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**LINDEN WALDORF SCHOOL SONG****Alleluia for All Things****A.C. Harwood**

Of all created things of earth and sky,  
Of God and man, things lowly and things high,  
We sing this day with thankful hearts and say,  
Alleluia, alleluia.

Of light and darkness and the colors seven,  
Stretching their rainbow bridge from earth to heaven,  
We sing this day with thankful hearts and say,  
Alleluia, alleluia.

Of Sun and Moon, the lamps of night and day,  
Stars and the planets sounding on their way,  
We sing this day with thankful hearts and say,  
Alleluia, alleluia.

Of times and seasons, evening and fresh morn,  
Of birth and death, green blade and golden corn,  
We sing this day with thankful hearts and say,  
Alleluia, alleluia

## WELCOME TO LINDEN WALDORF SCHOOL

Our school continues to grow as more and more families discover Waldorf education. Many children have been at the school for years, and many are brand new. All families are valued members of our community. If you are new to the school, welcome! For those returning, welcome back! Please let us know how we can support your experience here.

The purpose of this Parent Handbook is to provide you with a guide to finding your way into the life of the school. A Waldorf school differs from other educational institutions in a multitude of ways, and parent involvement is essential for the school's success. This Family Handbook will clarify school policy and structures and provide information about Waldorf education, but it is our hope that this handbook will also act as an invitation for you to explore your own personal connection with the school, thereby deepening and enriching your life and the lives of your family members.

## GENERAL SCHOOL INFORMATION

### ADMINISTRATIVE CONTACT INFORMATION

Linden Waldorf School  
3201 Hillsboro Pike  
Nashville, TN 37215  
615.354.0270 (main office)  
615.354.0247 (fax)  
(Offices are located in the Manse)

Main Office:	Mari Beth Sartain ext. 21	<a href="mailto:office@lindenwaldorf.org">office@lindenwaldorf.org</a>
	September Landers ext. 21	<a href="mailto:slanders@lindenwaldorf.org">slanders@lindenwaldorf.org</a>
Business Manager:	Kat Potter ext. 26	<a href="mailto:kpotter@lindenwaldorf.org">kpotter@lindenwaldorf.org</a>
Enrollment Coordinator:	Laura Duke ext. 31	<a href="mailto:enrollment@lindenwaldorf.org">enrollment@lindenwaldorf.org</a>
Outreach Coordinator:	Sonia Merchant ext. 25	<a href="mailto:outreach@lindenwaldorf.org">outreach@lindenwaldorf.org</a>
Faculty Coordinator:	Margaret Bean ext. 32	<a href="mailto:mbean@lindenwaldorf.org">mbean@lindenwaldorf.org</a>
Administrator:	Shelby B. Strickland ext. 21	<a href="mailto:sstrickland@lindenwaldorf.org">sstrickland@lindenwaldorf.org</a>

### MISSION STATEMENT

Linden Waldorf School's mission is to provide education that honors the stages of childhood, cultivates a love of learning and addresses the whole child through the head, hands and heart.

### VISION STATEMENT

We envision a thriving inter-generational community of life-long learners dedicated to fostering the ideals of Waldorf education with the intention of cultivating the intellectual curiosity, moral consciousness, and physical well-being of our students, families and the greater community.

### ENVIRONMENTAL POLICY STATEMENT

Linden Waldorf School cultivates a connection with nature and nurtures wonder and reverence for the world around us.

### THE CORE VALUES

We value **Waldorf education** and participating in its evolution; building on the foundation of Rudolf Steiner's insights into child development and actively working to keep the education relevant to our time and place.

We value a **lifelong love of learning**.

We value education that is **developmentally appropriate and addresses the whole child**.

We value a thriving **community** built on the ideals of cooperation, collegiality, financial responsibility, environmental stewardship, diversity, reverence, integrity and respect.

### HISTORY

Our school embodies the hard work and dreams of parents, faculty and board for their children and future generations. In 1990, the Waldorf Association of Nashville was established by a group of educators, Steiner study group participants, and parents who met informally to explore the possibility of establishing Waldorf Education in Nashville.

The school's first, fully-trained grades teacher was hired in 1998, to teach a budding crown kindergarten class. This class would eventually graduate in May 2007 to become our first 8th grade graduates.

In the summer of 2002, the expanding grades program relocated to our current space at Trinity Presbyterian Church where we eventually reunited our early childhood program with our grades program.

Today, thanks to the hard work of dedicated staff, parents and community members our school has grown tremendously and continues to bring the gifts of a Waldorf education to students and their families.

**TRINITY PRESBYTERIAN CHURCH**

It is an honor to be housed at Trinity Presbyterian Church. We remind everyone to be good stewards and share the space respectfully, gracefully and gratefully. A committee of Linden Waldorf and Trinity Presbyterian members meet regularly to discuss, problem solve, and create policies and procedures for life together on this beautiful green piece of property in the heart of Nashville.

**AWSNA - THE ASSOCIATION OF WALDORF SCHOOLS OF NORTH AMERICA**

Waldorf education is the fastest growing independent educational movement in the world, with over 1,000 schools worldwide. The Association of Waldorf Schools of North America (AWSNA) was founded in 1979 to assist Waldorf schools and institutes in North America. It is a member of the world-wide Association of Waldorf Schools. Currently, there are more than 200 affiliated schools and institutes in North America. The Association is a not-for-profit organization whose purpose is to strengthen and nurture Waldorf Education.

Linden Waldorf School is recognized by the Association of Waldorf Schools of North America (AWSNA) as a “Developing” Waldorf school and continues to work closely with AWSNA with the goal of being a full member Waldorf school. We anticipate having our AWSNA accreditation by the end of the 2013-2014 academic year.

***Waldorf Early Childhood Association of North America (WECAN)***

Linden Waldorf School received its accreditation in October of 2009 by the Waldorf Early Childhood Association of North America.

**WALDORF EDUCATION**

The Waldorf curriculum addresses the physical, emotional, and intellectual capacities of the developing child through an age-appropriate curriculum that integrates the disciplines of movement, fine arts, and practical arts into the study of humanities, science, and math. Through the development of these capacities, Waldorf schools strive to educate the whole human being in a healthy and balanced manner. Waldorf schools around the world base their educational philosophies on the insights of Austrian philosopher, scientist, and educator Dr. Rudolf Steiner.

Waldorf educators work with the conviction that childhood is sacred; that children learn naturally when the curriculum meets their developmental needs; that children’s imaginations need to be nurtured and protected; and that students should be engaged through active, thoughtful participation in their learning. They emphasize the importance of children finding joy in learning and experiencing wonder and awe in the world around them.

For more information, please visit our website at [www.lindenwaldorf.org](http://www.lindenwaldorf.org) . Also, please refer to the suggested reading list at [www.lindenwaldorf.org/what\\_is\\_waldorf](http://www.lindenwaldorf.org/what_is_waldorf)

## **SCHOOL ORGANIZATION**

The Linden Waldorf School functions through the joint efforts of the Faculty, the Board of Directors, the Administration, and the support of parents. The composition and responsibilities of these bodies are as follows:

### ***The Faculty***

The Faculty is comprised of all teaching staff at Linden Waldorf School. The Faculty is responsible for all pedagogical concerns such as program development, curriculum standards, teacher mentorship, peer evaluations, and child study. In addition, the Faculty is responsible for parent education and maintaining our school's relationship with the larger Waldorf community.

Faculty members are individuals who are deeply committed to the health and well-being of our school. Beyond tending to the above responsibilities, Faculty members actively study and strive to further develop their understanding of the growing child.

### ***Faculty Leadership Council***

The Faculty Leadership Council membership consists of five (5) faculty representatives, the School Administrator and the Faculty Coordinator. FLC serves to guide the faculty at large and oversee the pedagogical aspects of the School's mission. The faculty representatives are determined annually by a full faculty staff vote.

The 2011-2012 Faculty Leadership Council (FLC) members are:

Camille McNutt, early childhood rep  
Catie Johnson, member at-large  
Kimberly Hussey-Ross, upper grades rep  
Lynn "Roff" Harroff, subject teacher rep  
Jeannie Katzenmiller, lower grades rep  
Shelby B. Strickland, administrator  
Margaret Bean, faculty coordinator

You may contact the FLC members by leaving a note in the school office or through email at: [flc@lindenwaldorf.org](mailto:flc@lindenwaldorf.org)

### ***The Board of Directors***

The Board of Directors (hereafter called the "Board") works in collaboration with the Faculty and Administrator to ensure that the mission of the school is carried out in accordance with our school's bylaws and agreed-upon goals and objectives.

The Board is responsible for overseeing the business aspects of the school, including all financial, legal and property matters. The Board is composed of teachers, parents, and community members.

The Board meets on a monthly basis. Agendas and minutes are available in the Administrator's Office. Contact the Board Chair at [boardchair@lindenwaldorf.org](mailto:boardchair@lindenwaldorf.org), if you wish to have an item considered for the next meeting agenda.

### ***The Administrator***

In a Waldorf school the Administrator assists and coordinates the efforts of the Faculty and Board in order to achieve the goals of the school. Additionally, the School Administrator oversees all administrative functions of the school and the members of the administrative team.

These functions include, but are not limited to, Enrollment, Outreach, Development, Business, and our partnership with Trinity Presbyterian Church.

### ***The Parent Alliance***

All parents at Linden Waldorf School are members of the Parent Alliance (PA) and attending PA meetings is a great way to be involved and informed. The PA coordinates parent and friend volunteer efforts related to festivals, social events, fundraising, physical improvements to the school facilities, administrative tasks and the overall activities of the School.

The Parent Alliance Council consists of the PA officers and class representatives and meets on a regular basis throughout the school year. Contact the Parent Alliance Chairperson or your class PA representative if you wish to have an item included in the meeting agenda. You can contact the PA officers anytime by emailing [paofficers@lindenwaldorf.org](mailto:paofficers@lindenwaldorf.org) or [pachair@lindenwaldorf.org](mailto:pachair@lindenwaldorf.org) (Please note that the PA class rep is in addition to the Class Parent and performs a different role)

### **COMMITTEES**

LWS is supported by various committees. If you are interested in learning more about the following committees, please contact the Committee Chair at the email address listed as part of the brief description of each committee below.

The **Outreach Committee** ([outreachchair@lindenwaldorf.org](mailto:outreachchair@lindenwaldorf.org)) plans and implements outreach efforts to the larger community that are designed to familiarize the community with Waldorf education as well as to increase enrollment in the school. Open houses, school tours, and staffing information tables at school and community events are some of the activities of members of this committee.

The **Finance Committee** ([financechair@lindenwaldorf.org](mailto:financechair@lindenwaldorf.org)) reviews the financial structure and health of the school and makes budget and operating recommendations to the Board.

The **Development Committee** ([developmentchair@lindenwaldorf.org](mailto:developmentchair@lindenwaldorf.org)) guides the Annual Giving campaign, plans and hosts the Spring Gala, and coordinates capital campaign programs to finance improvements as directed by the Board of Directors.

The **Strategic Planning Committee** ([strategichair@lindenwaldorf.org](mailto:strategichair@lindenwaldorf.org)) provides recommendations for the school's short- and long-term goals in the following areas: programming, staffing, community, facilities and financial development.

The **Parent Alliance Council** ([pachair@lindenwaldorf.org](mailto:pachair@lindenwaldorf.org)) is composed of a parent representative from each grade/class, and a member each from the Administration and Faculty. Its purpose is to inspire, inform, fundraise, and organize the parent community and to enhance the school's social life through communication and involvement.

The **Governance Committee** ([governancechair@lindenwaldorf.org](mailto:governancechair@lindenwaldorf.org)) identifies and organizes the governing documents, policies, and procedures that guide the School.

## **THE CULTURE OF GIVING**

### ***Volunteerism***

The successful operation of the school relies largely on the time and energy given by parents, family and friends. There is a need for volunteers on both an individual class level and a school-wide level.

From assisting your child's teacher with class needs to helping the school shine through weeding the planters, volunteering helps to promote the culture of giving that is so critical to the success of our school. Your participation helps ensure the vibrancy and effectiveness of the Linden Waldorf School. (Parents should contact the Parent Alliance Chair at [Pachair@lindenwaldorf.org](mailto:Pachair@lindenwaldorf.org) to learn more about specific volunteer opportunities.)

### ***Fundraising***

Our tuition only covers approximately 90% of our school's operating budget. Therefore, to keep our school as affordable as possible, we rely heavily on fund-raising efforts to meet our operational and strategic goals. All parents are asked to embrace this culture of giving and are expected to participate to the best of their abilities.

### ***Annual Fund***

The annual fund campaign is kicked off every fall with an annual giving letter. It provides much needed funds to help with basic operational expenses. The participation of the entire community is particularly critical in the annual fund, because it demonstrates both to potential outside donors and to members of our own community the commitment to Waldorf education that we are making.

### ***Matching Gifts***

Many employers will match donations their employees make to non-profit organizations. Check with your employer to see if your company offers matching gifts. This is a great way for a donor to double or triple a donation.

### ***Capital Campaign***

A capital campaign is undertaken as the need for expanded and refurbished facilities is recognized. It is a time-limited campaign that goes above and beyond the regular fundraising that supports the day-to-day operation budget to provide funds for building, renovation, purchasing land and other large projects.

### ***Memorials/Tributes/Planned Giving***

These gifts allow donors to leave a lasting legacy for the future. Memorials and tributes are gifts accepted in recognition of a person or event and can be designated to special or regular funds. Planned giving is the creation of a gift through an estate, trust, annuity, insurance policy or bequest.

### ***Gifts In-Kind***

Gifts in-kind are an important asset for the school. Donors should check whether a gift can be accepted before an item is delivered. Gifts in kind can include computers, vehicles, or other products that meet current needs. Our classrooms have been enhanced by gifts of furniture, rugs

and curtains, for example. Please complete a “Receipt for Noncash Gifts/Gifts In-Kind” in the Business Office so that you have a tax receipt for your gift. The IRS requires donors to substantiate the value of donated items, so please maintain your own receipts or records along with the acknowledgment from LWS. We also welcome donated services.

### ***Spring Gala***

Each year enthusiastic volunteers, supported by the staff, plan a gala event with a silent/live auction of wonderful items donated by parents and businesses. This offers the double bonus of raising money while providing an opportunity for community members to socialize as adults. Inviting friends from outside the community for this fun event is highly encouraged. For this event, parents are asked to donate or solicit gifts that are sold in the silent/live auction at the Gala.

### ***SCRIP Program***

The LWS SCRIP program is an easy way to raise money for the school. Every time you make a purchase using the SCRIP program, LWS receives a small percentage of that amount. You can find out more information on our website: <http://pa.lindenwaldorf.org/fundraising/scrip-program.html> or email [pascrip@lindenwaldorf.org](mailto:pascrip@lindenwaldorf.org).

## **COMMUNICATION**

Effective communication is an important element in the successful function of every school. We continually seek the organizational forms and processes that are effective for our school. Our various means of communication are described here. We recommend you keep in touch with your class teacher on a regular basis—See the section below “Communicating with Your Class Teacher.”

### ***Linden Life***

Our weekly bulletin from the Administrative Team contains information about upcoming events. It is distributed via email on Fridays.

### ***School Directory***

A School Directory is published each academic year and given to parents at the start of each school year. Corrections and additional information should be submitted to the school office.

### ***ListServ***

The Linden Waldorf School listserv is an email list to help parents stay connected. It is a private list available only for our school community. If you would like to subscribe to this group, please email: [lindenwaldorf\\_school-subscribe@yahogroups.com](mailto:lindenwaldorf_school-subscribe@yahogroups.com).

### ***Telephone Trees***

Each class has a phone tree which is made at the beginning of the year by the Room Parents. It is used to disseminate both class and school-wide information. All official phone tree messages may only be started by the class teacher.

### ***Parent Evenings/Meetings***

Teachers hold at least three (3) parent meetings each year. These meetings are generally three-fold; incorporating artistic activities, curriculum studies and child development relevant to the particular grade level, and review of class progress and upcoming programs. The meetings may explore the social dynamics of the class, plans and information about field trips, and activities

that will take place throughout the year. They provide a significant way to understand your child's education and a chance to connect with the parents of other children in the class. The Class Teacher works in conjunction with the Room Parent to ensure class meetings address the needs and interests of the parents. Parents are expected to attend all class meetings.

### ***Parent / Teacher Conferences***

Formal Parent/Teacher conferences are held in the Fall. Conferences provide an opportunity for parents and teachers to share their impressions about a child's progress in the class. Additional conferences may be scheduled at other times during the course of the year, at either the request of the teacher or parent. (*See information below on Communicating with your Class Teacher.*)

### ***Community Meetings***

The Parent Alliance, Faculty, or Board may occasionally organize meetings during the year dealing with special projects of interest. All parents are encouraged to attend Community Meetings.

### ***Community Bulletin Boards***

Check classroom doors and the bulletin boards located in the Manse and by the walkway for information about upcoming events and community announcements.

## **COMMUNICATING WITH YOUR CLASS TEACHER**

Occasionally parents may have questions or concerns they want to discuss with the class teacher. Because the teacher is "on-duty" during the time parents drop off and pick up their children, it is best to arrange a specific time to talk that is mutually convenient. You can leave a message with the School office to be placed in the teacher's box or email your teacher directly to schedule a meeting time. Many teachers have identified office hours which are posted outside their classroom.

In addition, a Room Parent will be selected for each classroom. The Room Parent assists the classroom teacher in a variety of administrative, support and volunteer functions. The Room Parent and Class Teacher maintain constant communication throughout the school year. Please contact your Room Parent if you need information on class activities. Please note that the Class Parent is in addition to the PA rep and performs a different role.

## **QUESTIONS AND CONCERNS - WHOM TO ASK?**

Please follow these guidelines for communication within the school.

***Questions about Waldorf Education*** in general, may be asked of any teacher. Parent evenings and class meetings are particularly helpful. Administrative staff may also assist in answering or finding answers to questions. The Parent Alliance and the Outreach Committee also assist in planning periodic educational presentations / discussions for parents and potential LWS families.

***Questions regarding your child or his/her class or teachers*** should be taken directly to the class teacher or teachers involved. If questions or concerns still remain after the conversation with the class teacher or teachers involved, follow the guidelines set forth in the *Problem Solving Procedures* section of the handbook.

**Questions regarding the school in general**, the building and grounds, policies or procedures, withdrawals and long-range planning may be directed to the administrative staff or faculty.

**Questions regarding tuition payments, fees and/or other financial-related issues** should be brought to the Business Manager.

**Requests to use the school name and logo** should be directed to the Outreach Coordinator.

**Questions about how to use Trinity Presbyterian Church or Linden Waldorf School facilities** for volunteer efforts, meetings, etc., should be directed to the School Office.

**Questions touching on the specific area of work of a committee** may be taken to the Chairperson of that committee.

**Questions regarding parent involvement in field trips** should be directed to the class teacher.

**Questions regarding parent involvement in festivals, fundraising events or work parties** may be directed to the PA Representative from your child's class.

\*\*Asking your Class Teacher is a good place to start if you are unclear where a question should be addressed. \*\*

### **RE-ENROLLMENT**

Re-enrollment contracts are mailed out in January for the following school year. A student is considered re-enrolled when the re-enrollment contract and the non-refundable enrollment fee are received by the school office.

The contract lists several conditions whereby the school has the right to terminate the privilege of attendance. Please refer directly to the contract for that information.

### **TUITION ASSISTANCE**

Families may apply for tuition assistance as needed, but applications received for the following school year by the deadline in late February will be given priority consideration over applications received later. Applications for tuition assistance are available on our website:

<http://www.lindenwaldorf.org/admissions/TuitionAssist>

### **MEDICAL POLICY**

In general, children with infectious or communicable illness are not to be in school. There are many reasons for this:

1. Safety: We do not have the staff to adequately care for and be with children who have special needs of this nature and who often need to be cared for in quiet separate spaces of the school. This violates our legal need for adult supervision at all times.
2. Protection of other children, faculty and staff members: At school, we strive to keep the exposure of flu, colds, head lice, pin worms, etc. to a minimum.

3. Protection of the sick child: An active day at school is not the optimal environment for a child who needs rest and nurturing to recover from illness.

Please observe the following guidelines where applicable:

1. Do not drop off sick children at school. If your child has a sore throat, heavy cough, headache, stomach ache, nausea, or fever, arrange to have the child stay home or to be cared for elsewhere. The child may return to school 24 hours after the last major symptoms subside.
2. Children with communicable conditions (strep throat, head lice, pin worms, pink eye, chicken pox, scabies, etc.) are not to be allowed in school. Re-admittance of a child who had parasites will be possible upon proof of treatment, including any prescribed waiting period, should one be designated by a physician or the health department. Reexamination upon return, especially in the case of head lice, may be necessary, in which case the parent must remain with the child until he/she is readmitted.
3. In the event doctor prescribed or over-the-counter medicine needs to be administered during the school day, there are clear procedures in order to protect the school, the Staff, other children, and naturally, the individual child. Staff members not allowed to give medicine to children except under the following conditions:

The medication must be provided in the original container (prescription bottle if appropriate). The parent is to bring the medicine to the office along with the written authorization and very specific instructions. Under no condition should medication, prescription or non-prescription, be sent to school in lunch baskets, with snacks, or in backpacks. We discourage bringing vitamins or other pills of any kind. If there is a specific, individual need, please discuss it with your child's teacher or the Administrator.

When a child becomes ill at school or is found to be ill when arriving at school, a parent will be called to pick up or arrange pick up of the child. State Law says that the sick child may not be kept in class and that the parent must pick up the child.

### **NO SMOKING POLICY**

In the interest of protecting the health of our students, employees and parents, smoking is prohibited in all school buildings and on all school grounds. This policy extends to all school-related, off-campus activities attended by our students.

### **MEDIA POLICY**

The faculty finds that Waldorf Education works best with children who experience little or no electronic media exposure. Media's potentially damaging impact is contrary to our focus on nurturing capacities for imagination, independent thinking, healthy feeling and enthusiastic participation. By "media" we include videos, DVDs, video games, CD players, iPods, iPhones, computers, computer games, television, movies and anything that has a screen.

The following policy is put forth to offer guidance and support to families based upon accumulated knowledge and professional expertise regarding child development, education and media exposure. We fully recognize the prevalence of media in our culture and the need that

many adults have for this in their vocation and leisure time. We must also recognize, however, that the adult, unlike the child, has the ability to absorb and consciously process these experiences.

Parents are encouraged to speak to teachers about questions and challenges related to media so that together we can work out a viable approach. If a student's media exposure disturbs the healthy classroom atmosphere, teachers will ask parents to reduce or eliminate exposure.

**Continued disregard may result in a student being asked to leave the school.** Please refer to our recommended reading list at the end of this handbook for excellent books on this topic.

### ***General Media Guidelines***

While television viewing occurs at home and not in the school, its adverse effects are brought to school in altered play patterns, shortened attention spans and hampered listening skills. Even "good shows" or "educational games" rob young children of the time to play imaginatively and rob school age children of "free" time in which they can be creative or read books. In addition, exposure to commercial television creates influences inconsistent with those we emphasize at school. Increasingly, independent researchers are reconfirming these principles.

Thus, we strongly urge the elimination of all media in the early childhood through fifth grade, and ideally through eighth grade. If any media is permitted, students should not watch on school nights (Sunday through Thursday). Weekend watching should be restricted to worthwhile productions lasting no more than one or two hours.

Video and computer games are particularly objectionable because they can create addictive behavior. Ongoing exposure to video games and computer games can lead to obesity, hyperactivity and inattention.

### ***Virtual Play***

Waldorf educators are increasingly concerned about the detrimental impact of virtual play on children. Online virtual sites are not only addictive, but encourage students to view themselves as consumers. The Waldorf philosophy places great value on children learning to explore the richness of the natural world; on developing skills for meaningful interpersonal relationships; on the importance of an unfettered imagination to lay the foundation for critical thinking. Virtual play greatly undermines these values. We very strongly discourage these activities for all students.

Electronic toys, games, digital watches with games and cell phones are not allowed to be used in school and will be confiscated by faculty or staff. These items will be returned to parents. Continued disregard may result in further disciplinary action.

### ***Media Guidelines — Grades 6-8***

Waldorf education seeks to provide meaningful, hands-on experiences that foster appreciation for the natural world and promote enthusiasm about life. Although we encourage the complete elimination of media experiences in the lives of our younger students, we understand that sustaining this expectation may be more difficult for middle school students.

However, it is our experience, and one backed by outside researchers, that students who are exposed to a great deal of media often have a more difficult time focusing on their lessons and frequently become preoccupied with discussions about shows and movies during class. These students are also more likely to be lethargic and apathetic when faced with challenges, and may have difficulty engaging during individual and group projects.

*Once again, in the interest of supporting a dynamic and creative learning atmosphere in the classroom, we urge parents to strongly discourage any media exposure on school nights (including Sundays), and to limit exposure to one or two (1-2) hours on weekends.*

### ***Social Networking, E-mail and Computer Skills***

Although we encourage the gradual development of word-processing and typing skills in 8<sup>th</sup> grade, we strongly discourage our students from using social networking sites or e-mail to communicate with one another. During the middle school years, students can be quite impulsive in their feeling life. Messages may be misinterpreted, forwarded to others, or used as ammunition in social disputes. Thus, please encourage students to engage in direct verbal communication with one another instead.

Text messaging, online social networking, chat rooms and instant messaging also weaken efforts to promote real, meaningful social relationships and are strongly discouraged.

### ***Movies***

Students who attend movies should be encouraged to enjoy films with inspiring storylines and well developed characters. Parents are encouraged to develop a list of good choices to share with one another. There may be a few, very limited occasions when a movie rated PG-13 may be appropriate for upper school students. However, R rated movies are strongly discouraged. As always, any activity where students are engaged in a creative process is much preferred over passive viewing. In particular, please be sensitive to the impact your children's media exposure may have on their classmates. We urge you to discuss these issues with your child's teachers and at class parent evenings.

### **VISITORS**

All visitors to the School, including parents, must sign in at the main office to receive a visitor's badge. Please do not deliver items to your child's classroom. Interruptions are disruptive to the teacher and to the students. If your child has forgotten something, please drop it by the office and a member of the office staff will deliver it to your child.

### **TELEPHONE USE**

Please refrain from cell phone use in the lobbies, hallways, and play areas. Our intention is that we are present to each other and the other children while on campus. The office telephones are for conducting school business and are in constant use. Children are permitted to use the telephone at any time during the day with written permission from their teacher. Should a parent wish to leave a message for a child, we'll be happy to convey it. In an emergency, we'll be glad to bring your child to the telephone to speak with you.

### **FIELD TRIPS**

Students are expected to attend field trips as they are a part of the curriculum offered by the school. Field trips are an extension of classroom work with specific learning objectives and opportunities for social development.

The following procedures are intended to protect the safety of our students, staff, and volunteers while participating in field trips. All adults with supervision responsibilities during a trip off

campus must be familiar with the procedures and demonstrate a commitment to abide by them. Adhering to these expectations of proper behavior during field trips supports the teacher in keeping the group safe and engaged in the experience.

- The teacher is the leader of the group and the itinerary for the field trip.
- In order for a child to participate in a field trip, a parent must sign a Field Trip Permission Form. This form communicates the trip's date, destination, meal arrangements, and return time. [For overnight trips, additional information, such as a packing list, will be given by the class teacher.] On this sheet the parent will be asked if he/she is available to drive on the field trip.
- Field trips are made possible by parents who give of their time to drive and chaperone. Chaperones/drivers support the teacher's goals and follow the itineraries for the trip and assure the children's safety. Absolutely no changes to the itinerary will be made by accompanying chaperones/drivers without consultation with the class teacher.
- Final decisions of chaperone attendance on each field trip will be left to the discretion of the class teacher. [Please note that for some field trips there will be no parent chaperones.] Because all adults involved in a field trip must be focused on their supervisory role, attendance of siblings or other children is not allowed unless notified otherwise by the teacher. Families are encouraged to rotate this involvement so all who are interested can participate.
- Drivers are required to leave a copy of their driver's license and car insurance card on file at school. All state laws for transporting children must be obeyed. Please reference the State of Tennessee Child Restraint Laws for regulations regarding the proper seating of children in a motor vehicle ([www.tn.gov/safety/newCRD.shtml](http://www.tn.gov/safety/newCRD.shtml)).
- It is the policy of Linden Waldorf School that volunteer drivers, who have been assigned by the class teacher, may be reimbursed at the current IRS charitable contribution deduction rate for mileage. Please submit a request for mileage reimbursement in the Business Office if you wish to be reimbursed. Another option is to deduct miles driven in the service of the school under the following IRS guideline: "Section 170(i) provides a standard mileage rate of 14 cents per mile for purposes of computing the charitable contribution deduction for use of an automobile in connection with rendering gratuitous services to a charitable organization under § 170." [Amount is subject to change as IRS regulations change.]
- Media policy/food policy/cell phone policy en route to field trip sites are in line with LWS school policies. Please reference these policies for further information. Teachers will notify chaperones/drivers if there are special exceptions due to developmental stage (e.g., appropriate music on upper grades field trips).

## **FESTIVALS**

Linden Waldorf School marks the rhythms of the year through the changing seasons and the coming and going of festivals. We hope to bring a better understanding of these festivals to our community, as they are deeply fulfilling experiences for both young and old. Look at the school calendar for Festival celebration dates. Please talk with your child's teacher if you wish to share your own traditions with your child's class.

***Rose Ceremony (August)***

This all-school assembly marks the beginning of the school year. Teachers are introduced and give a short introduction to their year. Following a story by the first grade teacher, the eighth graders give a rose to each of the new first graders, thus marking the beginning of their grades journey.

***Michaelmas (September)***

Around the fall equinox, the festival of Michaelmas brings consciousness to the changing of the season and the attributes represented by the archangel Michael: strength, courage, and clarity of thought. During the season between the summer and winter Solstices we strive to overcome our ‘dragons,’ our lower, less noble aspects. At the assembly the second and sixth grade will share a small play with song. The afternoon is filled with field games for the children to practice courage, strength and skill.

***Rosh Hoshanah, Yom Kippur, Succoth, Hanukkah, Purim, Passover***

These traditional Jewish holidays are celebrated within the third grade curriculum and at the discretion of teachers in other grades.

***Diwali (November)***

The Hindu Festival of Lights, usually celebrated by the fifth grade and at teacher discretion. Our fifth grade performs a Dandia dance at the Elves’ Faire in celebration of Diwali.

***Halloween (Ms. Pumpkin Village)***

Our Early Childhood classes have “Ms. Pumpkin’s Village,” created by parents for the children. It is different every year, but workers of the village may include a tailor, a banker, a candlestick maker, miller, baker, farmer, and wizard. Children stroll through the village receiving natural tokens from each stop along the way. Ms. Pumpkin reigns over the village handing out little pumpkins.

***Dia de los Muertos***

Celebrated in conjunction with Spanish class.

***Elves’ Faire (November)***

The Elves’ Faire is a gift from the parents to the children and the entire community. The Parent Alliance, in conjunction with faculty, is responsible for organizing the event. All families participate by making crafts and food, and working to set-up, take down, and carry out the festival.

***Martinmas (November)***

This is the festival of St. Martin, who divided his coat with a freezing beggar. We celebrate the inner light, which burns brighter as the days are getting shorter. The second grade hosts a lantern walk in the evening for first and/or third grade. In our Early Childhood, we celebrate with circle songs, and lantern making.

***Thanksgiving***

Celebrated at teacher’s discretion. We have a moment of reverence at snack time. Classes may have a feast, prepared by the children, in celebration.

***Winter Garden (late November/early December)***

Celebrated by the early childhood and lower grades, the children walk an evergreen spiral to light their own candles and set them on the path. This beautiful ceremony makes outward the inner process of rekindling our inner lights during times of darkness. Our 7<sup>th</sup> and 8<sup>th</sup> graders

contribute music to the event and many older students elect to join the younger children on the spiral path.

***St. Nicholas Day (December)***

Our children often wash their boots the day before St. Nicholas may arrive. We have a story, and typically St. Nicholas brings a walnut and fruit, which the children find in their shiny boots.

***St. Lucia Day (December)***

Our fourth grade class prepares buns to deliver to the grades. They do this in a procession, led by the oldest girl of the class with a wreath of candles on her head.

***Candlemas (February)***

The celebration marks the beginning of the end of winter. This is the day each class makes hand dipped beeswax candles for our Winter Garden.

***Valentine's Day (February)***

Each child brings hand-made valentines for each child in the class per the teacher's instructions. Candy is not allowed. Teachers help celebrate with stories.

***Season of Lent, Easter***

Celebrated at the discretion of each teacher, the Season of Lent marks a forty day period of personal reflection. Easter concludes the Season marking a time of rebirth and renewal.

***May Faire (May)***

A festival celebrating the glories of spring. We celebrate with an all-school assembly, procession to the May Pole, the arrival of the May Queen, and finally dancing around the May Pole. Dances are learned by each class in conjunction with Spatial Dynamics and class teachers. An all-school picnic follows.

***Reverse Rose Ceremony (June)***

Our last all-school assembly, on the last day of school, when the first graders give roses to their eighth grade buddies, who have now graduated.

In Early Childhood classes, we have a ***Rainbow Bridging Ceremony***, when our "Crown" children going on to first grade cross the bridge to their new classroom. We also have a ***Baby Naming Ceremony*** for the dolls that our oldest children make during the late winter and spring. Parents of these children are invited.

**COMMON COURTESY**

A safe and supportive environment is essential to the well being of the School and all the members of the community. We expect all students, parents, siblings and all visitors to abide by the standard of conduct set by the School. These standards apply to all school-sponsored activities, on or off campus, including all school-sponsored trips and events. We expect **Mutual Respect, Attentive Listening, Kindness, and Best Effort.**

***Mutual Respect***

I will treat others with **respect** at all times and can expect to be treated with **respect** by others, at all times. This is the most important agreement.

***Attentive Listening***

When another is speaking, **I listen**. **Listening** means: not talking, not interrupting, not ignoring, and looking at, as well as **listening** to, the other. We listen with our whole selves, not just our ears.

***Kindness***

**Kindness** is how we treat ourselves, others, and our environment, every day, and goes even beyond Mutual Respect. **Appreciations** are what we do; put-downs are what we do not do. **Appreciations** are things we say to or do for others that make them feel good; put-downs are things that, if said to or done to others, would not. Actions or words that are unkind are unacceptable.

***Best Effort***

In all activities and at each moment I will **do my best**. This applies to my work in class, my preparation for class outside of school, and my interactions with others. By **doing my best** at all times I can live without regret and feel that my contribution to the community is brought forth from the parts of myself that strive for the highest ideals.

**PROBLEM SOLVING PROCEDURE**

The faculty and staff of Linden Waldorf School are deeply committed to the health and well-being of our school community. All concerns will be heard, given ample attention, and responded to in as timely a manner as possible. Please follow the steps below to address any issues or disputes:

**Step 1. *Direct Face-to-Face Discussion:*** Whenever a problem or disagreement exists between individuals within the school community, the individual identifying the problem (the Presenter) is encouraged to reflect upon the issue personally first. Attempt to clarify the concern from various angles and try to reach an understanding that will help you best communicate it to the person or people with whom you are feeling in conflict. Then, take the matter up directly and personally with the other party.

**Step 2. *Discussion with Faculty Leadership Council, and/or Member of the Faculty Leadership Council or Faculty Coordinator:*** If the problem or disagreement is between a parent (or child) and a teacher, and attempts to resolve the matter at Step 1 have been unsuccessful, the Presenter may take the matter to the Faculty Coordinator or FLC section rep. If one of the parties involved in the problem or disagreement is the FLC section rep, an alternate faculty member of FLC may be asked to participate. The Faculty Coordinator and/or FLC will solicit assistance from the Faculty as needed. If a resolution is not identified at this step, the Presenter may proceed to Step 3.

**Step 3. *Discussion with the Administrator and Facilitated Meeting:*** If the disagreement cannot be resolved between the parties, then the Presenter may make an appointment with the School Administrator. The Administrator will convene a meeting of all involved in an attempt to facilitate an amicable resolution of the problem.

## **ACADEMIC HONOR, EXPECTATIONS AND REQUIREMENTS**

Each student is called upon to be a thoughtful, creative individual who contributes to the School in a positive, upright and cooperative manner. All students are expected to act honorably, present their own work, and understand the negative effects of cheating and plagiarism not only on their own achievements but also on the general learning environment of the School. We expect students to complete all homework assignments on time, with optimum effort and to take responsibility for any and all assigned work.

### ***Notices of Concern***

Teachers send Notices of Concern to notify families of particular problems in the student's performance. A Notice of Concern may be sent to notify parents that the student's behavior in class is having an effect on the student's performance. Missing homework, low test or quiz scores or assignment grades are also reasons for Notices of Concern. Explicit reference is made when a student is in danger of failing. A copy is placed in the student file.

## **STUDENT DISCIPLINE POLICY**

Discipline in a Waldorf School is an important, integral part of the curriculum. Pedagogical classroom management, an aesthetic sense of order, and appropriate consequences for misbehavior aids the child's self discipline. The purpose and overall goal of discipline is to aid in the moral education of the student.

### ***Early Childhood***

In the Waldorf Early Childhood classes we strive to understand the nature of the young child and create a schedule which allows for an appropriate balance of "breathing in" and "breathing out" activities. This can eliminate some of the difficulties which are often found in preschool settings. There are long periods of free play, both indoors and outside. The consistency of a daily rhythm allows the children to know, out of habit, what is expected of them at any given time.

Teachers model ways of resolving issues or conflicts among the children. When required, teachers may use "take a break" (instead of "time-out"), a period of time spent working with or helping one of the adults, until the teacher feels that the child is ready to rejoin his or her classmates.

If difficulties are persistent, a teacher may request a conference with the parents. The adults can then assess the situation and work together to find ways to help the child express himself/herself in more socially appropriate ways. Sometimes children can also be helped by changes in diet and daily routines. Parents can be of assistance by informing teachers of changes at home that may result in unusual behaviors by their child.

### ***Grades***

Students are expected to have respect for teachers, other students, school and individual property, and to be diligent in their studies. When a student falls short of these expectations, the teacher or staff member responsible for the student at that time decides what corrective action is appropriate. Disciplinary steps may include a verbal reminder, parent contact, suspension and/or probation.

In case of misbehavior, consequences should ideally:

- Relate as closely as possible to the misdeed (to fit the situation).
- Fit the “temperament” of the child.
- Provide an opportunity for reconciliation or restoration, and an opportunity to “set things right.”
- Aid in the moral development of the student.

Consequences should be specific to the student and situation. This requires a great deal of creativity on the part of the teachers in our school.

## CLASSROOM / SCHOOL DAY INFORMATION

### SCHOOL CLOSURES, SNOW DAYS AND EMERGENCIES

Linden Waldorf School will close on snow days or for tornado warnings when necessary. Listen to 90.3 Nashville Public Radio (WPLN), or watch Channel 2 (WKRN), Channel 4 (WSMV), or Channel 5 (WTVF) if you have any questions about weather conditions. We will always post school closings on the website ([www.lindenwaldorf.org](http://www.lindenwaldorf.org)) and on the school phone message, 354-0270, by 7:30am.

### DRESS CODE

Linden Waldorf School’s dress code stems from Waldorf education’s ideals of beauty in the environment and respect for self and others. We believe that proper school attire promotes self-respect and a positive attitude. Clothing should not be a distraction in the learning environment and should allow the children the freedom of active play. Please support the school’s efforts to create an environment conducive to learning. Dress code standards apply to all grades unless specifically discussed later in this section.

Clothing worn to school should be:

- neat and in good repair, with any holes patched
- free from images, logos, brands, advertising, band/musician names, and writing
- made of solid or patterned fabrics (please refrain from choosing camouflage)
- appropriate for the weather (layered for changeable weather days) and suited to active play
- School approved clothing with the LWS logo is permissible for all children.

Coverage is as follows:

- Shirts must cover the shoulders
- The midriff must be covered even with arms raised above the head
- Shorts and skirts must be below fingertip length (please remember shorts or leggings under skirts)

Shoes

- Are gizmo-free (no lights, wheels, pendants, etc.)
- Provide for sure-footedness (mules, slip-ons, crocs, high heels are not allowed)

- Protect the top, toes, and heels of feet; sandals which protect the whole foot, like Keens and other brands are acceptable
- Are worn at all times and extra socks should be kept at school

Rain gear includes boots, rain coat or rain jacket, and rain pants (pants optional in Grades 5-8). Cold weather gear includes hats, gloves, mittens, sweaters, boots and coats. Jacket or coat hoods are not a good substitute for hats. Hats and head coverings, except for religious purposes, should not be worn indoors.

No make-up, nail polish or hair coloring. No extreme hairstyles. Watches are for 3<sup>rd</sup> grade and above after time telling is introduced. Watches with dial faces rather than digital watches are recommended. No beeping watches.

A teacher may use his or her discretion to decide whether clothing should be covered or changed. Concerts, festivals, specific field trips and water play days may require different dress. Parents will be informed of such events ahead of time.

***Early Childhood***

Early childhood children are required to wear a hat when playing outside throughout the year. Please provide a cloth, fully-brimmed sunhat for the spring and fall and a warm winter hat that covers the ears for the winter months. The following is a list of articles of clothing each child needs to maintain in her/his cubby. ***Please send your child to school in closed toe shoes. Crocs and flip flops or open-toed sandals are not appropriate on the play yard.***

The following items should be clearly labeled with your child’s name:

<b><i>By first day of school:</i></b>	
<b>One pair each socks and underwear</b>	<b>Pants</b>
<b>Shirt</b>	<b>Sun Hat (summer)</b>
<b>Waterproof rain pants</b>	<b>Rubber boots</b>
<b>Waterproof raincoat with a hood or a rain hat</b>	<b>Plain pair of comfortable inside shoes or slippers</b>

<b><i>Beginning with the cooler weather:</i></b>	
<b>Warm hat (winter)</b>	<b>Mittens</b>
<b>Sweater</b>	<b>Light jacket</b>

***Spare Clothing***

Linden Waldorf students play outdoors every day unless there is thunder and lightning or an unusually big storm. As a result, sometimes students may need to change clothes during the day.

Early Childhood, first, second, and third grade children are asked to have a complete set of clothing stored in the classroom. Fourth grade and older may need fewer items. *Please check with the class teacher about spare clothing and indoor shoes.*

Please take home soggy, dirty items on rainy or snowy days. Send replacements right away. Wash and return borrowed clothing as soon as possible. Children who get cold easily may need to keep a sweater at school.

***All spare clothing, outerwear and boots should be clearly labeled with your child's name.***

### ***Grades 7- 8***

As children enter the middle school grades, they are provided with additional responsibility and freedoms. In an effort to allow for this, and to encourage greater independence, the dress code for grades 7 – 8 allows for greater flexibility.

For example, screen-printed clothing is permitted for students in grades 7 and above. Students in these grades should not wear clothing with potentially offensive words/pictures and should use their best judgment, erring on the side of caution when choosing what clothing to wear. **All students in grades 7 – 8 are expected to keep an extra set of clothes on campus should a teacher determine the student's apparel is not appropriate.**

Final dress codes standards for students in grades 7 – 8 are made at the discretion of the class teacher and will be communicated directly to the students and class parents.

### **ATTENDANCE**

Your child's attendance at school is crucial to his/her progress. When a child is absent, not only does he/she miss the material that was presented, which is the foundation for all that follows, but he/she also misses the social activities of the class that day and may return to find he/she has missed a shared experience. We expect all of our students to develop excellent attendance records, including arriving on time for the first class of the day. Excellent attendance shows a commitment to learning and a respect for the learning environment and serves as a good preparation for meeting responsibilities later in life. Doctor and Dental visits should be scheduled outside of school time. Arriving a few minutes early sets a relaxed tone for the day and allows extra time for unavoidable delays like traffic or bad weather.

### **TARDINESS**

Persistent tardy arrivals are disruptive to your child's education as well as to the life of his or her class. Each day in the Waldorf classroom is planned to provide a rhythmic, harmonious balance between activities that call for self-control and concentration and activities that allow freedom and expression. To experience this daily rhythm, it is crucial that children arrive on time for the beginning of the school day. Students will be marked tardy when they are not in class at the start of class time. Chronic tardiness will be addressed by the teacher with either a Notification of Concern or a conference with the parents. Continued tardiness after this meeting indicates that the school may not be a good fit for the family. The class and subject teachers will make a determination as to whether the child's tardiness has had an adverse effect on the child's educational needs. The student's enrollment in Linden Waldorf School may be jeopardized.

**ABSENCE**

The School expects all families to plan their year around the school calendar. The School is required to adhere to Truancy guidelines as set by the Tennessee Department of Education. ***Excessive absences and/or frequent tardiness may affect a student's standing in his or her class and could lead to disciplinary action including dismissal from Linden Waldorf School.***

- **Call the school office (615-354-0270) before 8 a.m. to report absences for students.** Speak with the office manager or leave a message. Calls from students will not be accepted.
- If a child is absent 3 or more consecutive days, a note from an attending physician may be required.
- If a student is absent for 15 days cumulative (consecutive or non-consecutive), the parents will be notified in writing and the parents may be asked to meet with their child's teacher, the faculty coordinator, and/or the School Administrator.
- When a student must be absent for unavoidable obligations, the family must notify the Class Teacher in writing at least two weeks in advance of the absence to request any accommodation for missed work.
- For excused absences, every attempt will be made to help the student make up missed work, including tests and quizzes.
- LWS is required by the State to report any child with 5 or more unexcused absences to the Truancy Office.

Subject classes are a vital part of the balance of Waldorf curriculum and are as important as any other part of the student's learning experience. For some students they are more important, coming at a time of day when they are receptive to putting the morning's work into hand, heart and head through specialized subjects. Auditory learning skills are honed during foreign language classes, the roots and branches of memory nurtured through movement/Spacial Dynamics, math skills are solidified through cross stitch, a love of reading increased through string games and the will to complete homework and life's work is developed in woodwork and clay. When working in concert with the main lesson blocks, the work done in the subject classes completes the lessons. Skills are built in these classes cumulatively from class to class, week to week and year to year. Teachers tend to teach in blocks and units. Often within the rhythm of three classes an entire scope of work is introduced, learned and reviewed.

**ILLNESS**

By law, the school must be informed of, and post the occurrence of, any communicable disease. This includes strep throat, head lice, pinworms, chicken pox, pink eye, etc. Communicable diseases require treatment before the child can be re-admitted. The child may require medical clearance. A child who has head lice, for example, must be nit free to return to school.

If a student is ill during the day, the parents will be called to give permission for the student to leave early. Please note that the School does not have accommodations for students to rest while ill at school. *Students who do not feel well enough to be at school need the rest and comfort of home for a speedy recovery.*

Please be diligent about updating files in the Main Office, if phone numbers, address, emergency contacts or health insurance information change during the year.

### **DAILY ARRIVAL AND MORNING CARE**

Linden Waldorf School's entrance is the walkway that begins at the wooden bulletin board near the parking area and leads to the bridge of the main building. Please do not enter school from the front of the Church.

Morning Care begins at 7:30 am every morning. Students should be brought to the upper playground area (or Fellowship Hall on rainy days—when the church door may be used). A faculty or staff member will greet the children who arrive early. All children arriving before 7:50 am must be escorted directly to the Morning Care Provider and signed in. Morning Care is a service that is offered on a drop-in basis and carries a fee that is billed quarterly.

### **PARKING INSTRUCTIONS**

We ask everyone's help keeping our campus, staff, students and visitors safe, especially related to areas of parking lot safety and door security.

- Park only in approved areas. If you park on the front drive, it should only be on the side closest to the front lawn area, not the church-side of the drive. Never double park in both directions of the front drive or in the turnaround circle by the Early Childhood classrooms. There is overflow parking available in the paved lot closest to the Sharondale entrance.
- Never unlock a locked door to exit the building. If you need to exit through the front of the building near the Fellowship Hall or Sanctuary, please do so at a door that has a crash bar, as it will automatically lock behind you.
- All entrances and exits should happen from the school side of the campus. There are two exceptions for this. One – if you are dropping off a student for morning care in the Fellowship Hall on days with inclement weather or Two – if attending an all-school function taking place in the Fellowship Hall or Sanctuary. The small gate next to the Early Childhood play yard is locked both will begin locking the small before and after the regular school day.
- Do not leave valuables in your car in plain sight. This includes purses, backpacks, electronic devices, etc.

Thank you in advance for your heightened awareness and assistance related to these areas of concerns. If you have any questions about this information or want to share any other concerns about school safety, please stop by the school office

### ***Early Childhood***

- Classroom doors open at 8:15 am. Please take your child to the restroom just prior to your arrival to class. (Please insist that your child try if you have spent more than 20 minutes in the car.) You should greet the teacher at the classroom door and then say good-bye to your child. If you have any questions about how best to separate from your child, please talk to your class teacher.

- There are sign-in sheets for each class outside the classroom. Teachers are not available for conferences during this time. You may note on the sign-in sheet if you need to speak with a teacher and an appointment will be scheduled.
- If you arrive after 8:30 am and the classroom door is shut, please sit quietly with your child outside the room until the teacher opens the door. It is best to model prompt arrival for your young child. It can help set a good habit for the family that will carry into the coming years. Late arrivals are detrimental to the rhythm of the day and to the whole social group, possibly contributing to a difficult day for your child. After three (3) tardies, your child's teacher may schedule an appointment to help address issues of late arrival.

### **Grades**

- Beginning at 7:50 am students may wait quietly outside the classrooms. Grades 1-5 Class Teachers greet students at the doorway of the classrooms from 8:00 am – 8:15am. Grades 6-8 Class Teachers greet students at the doorway of the classrooms from 7:50 am – 8:00am.
- **Grades 1-5 classes begin promptly at 8:15 am and Grades 6-8 begin promptly at 8:00am.** Students are expected to be in their rooms at least 5 minutes prior to the start of class. This gives them time to settle in and socialize. Drivers must allow 5 minutes for the child to get from the car to the classroom. Both drop-off and pick-up times will be affected by our long walkway.
- Tardy students in Grades 1-5 arriving between 8:15 am and 8:30 am should gather in the upstairs hallway of the classroom building. A school staff member will escort the tardy students to the classrooms at 8:30 am. Students in Grades 6-8 should go to the office after 8:00 am.
- Grades students who arrive after 8:30 am must be escorted to the office by an adult to check in and receive a red tardy slip before being escorted to their classroom by a staff member.

### **DAILY DISMISSAL**

Students will only be dismissed to adults listed in a child's office file. Please send a written note if any other person will be picking up the child. If someone unexpected must pick up your child, this should be cleared through the Main Office before the end of the child's school day. The school must be fully informed of any legal situations affecting drop-off or pick-up schedules on school days.

Once a child has been picked up, the attending adult is responsible for remaining with the child and for supervising behavior. Please make all carpool arrangements and visiting dates ahead of time. Children are happiest when transportation to and from school is consistent and when both the child and the teacher are familiar with the plan. *Play dates need to be planned well in advance (we suggest 24 hours in advance), not at dismissal.*

### **Early Childhood**

The Early Childhood program ends at 12:30 pm. Please pick up your child promptly at 12:30 pm so that those children who are staying for Resting Stars can get settled in a quiet atmosphere.

***Half day school dismissal for the Early Childhood program is at 12:15 pm.***

Children will be dismissed from the kindergarten play yard. You may:

- Park in the school parking lot and walk down to the play yard to sign out and pick up your child.
- Drive up in the pick-up line in front of the church and your child's teacher will escort him or her to the car. Please stay with your car.

Please be mindful of the church property and only park in the school parking lot for arrival and dismissal and not in front of the church building by the kindergarten play yard. See Parking Instructions section for more detail,.

### ***Early Childhood, Resting Stars (12:30 pm – 3:00 pm)***

*(Early childhood children staying for lunch, nap, and Resting Stars must be pre-registered. We cannot accept children on a "drop-in" basis.)*

Our Resting Stars program is available for children who need to stay later than 12:30 pm. Lunch takes place from 12:30 pm - 1:00 pm and nap and quiet time take place from 1:15 pm - 2:30 pm. Students should be picked up no later than 3:00 pm unless they are staying for After Care. Children in Resting Stars should bring lunch in a soft lunch bag or basket with a cloth napkin, a cup for water, and silverware if needed. Please do not send lunches in a lunch box with characters on it.

Please bring a baby pillow, crib sheet, and blanket, all labeled with your child's name. Crown Kindergarten children (rising first graders) will need only a small pillow and blanket. These will be kept at school and sent home for washing as needed.

### ***After Care (3:10 pm – 5:30 pm)***

Grades students are dismissed at 3:00 pm. At 3:10 pm, teachers will escort all remaining children to After Care. All students must be picked up by 5:30pm. Be sure to sign out your child with the After Care teacher before leaving campus to ensure proper billing.

Though After Care is a service that is offered on a drop-in basis, it carries a fee that is billed quarterly. Please alert your class teacher in the morning if you plan to utilize After Care for your child that afternoon. ***Parents will be billed \$1.00 per minute for pick-ups after 5:30 pm.***

## **LUNCH AND SNACKS**

Children are given a mid-morning snack time in their classrooms. In the Kindergarten, snacks are prepared communally and ingredients are provided by the parents and teachers. In the Grades, parents are encouraged to send their children with an ample and wholesome snack each day. Children should not bring chewing gum, sodas, candy, desserts, or juice boxes. Trading of snack or lunch items is discouraged.

We ask that lunch boxes not have any media images on them. Please be mindful of using reusable containers and avoiding pre-packaged foods, so we create less garbage. This is also part of the children's education.

## **EARLY CHILDHOOD – ADDITIONAL INFORMATION**

### ***Rhythms***

Children are carried along by the rhythms of the world in which they live, from the cadence of breathing in their bodies to the daily patterns of sleeping and waking. The yearly cycle of the

seasons and the rhythmic procession of stars across the heavens are part of life's experience. Children flourish when their daily activities are arranged rhythmically to reflect the natural order of life.

Thus, the Early Childhood activities flow with a sense of "breathing in" and "breathing out," from the quiet moments of fairy tale and circle to the active moments of vigorous work and play. Typically, the children are involved in creative play during the early part of the morning. This is preceded and followed by circle activities that require concentration and group participation. After snack, the children go outside to play, returning indoors finally to the magic of listening to a fairy tale. All transitions between the activities are graced with a song. Each day has its own special activity, which usually takes place during free play period; for example, baking on Thursdays. A schedule of daily activities is posted in each Early Childhood room.

Just as children are carried along by the regular rhythms of the school day, so too are they nourished by regular rhythms offered at home. As difficult as it is in these modern times to establish set meal times and bedtimes, we strongly encourage you to do so. It is very important for young children to go to bed at the same time every night and we recommend that this be no later than 7:00 pm. Please feel free to contact your teacher if you would like some ideas for making this transition a successful one for parent and child.

### ***Signing In and Out***

The State Department of Education regulations require that you sign your child in each day and tell us at what time you will be picking him/her up. This can be noted on the sign in-out sheet outside of each classroom.

Parents must also provide a list of all authorized adults that have permission to pick up their child on an emergency consent form.

### ***Home Visits***

Home visits are usually scheduled in August or during the fall term. They give the children an opportunity to feel the connection between home and school. Home visits also give the teacher a picture of the child's home life, which can be helpful in understanding the child more deeply.

## **MUSIC PROGRAM**

Strong music programs are a hallmark of our Waldorf curriculum. Through singing, recorder playing and stringed instrument playing, Linden Waldorf School students experience music in the most personal way possible, and practice good listening habits, group awareness and cooperation on a daily basis.

Because of the special nature of music study and performance, students need to demonstrate a high degree of self-discipline. Here are guidelines for success in music:

### ***Conduct***

To help each student maximize learning and enjoyment in music class or rehearsal, each student is expected to follow the School's expectations of conduct, including best effort, attentive listening, mutual respect and kindness."

***Private Lessons***

Each Linden Waldorf student in Grades 4 and up is required to take at least one 30-minute lesson each week from an ***experienced professional teacher***. The private teacher helps the student with technical issues, leads the student through appropriate repertoire for the instrument and answers any questions the student may have about that week's assigned school orchestra music. Students are strongly encouraged to take a minimum of five (5) private lessons during the summer.

***Practice***

It is important that parent's help students develop regular practice habits by finding a good, workable time and place for practice. Requirements for practice vary by grade.

***Concert Attendance***

Public music performances provide experiences that students can gain in no other way. A choral or instrumental performance is a peak experience on every level: musical, social and spiritual. Performance dates are on the school calendar so that parents can have ample time to ensure that their children reap all the benefits of each performance. All parents and students of the school, as well as friends in the community, are invited to attend these free concerts!

***Concert Dress***

- Official Linden Waldorf School shirt (Shirts may be ordered from [Lands End](#) . Go to the School Uniform Page and find the evergreen interlock polo. Our school code is 900105065 for the school logo.)
- Khaki skirt or pants
- Dark shoes

## ADDITIONAL RESOURCES

**RECOMMENDED READING*****Education – Waldorf***

- Understanding Waldorf Education *by Jack Petrash*
- Waldorf Education – A Family Guide *edited by Pamela Johnson Fenner & Karen Rivers*
- The Education of the Child *by Rudolf Steiner*
- The Uses of Enchantment: The Meaning & Importance of Fairy Tales *by Bruno Bettelheim*
- Teaching as a Lively Art *by Marjorie Spock*
- Confessions of a Waldorf Parent *by M. Gorman*
- Learning to Learn: Interviews with Graduates of Waldorf Schools *by AWSNA*
- School As a Journey: The Eight-Year Odyssey of a Waldorf Teacher and His Class *by Torin Fisner*
- Beyond the Rainbow Bridge: Nurturing our Children from Birth to Seven *by Barbara J. Patterson*

***Education – General***

- Endangered Minds: Why Children Don't Think and What We Can Do About It *by Jane Healy*
- The End of Education *by Neil Postman*
- Miseducation: Preschoolers at Risk *by David Elkind*
- Killing the Spirit: Higher Education in America *by Page Smith*

**Culture**

- *The Hurried Child: Growing Up Too Fast Too Soon by David Elkind*
- *Endangered Minds by Jane Healy*
- *All Grown Up & No Place To Go: Teenagers in Crisis by David Elkind.*
- *The Disappearance of Childhood by Neil Postman*
- *Amusing Ourselves to Death: Public Discourse in the Age of Show Business by Neil Postman*
- *Reviving Ophelia: Saving the Selves of Adolescent Girls by Mary Pipher, Ph. D*
- *Evolution's End: Claiming the Potential of Our Intelligence by J.C.Pearce*
- *A is for Ox: The Collapse of Literacy and the Rise of Violence in an Electric Age by Barry Sanders*
- *ConsumingKids: The Hostile Takeover of Childhood by Susan Linn*

**Electronic Media – television in particular**

- *Amusing Ourselves to Death by Neil Postman*
- *The Plug-In Drug by Marie Winn*
- *Four Arguments for the Elimination of Television Children's Minds by Susan R. Johnson, M.D.*
- *How Television Poisons Children's Minds by Everett Miles, Ph. D.*
- *The Children of Cyclops: The Influence of Television Viewing on the Developing Human Brain by Keith Buzzel*

**Computers in Education**

- *Failure to Connect by Jane Healy*
- *Computers in Education by Sloan, Fink & Mitchell*
- *The End of Education by Neil Postman*
- *Technopoly by Neil Postman*
- *Silicon Snake Oil: Second Thoughts on the Information Highway by Clifford Stoll*
- *The Future Does Not Compute: Transcending the Machines in Our Midst by Stephen Talbott*
- *The Computer Delusion (Atlantic Monthly, July 1997) by Todd Oppenheimer*
- *The Child and the Machine by Armstrong, Alison & Casement*

**Parenting**

- *Transforming the Difficult Child: The Nurtured Heart Approach by Howard Glasser*
- *You Are Your Child's First Teacher by Rahima Baldwin*
- *Raising A Daughter by Jeanne Elium and Don Elium*
- *Raising A Son by Jeanne Elium and Don Elium*
- *The Way of a Child by A.C. Harwood*
- *Emotional Intelligence by Daniel Goleman*
- *Your One thru Thirteen Year Old, a series of books written by Louise Bates Ames, Ph. D.*
- *Simplicity Parenting by Kim John Payne*

**QUOTES ABOUT WALDORF EDUCATION**

“What every parent would wish as the best for his or her children, Waldorf education provides. The fullest development of intelligent, imaginative, self-confident and caring persons is the aim of Waldorf education. This aim is solidly grounded in a comprehensive view of human development, in an intellectually rich curriculum, and in the presence of knowledgeable, caring human beings at every stage of the child's education.

*Dr. Douglas Sloane, Professor of Education, Teachers College, Columbia University*

"Pushing skills before children are biologically ready sets them up to fail."

*M. Baker, M.D. - Executive Director - Gesell Institute of Human Development*

"Waldorf education draws out the best of qualities in young people. While this is not an instant process, the values they learn provide a lifelong platform from which to grow."

*Gilbert Grosvenor, President Emeritus of the National Geographic Society*

"Education is not the filling of a pail but the lighting of a fire."

*William Butler Yeats*

"The importance of storytelling, of the natural rhythms of daily life, of the evolutionary changes in the child, of art as the necessary underpinning of learning, and of the aesthetic environment as a whole--all basic to Waldorf education for the past 70 years--are being 'discovered' and verified by researchers unconnected to the Waldorf movement."

*Paul Bayers, Professor Columbia Teachers' College*

"If you've had the experience of binding a book, knitting a sock, playing a recorder, then you feel that you can build a rocket ship-or learn a software program you've never touched. It's not bravado, just a quiet confidence. There is nothing you can't do. Why couldn't you? Why couldn't anybody?"

*Peter Nitze, Waldorf and Harvard graduate, and Director of an aerospace company*

"Waldorf students are encouraged to live with self-assurance, a reverence for life and a sense of service."

*Ernest Boyer, President, Carnegie Institute for the Advancement of Teaching, Former U.S. Commissioner of Education*

"Flexible, agile fingers in childhood lead to mobile, creative thinking in adult life."

*Alstan L. Hegg*

"Waldorf education places the development of the individual child in the focal point, convinced that the healthy individual is a prerequisite for a healthy society."

*The International Conference on Education of the United Nations Educational and Scientific Cultural Organization*

"[Waldorf education] encouraged me to always strive to become a better human being."

*Norwegian Prime Minister Jens Stoltenberg*

"Waldorf education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and so with joy, which is the only true basis for later study. The textures and colors of nature, the accomplishments and struggles of humankind fill the Waldorf students' imaginations and the pages of their beautiful books. Education grows into a union with life that serves them for decades.

"By the time they reach us at the college and university level, these students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the

discoverer, and the compassionate heart of the reformer which, when joined to a task, can change the planet."

*Arthur Zajonc, Ph.D., Associate Professor of Physics, Amherst College*

"I think that it is not exaggerated to say that no other educational system in the world gives such a central role to the arts as the Waldorf School Movement. There is not a subject taught that does not have an artistic aspect. Even mathematics is presented in an artistic fashion and related via dance, movement or drawing to the child as a whole. Steiner's system of education is built on the premise that art is an integral part of human endeavors. He gives it back its true role. Anything that can be done to further his revolutionary educational ideals will be of the greatest importance."

*Konrad Oberhuber*

*Curator of Drawings, Fogg Art Museum,  
Professor of Fine Arts, Harvard University*

"American schools are having a crisis in values. Half the children fail according to standard measures and the other half wonder why they are learning what they do. As is appropriate to life in a democracy, there are a handful of alternatives. Among the alternatives, the Waldorf school represents a chance for every child to grow and learn according to the most natural rhythms of life. For the early school child, this means a non-competitive, non-combative environment in which the wonders of science and literature fill the day without causing anxiety and confusion. For the older child, it offers a curriculum that addresses the question of why they are learning. I have sent two of my children to Waldorf schools and they have been wonderfully well served."

*Raymond McDermott, Ph.D., Professor of Education and Anthropology, Stanford University*

"I believe that Waldorf education possesses unique educational features that have considerable potential for improving public education in America. Waldorf schools provide a program that not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities."

*Elliot Eisner, Ph.D., Professor of Education and Art, Stanford University;  
Past President, American Educational Research Association;  
Author, Curriculum and Cognition: Educating Artistic Vision*

"Many teachers have discovered that music can also be a powerful means of integrating other aspects of the curriculum. By tapping into the experiential and expressive aspects of music, teachers can add a distinctive dimension to instruction in other subjects. This insight has been used to develop interesting and productive pedagogical models like the Waldorf schools in Europe and the United States. In the Waldorf schools, for example, the goal is the education of the whole human being by paying attention to the needs of the human spirit. The arts particularly are used as part of a theory of human development that helps children find nonverbal modes of expression and understanding."

*From Growing Up Complete: The Imperative for Music Education,  
The Report of the National Commission on Music Education, March 1991*

"Ideal for the child and society in the best of times, Rudolf Steiner's brilliant process of education is critically needed and profoundly relevant now at this time of childhood crisis and educational breakdown. Waldorf education nurtures the intellectual, psychological and spiritual unfolding of

the child. The concerned parent and teacher will find a multitude of problems clearly addressed in this practical, artistic approach."

*Joseph Chilton Pearce, Author, Magical Child*

"If I had a child of school age, I would send him to one of the Waldorf Schools."

*Saul Bellow, Nobel Laureate*

"I first heard of Waldorf education about five years ago, after having carried out extensive study of the neurological aspects of cognition, movement, and maturation. I was delighted to discover such a neurologically sound curriculum. I heartily support efforts to spread the awareness of Waldorf education and hope that it will spawn not only an increase in Waldorf Schools but an infusion of at least some of the ideas into the mainstream where they are so sorely needed. In Colorado I am working with several districts to incorporate various Waldorf strategies into the teaching of reading and mathematics. The ideas are very well received and very much needed."

*Dee Jay Coulter, EdD, Instructor, University of Northern Colorado, Outreach, Educational Consultant*

"There is no task of greater importance than to give our children the very best preparation for the demands of an ominous future, a preparation that aims at the methodical cultivation of their spiritual and their moral gifts. As long as the exemplary work of the Waldorf School Movement continues to spread its influence as it has done over the past decades, we can all look forward with hope. I am sure that Rudolf Steiner's work for children must be considered a central contribution to the twentieth century and I feel it deserves the support of all freedom-loving thinking people."

*Bruno Walter, Composer and Conductor*