, patience, perseverance and imagination are also schooled through practical work. Activities like woodworking, shelter building, gardening and sewing, all of which are included in elementary school curriculum, give the children an understanding of how things come into being and a respect for the creations of others.

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

Educational Support

“...an increasing number of children with no lack of intelligence show an inability to manage the skills of writing, reading, and arithmetic, much to the

distress of their parents and the bewilderment of their teachers. In the day to day living with their children, parents become aware that something is wrong. The teachers, from their side, see many behavioral problems and lack of concentration in their pupils to account for this condition.”

- Audrey McAllen, Learning Difficulties: A Guide for Teachers

Educational support in Waldorf schools seeks to support the child who has learning differences. As Waldorf teachers look at the child developmentally and take account of the whole child (head, heart, and hands), educational support can take many forms. Curative or therapeutic Eurythmy, cranial-sacral work, Anthroposophical medicine, developmental optometry, auditory screening, sensory integration, extra lesson exercises, or tutorial work may be recommended for any individual child.

Waldorf teachers strive to bring harmony and balance to the child's education and a joy to their school experience, enabling each child to fully develop their unique potential. Some children need extra support and we hope in these instances parents and teachers will work together to strengthen and balance each child's abilities. While we strive to meet the needs of every child, the faculty of the Corvallis Waldorf School recognizes that we may not be able to serve the needs of every child.

If you would like more information about educational support, please speak to your child's teacher.

Festivals and Celebrations

Celebrating the great festivals of each season is a way of observing the rhythms of the earth and the cosmos, and honoring our relationship to them. One can imagine this relationship of earth and cosmos as a breathing process - evident as a tremendous exhaling in the summer and a more reflective inhaling in the winter. As the earth makes its journey around the sun, the solstices and equinoxes become the four cornerstones of the year's rhythm where this expansion and contraction can be experienced. They inspire, in our seasonal festivals, celebrations of themes that are universal in nature and culturally diverse. Sharing in the school's festival life is deeply nourishing to our individual inner lives and contributes to the integration and stability of the entire community.

As we return to school each year in the fall, the days are beginning to grow shorter and darker, and one gains strength from discovering one's relationship to nature and all that is earthly. During this time, nature appears to die, yet it is during this time that the inner life of humankind is nourished and strengthened. During the fall equinox, we celebrate Michaelmas, and remember the qualities of strength, courage and will. Rosh Hashanah and Yom Kippur remind us of how we transform obstacles that hinder an open heart, and how we strengthen our bonds with heaven and earth. We celebrate Halloween, which is based in the Celtic tradition of

Samhain, in recognition of the coming darkness, and Thanksgiving and Succot in gratitude for the harvest and for our many blessings.

As the days continue to grow shorter in winter, there is a strengthening of the inner soul-spiritual forces, as the light that was the strongest in the sun-forces of summer now grows as a light within our own hearts. We celebrate festivals which evoke this image of the growing light: Martinmas, Advent, St. Nicolas Day, St. Lucia Day, Hannukah, the winter solstice, and Christmas.

With the New Year comes an exhaling of the earth back in to the cosmos again, where it can become renewed with forces from the sun and stars. The spring equinox, Easter, Passover, and Whitsun happen when this exhaling is midway between the earth and cosmos. Plants bud and sprout, birds sing, nature wakes up, and then May Day is celebrated. This joyful, hopeful out-breathing culminates at the time of the summer solstice and brings us full circle.

Through festivals, we celebrate the great mysteries with renewed awareness, and discover their healing power in our personal lives, within the family, in the community, and for the earth.

We invite families to bring new festivals and holiday activities from their own cultures to the school as a sharing, celebration, and life experience.

“All understanding begins with wonder.”

Johann Wolfgang von Goethe

Position Statements on Religion and Race

The following position statements of AWSNA (Association of Waldorf Schools of North America) have been adopted by the Corvallis Waldorf School.

Association of Waldorf Schools of North America
Position Statement adopted by the Board of Trustees
June 26, 1997

Waldorf Schools and Religion

Waldorf schools are independent schools which are designed to educate all children, regardless of their cultural or religious backgrounds. The pedagogical method is comprehensive, and as part of its task, seeks to bring recognition and understanding to any world culture or religion. The Waldorf school, founded in 1919 by Rudolph Steiner, is not part of any church.

Association of Waldorf Schools of North America
Position Statement adopted by the Board of Trustees
June 25, 1997

Waldorf Schools and Race

Waldorf schools are independent schools committed to developing the human potential of each child to its fullest. Admission to the schools is open to everyone, without regard to race, sex, creed, religion, national origin, or ethnicity. In company with many other tuition-based independent schools, Waldorf schools are actively seeking ways to increase the economic and ethnic diversity of their student populations.

It is a fundamental goal of our education to bring students to an understanding and experience of the common humanity of all the world's peoples, transcending the stereotypes, prejudices, and divisive barriers of classification by sex, race and nationality.

We most emphatically reject racism in all its forms, and embrace the principles of common humanity expressed by the founder of Waldorf education, Rudolph Steiner:

“[We] must cast aside the divisions of race. [We] must seek to unite people of all races and nations, and to bridge the divisions and differences between various groups of people.”

- Rudolph Steiner, *The Universal Human*, Lecture 1