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Welcome

Welcome to Windsong School! We are a community entering our sixth year and striving together to create a new educational choice for Spokane's children. We're working hard - for our children, for our community, and for the future. It is not every day one embarks upon a task as momentous as this. We believe it's an opportunity not to be missed.

Windsong School was founded in 2011. It was the culmination of many dreams and much hard work to create a Waldorf-inspired educational opportunity in our community. Over the last few years, teachers and parents have worked tirelessly to enrich our school life, and in 2016 we are fortunate to be able to provide parent-child through 5th grade classes on our campus. This would not have been possible without the support of parents and faculty working toward a common vision for our children.

If you are new to our school, as you walk across the Windsong campus and through the classrooms you will see that this is a place where imagination comes alive, where children are encouraged to revel in the wonder of their childhood, and where a sense of community is nourished. Windsong students are learning through integrated daily lessons, which call them to draw upon artistic, analytical, physical, and social elements within themselves.

Students, parents, and faculty are also called to participate in the life and work of the community. Community is at the heart of our school. Festivals, parent meetings, parent association activities, study groups, and guest speakers provide opportunities for our community to learn, celebrate with, and support one another.

We look forward to sharing this life-changing work with you.

Sincerely,

The Windsong Faculty and Board of Directors

Anthroposophy

Anthroposophy is a spiritual philosophy founded by Rudolf Steiner who lived in Austria from 1861-1925. He was a literary critic, philosopher, and founder of the first Waldorf School. Anthroposophy is also a path of knowledge. Steiner described spiritual exercises that we can use to increase our awareness of spiritual ideas. Anthroposophy is used to nurture a respect for, and interest in other people. Anthroposophy has practical applications such as Waldorf schools, biodynamic farming, curative education, such as the Camphill Association of North America, and anthroposophical medicine. The world-wide center of anthroposophy is the Goetheanum in Dornach, Switzerland.

Waldorf teachers study Anthroposophy but do not teach it to the children, just as doctors study medicine but do not teach it to their patients. We use it to inform our teaching and to give us insights into what each child needs at each particular stage of their life. Anthroposophy is not a religion. It has no dogma, no profession of faith, no set rituals or practices and no sacred texts. It appeals to anyone, of any or no religion. It doesn't replace religion. It is a philosophy of freedom.

For more information on Rudolf Steiner and anthroposophy, please visit our website or WaldorfAnswers.org.

The Waldorf Approach

Waldorf education (often known as Steiner education) is a humanistic approach to pedagogy. The Waldorf curriculum is formulated based upon the developmental stages of childhood and how children learn best in each stage. Learning is interdisciplinary, integrating practical, artistic, and conceptual elements. The approach emphasizes the role of the imagination in learning, developing thinking that includes a creative as well as an analytic component. The educational philosophy's overarching goals are to provide young people the basis on which to develop into free, morally responsible, and integrated individuals. Schools and teachers are given considerable freedom to define curricula within collegial structures. The first U.S. Waldorf school opened in 1928 in New York City, and there are currently over 1,000 independent Waldorf schools located in sixty-two countries throughout the world.

For nearly 100 years, the Waldorf curriculum has been thoughtfully developed to meet students' developmental needs throughout childhood and into young adulthood. Its aim is to keep wonder alive, to foster joy, and to build a quiet confidence born of creativity realized and challenges met.

In the Waldorf school there is no pressure to reduce children to test scores or behaviors. The early childhood years are free from formal academics and instead focus on developing the foundational skills students must master to be successful in school and, most importantly, beyond. The curriculum for grades 1-8 can be represented by an ascending spiral of integrated learning which is built upon year by year. Music, foreign language, the arts, and

practical skills such as handwork and woodworking are an essential part of a meaningful education, and so are infused throughout the entire curriculum. In the Waldorf school the fine and practical arts are understood to be fundamental to human growth. Traditional academic subjects are thus enlivened, and the whole of human accomplishment is presented to children as a foundation they will one day build upon.

Program Descriptions and Curriculum

Windsong School actively welcomes students, faculty, and staff of all faiths and creeds. We respect and support all individuals' spiritual beliefs and practices. We strive to develop the mind, body, and spirit of each child, encouraging in the process the child's spiritual growth and freedom. As in every Waldorf school, our teaching works toward this aim by drawing on the insights into human development pioneered by Rudolf Steiner. Students develop an understanding and deep respect for the various cultures of the world through their experience in the classroom and in the celebration of the seasonal festivals of the year. We celebrate our common humanity, not our separateness in belief or practice.

Programming is subject to change. Please contact the administrative office for more information.

Parent-Child Program

Monday 9:00-11:00 a.m.

Tuesday 8:15-10:15 a.m.

Friday 8:00-10:00 a.m.

Windsong's Parent-Child program is for families with young children who are looking for community and connection in their parenting journey. Meeting one morning each week, children and their caregivers come together to experience the reverence and wonder of early childhood. The teacher leads the class through a comforting daily rhythm of explorative play and creative work. Songs, finger plays, movement games and puppet stories support language and motor development. Natural playthings nourish the child's senses and budding imagination, and adults cultivate their own creativity through a variety of craft opportunities. Preparation of our shared meal together imbues the child with a sense of purpose and creates community. Several times a year, evening meetings are offered for parents to gather and deepen their knowledge of child development.

(For caregivers and young children up to age 3. Infant siblings welcome!)

*Children having turned 3 prior to 8/31/16 are served by our nursery program.

Nursery (preschool)

Monday-Wednesday 8:00-11:30 a.m.

Wednesday-Friday 8:00-11:30 a.m.

Thursday-Friday 8:00-11:30 a.m.

"If young children have been able in their play to give up their whole loving beings to the world around them, they will be able in later life to devote themselves with confidence and power to the service of the world." – Rudolf Steiner

Play, specifically self-directed play with peers, is a developmental necessity for children. Recognizing this, Windsong's nursery programs provide a wholesome and open-ended environment known to foster self-directed play and build social capacities. In addition to play, children naturally learn through imitation. They imitate our actions, and the very fabric of our being. Windsong nursery teachers work in a deeply intentional way to provide healthy and creative models for children to imitate through story, song, movement activities, art and daily purposeful work. Teachers take great care to be worthy of children's imitation and to create a warm, predictable, home-like atmosphere where the will of the child may be carefully developed, their imaginations can flourish, and self-directed play with peers can live. Windsong nursery is consciously designed to provide a smoothly flowing transition to Kindergarten.

(Ages 3 to 4½)

Part-time Kindergarten

Monday-Thursday, 8:00 a.m. – 12:00 p.m.

"Accept the children with reverence, educate them with love, send them forth in freedom."- Rudolf Steiner

The Windsong Kindergarten is a home-like, secure, and loving place that recognizes the young child's need for predictable rhythm throughout the day, season, and school year. Our part-time kindergarten program offers two years of kindergarten, welcoming younger children's first venture into "school," and preparing returning second year kindergarten children for first grade. The kindergarten gently nurtures the development of curiosity, verbal capacities, sequencing, sensory integration, memory, social skills, and motor skills that are required for later learning and are the foundations for future school work. This is achieved in a supportive atmosphere free from formal academics.

There is a delicate balance between teacher-led group activities, individual attention, and free play. Children are provided with free play to practice and develop the social-emotional, problem solving, and motor skills that will serve them for a lifetime. An atmosphere of warmth and calm holds the children throughout the day in this natural, gentle, and wholesome environment where children are given a range of activities and the structure to help them prepare for first grade.

(Ages 4½ to 6).

Full-time Mixed Age Kindergarten

Monday-Friday, 8:00 a.m. – 5:30 p.m. (Earliest pickup time is 2:00 p.m.)

“I am struck by the fact that the more slowly trees grow at first, the sounder they are at the core, and I think that the same is true of human beings. We do not wish to see children precocious, making great strides in their early years like sprouts, producing a soft and perishable timber, but better if they expand slowly at first, as if contending with difficulties, and so are solidified and perfected. Such trees continue to expand with nearly equal rapidity to extreme old age.” - Henry David Thoreau

Young children thrive and build resiliency in environments shaped by reliable rhythms and permeated with reassuring repetition. Deep understanding and dedication to meeting the needs of the young child are hallmarks of Waldorf education. Our mixed age kindergarten is focused on helping children build a sturdy foundation for a full life. Some of the practices which support our work are: continuity of care, daily immersion in nature, protection of the developing senses, adequate time for self-directed play, thoughtfully selected play materials, traditional games, fairy tales, and puppet stories, developmental movement circle time, and wholesome meals. Our full-time kindergarten program is for families desiring all-day care.

(Ages 3½ to 6)

Grades 1-5

Monday through Friday, 8:00 a.m. to 2:00 p.m.

“The heart of the Waldorf method is that education is an art – it must speak to the child's experience. To educate the whole child, his heart and his will must be reached, as well as the mind.” – Rudolf Steiner

The Waldorf Curriculum provides a synthesized approach to a wide range of academic subjects including grammar, mathematics, zoology, history, geography, and foreign languages. These subjects are brought to life through story-tellings, drawings, handwork, choral speaking and literacy. Fine and practical arts, music, and movement are infused through all parts of the academic curriculum and are also stand alone subjects taught by specialty teachers. The developmental needs of the child provide the framework for the curriculum, daily schedule, and the way in which all subjects are brought to the children.

At Windsong School, formal academics begin in first grade with a curriculum that encompasses a wide variety of subjects and activities. Placement in the first grade is determined by “readiness” rather than age, but most children will have turned or will be turning seven years old in the first grade.

The focus each morning is the main lesson, where reading, writing, math, history, geography, and science are taught. Though the curriculum is masterfully integrated, students focus on one subject at a time more intensely in block rotations, and then recapitulate their learning in a future block so as to integrate their learning more deeply. Students design, write and illustrate textbooks for each subject – these “main lesson books” become cherished keepsakes and a source of well-earned pride for the children.

Form drawing is practiced in grades one and two to support reading, writing, spatial discrimination, the development of concentration and an appreciation for beautiful, precise work. During math blocks, children will begin working simultaneously with the four processes of addition, subtraction, multiplication, and division and will begin to master their math facts (such as times tables) and learn the difference between cardinal and ordinal numbers. Reading blocks introduce children to literacy through their now ripened imaginations. This is a joyful process that captures the wonder of language. Children learn letters by first hearing a told story and then draw a picture based on the story. The picture reveals itself as an ideogram, which children discover and name as a letter. Students learn to read from their own writing, and choral speaking serves to support the entire process.

History begins introducing the children to the foundation of human accomplishment they will one day build upon through humankind's deepest stories, and outdoor days provide the basis for an immersion in nature that continues to cultivate an embodied understanding of the natural and physical sciences.

In the third and fourth grade, the students learn a variety of subjects which serve to enrich and develop the child's intensified inner life. They learn an inspiring picture of human nature by looking at the Finnish and Norse sagas. They listen to stories and poems of the Old Testament. These poetic forms offer vivid narrations of the child's own real experiences. The bold stories of strength offer a perfect exploration into the world of grammar.

The students gain a strong mastery in multiplication and the four operations. With this strong foundation, fractions are introduced with concrete objects before forming mental concepts.

In these grades a transition to realism begins, and social studies and practical arts are introduced. By starting with the familiar places in the child's own time and environment a picture of social studies begins. Through map making and geography the child is lead gradually to an experience of less familiar places and events. Simple map drawing of travel routes, home, and school is followed by a study of state geography. An exploration of different native languages, dwellings and cultural aspects is also introduced through state geography.

In music, the child's newly strengthened individuality gives him the strength to hold his own in both singing and instrument playing. Singing can now be done with canons and rounds. This is a delightful time in harmony and the minor key. Additionally, all children begin studying a stringed instrument during special subject times in fourth grade.

Handwork takes up crocheting, knitting and cross stitching. The children design and execute an original cross stitch pattern in addition to embroidery and sewing. Painting, drawing, and modeling continue in connection with all main lessons rather than as a separate period.

Rather than traditional report cards, grades teachers provide parents with a thorough written description of their child's work and progress in class. Homework is not given, in order that the children may continue to reap the lifelong benefits of play, family interaction, and contribution to household chores. As students and teacher travel together through the grades they trace the arc of human development and learn the true meaning of community.

The Windsong Community Structure

Community: Gatherings, Celebrations, and Education

Windsong offers each parent the opportunity to become part of a community that has heart and purpose. There are a number of ways to become involved. Your interests and talents can lead you.

Parent Education Night – Class teachers will host these gatherings throughout the school year. Parents meet with the teachers to discuss the school life and to learn how they can help their child at home. Your attendance is an important way to support your child's teacher, to form relationships with other parents, and to involve yourself in the school community. These meetings are offered to parents so they can learn and experience more of what encompasses Waldorf education.

Anthroposophical Study Group - The Spokane Anthroposophical Study Group meets weekly to read and discuss the works of Rudolf Steiner, as well as other selected authors in the genres of Anthroposophical and spiritual literature. The approach is slow, steady, and systematic, aiming for the ideals of full participation and full understanding of the work under consideration.

Participants should come prepared with their own copy of the text, which can be purchased online or accessed at the Rudolf Steiner archive (www.rsarchive.org). Please contact Eric Cunningham at cunningepc@gmail.com for more information.

Festival Life - Celebration of festivals throughout the year provide rich nourishment for our inner selves and an opportunity to socialize with other Windsong families. We will celebrate in the fall with the Martinmas festival, in winter with the Winter Faire, and then will welcome the spring with a May Day festival.

Fundraising – The school relies on fundraising for part of our operating budget. These efforts are critically important and include events such as our Annual Giving Campaign and our annual auction.

The Parent Circle

Each individual parent has a unique contribution to bring to the life of the school. The Windsong Parent Circle is comprised of parent participants whose goal is to further develop and assist in the vision of the school and larger community. It strives to strengthen our community and offer opportunities for spiritual development, artistic activity, and intellectual stimulation for our school and our regional community.

The structure of the Parent Circle is based upon the threefold social order philosophy envisioned by Rudolph Steiner. The Parent Circle embodies the mission and goals of

Windsong by providing service and by assisting with the realization of Waldorf education through dedicated spiritual, social, and economic guilds. The three guilds each have explicit leadership, clear expectations, mandates, job descriptions, and terms of service.

The Parent Circle provides a wonderful opportunity for parents to enrich their own sense of community and model healthy community for our children. We would like to invite each parent to contribute to this important work. We welcome and value your participation and unique gifts. Contact email: parentcircle@spokanewindsongschool.org

Social Guild

The Social Guild guides the healthy communication of all pillars of the school. Encouraging participation in meaningful community and school events is also within the realm of this guild. Contact email: socialguild@spokanewindsongschool.org

Spirit Guild

The Spirit Guild encourages the celebration and actualization of the school's spiritual impulses through education and gatherings. This realm is informed by deep reflection upon anthroposophical teaching. Contact email: spiritguild@spokanewindsongschool.org

Economic Guild

The Economic Guild's focus is the financial health of our school. Fundraising along with the organization of work for the parent body guide this realm. Contact email: economicguild@spokanewindsongschool.org

Faculty and Administration

At Windsong we are very fortunate to have a faculty full of talented and passionate teachers and staff to guide our children. Each lead teacher is Waldorf certified or currently pursuing Waldorf certification—and all participate in continuing education opportunities, self-study, and mentoring. Dedicated, supportive, and knowledgeable, they partner with families to provide children a unique education.

Kumi Akiyama is our full-time mixed age kindergarten teacher. She completed her Waldorf Early Childhood Teacher Education at Rudolf Steiner Centre in Toronto, Canada in 2009. She has a B. A. from Doshisha Women's College of Liberal Arts, Kyoto, Japan with middle school and high school teaching certificates. She has five years experience as Waldorf Educator, one year at a Waldorf preschool initiative in New York, two years at an established Waldorf school in Massachusetts, and two years at Windsong School. Kumi was born and raised in a beautiful place in Japan having both mountains and ocean nearby. She learned cooking, baking, sewing, knitting, drawing, and painting from her mother, and swimming and growing vegetables and fruits in her garden from her father. She plays the piano and is an accomplished artist and puppet maker. She brings a warm and kind spirit to our school.

Lauren Bergstedt-Kohler is the lead teacher for Sunbeam Kindergarten. Lauren earned her Doctorate in Physical Therapy from the University of Puget Sound and has been a practicing physical therapist since 2005 working with both children and adults in a variety of settings, including Spokane Public Schools. Her experience with young children and deep understanding of their movement needs bring an important perspective to our early childhood program. Lauren completed an advanced therapeutic course for Waldorf early childhood educators offered by the Denver Center for Anthroposophic Therapies, and is completing her Waldorf teacher training at Seattle Sound Circle Center. Lauren is a founding teacher of Windsong School and worked previously as a lead teacher in our parent child program.

Eve Bowers is our third grade teacher. Eve brings a decade's worth of involvement with Waldorf education to her work at Windsong with experience in both the early childhood and grades settings. She is a graduate of Portland State University with a degree in Biology. Eve received her Waldorf teacher certification through Sound Circle Center in 2014. Eve is a founding teacher of Windsong School.

Claire Browning is the assistant in the Sunbeam Kindergarten class. She graduated from the University of Oregon in 2012 with a Bachelor of Arts degree in Art and has been a nanny for many years for children whose ages range from infant to junior high. She is currently enrolled in Waldorf early childhood teacher training through Sound Circle Center and is excited about Waldorf education. She is a Spokane native and loves Spokane because of its proximity to the river and the mountains.

Jennifer Cox is our Music Specialty teacher, giving instruction in General Music and Strings. A Spokane native, she has lived here most of her life, minus about 10 years away for education and musical adventures. She has a degree in cello performance and has been either teaching or playing professionally since middle school. Homeschooling her five children brought her into the world of both Waldorf and Montessori educational methods. She spent the summer of 2014 at Montessori teacher training and the summer of 2015 attending two Waldorf summer intensives in Chicago and Louisville. She intends to return to both in 2016 as well as a strings teachers convention in Indiana. Jennifer loves her job, and we are fortunate to have her knowledge and experience devoted to developing our music program.

Michelle Dowling is our first grade teacher. Michelle has worked with children from age two through high school in many different environments and capacities, but her passion for working with children came to fruition with her experience as a camp counselor and staff member at summer camp on Lake Coeur d'Alene. She has spent many summers nurturing the personal and spiritual growth of children along with the joy and love of the environment and mother earth. Michelle has attended both North Idaho Community College and Spokane Falls Community College, with an emphasis on Early Childhood Studies as well as Elementary Education. She is finishing her studies and will begin her journey into Waldorf teacher training. Michelle has also participated in the cohort founding Windsong's grades preparation study program. Born and raised in Spokane and the Pacific Northwest, she is a lover of the outdoors, adventure, and organic gardening. She enjoys hiking with her two dogs and spending time in the woods camping or on the lake canoeing. She is honored to have been selected as Windsong's upcoming first grade teacher for the 2016-2017 school year!

Holly Hicks is our second grade teacher. Holly has over ten years experience working with children of all ages in a variety of settings. She has a Bachelor's of Science in Psychology. Holly has attended early childhood intensives and is currently pursuing her early childhood Waldorf teaching certification. Holly has served as a substitute teacher at Windsong in both the nursery and kindergarten classes where her groundedness, warmth, and patience were well-appreciated. Born in Ohio, Holly has lived all over the country and also in Germany for several years. She greatly enjoys cooking, sewing, woodworking, and reading. Holly is passionate about the importance of play for young children and helping the school reach long-term sustainability.

Pat Hughes is our parent-child teacher. Pat has a B.A. in Communication Studies and a teaching certificate. She attended Foundation Year at Sound Circle Center. Pat has experience as an aftercare provider at Prairie Hill Waldorf School. Pat is a founding teacher of Windsong School.

Marta Matsumoto is our Handwork specialty teacher. She holds a Bachelor's degree in Environmental Biology from the University of Colorado and spent a post-baccalaureate year serving as an AmeriCorps volunteer, visiting rural Oklahoma schools teaching with the American Red Cross. She worked many years as a children's educator at the Sam Noble Museum of Natural History in Norman, Oklahoma. Marta's love of handwork began as a young child; learning to sew, knit, weave, and spin wool at her mother's knee. She enjoys combining her love of science with her love of the natural world by collecting all sorts of natural materials with which to dye wool and silk. Marta strongly agrees with Steiner's tenet that the experience of touching wool, wood, cotton, and other natural materials that we use in handwork not only adds a richness to our sensory lives, but also to our ability to think and work with logic and creativity.

Akiko Melton is our Japanese specialty teacher. Akiko was born and raised in scenic town near Nagasaki City, Japan. Her parents believed strongly in the need for civic and cultural involvement and this has become her passion as well. In the years after earning her undergraduate degree from Tachibana University in Kyoto, she was instructed at all educational levels. While raising her children in Spokane, she has been employed by local universities to help foster cultural and professional exchange programs. Her interest in bringing together people from diverse backgrounds extends to all aspects of her life and work. We are delighted to welcome her back to Windsong School.

Sarah Mortenson-Gauss assists in our nursery. Sarah holds a Bachelor of Arts degree in Psychology from Luther College and a Master of Education degree and teaching certificate in Special Education from Gonzaga University. She worked for over a decade consulting and teaching children with Autism and other special needs in a variety of settings. Sarah's experiences as a child living in the woods without electricity and as an adult working and living abroad in Norway and the United Kingdom have helped to shape her outlook on childhood and education. She is an advocate for children's play in nature and is dedicated to preserving childhood. Sarah began her training in Waldorf education last summer with a weeklong intensive course at Sound Circle Center for Arts and Anthroposophy.

Renee Rahn is the Honeybee nursery lead teacher. Her education includes four years of study at the University of Oregon, majoring in education and piano performance, and a degree in education from Eastern Washington University. She has worked with young children in a variety of capacities and has taught preschool since 1987. Renee also teaches handwork classes for children in many venues, and

has studied puppetry for the young child with the Juniper Tree School of Puppetry, child development at Rudolf Steiner College, and completed her Waldorf early childhood teacher education through Sound Circle Center.

Ryan Rayniak is our Huckleberry nursery lead teacher. Ryan is a dedicated advocate of the realization of Waldorf education in Spokane. He assisted in the development of our Parent Circle from its inception and has also served on our Board of Directors before he was called to teach. Ryan has a B.A. in Communication Studies from Portland State University and is currently pursuing his Waldorf early childhood teaching certificate.

Florencia Saenz is our Spanish language teacher. Flor was born and raised in Peru and lived there until 2014 when she and her husband moved to the States to be closer to their children and grandchild. She comes to us with much teaching experience having taught English to children in Peru. As a native Spanish speaker, Flor wants to share the principles of proper Spanish while imparting the beautiful nuances of her language.

Ashley Strine is our Administrative Assistant. She is a lifelong Spokaneite who lives with her husband and three children. Ashley grew up in a family that values volunteerism and has worked with non-profits most of her life. Ashley's education includes three years of study at Whitworth/WSU majoring in Biology and Nursing. She embarked on her personal study of Waldorf education and pedagogy five years ago. She delights in sharing her knowledge, skills, and passion for Waldorf education here at Windsong.

Breann Treffry is our school Administrator. Breann shares our passion for education and our drive to see Windsong thrive. She was born and raised in Spokane and has three children. Breann has a degree in Interior Design, and comes to us with much experience in administration as she has held administrative positions in a variety of industries. Her last several years have been dedicated to her children's education, both in homeschooling and providing enrichment and support to their classrooms. Breann's professionalism, attention to detail, steadfast good humor, and stamina for work are blessings to our school.

School Governance

Spokane Waldorf Education Association has a Board of Directors comprised of three to nine members at any given time. They keep a watchful eye on the financial health of Windsong School and work closely with the faculty and administrator. As is standard in Waldorf based settings, their decision-making is consensus based.

President – Gwen Spencer

Secretary – Sally Mcken

Treasurer – Shane Freeze

Other members – Tanya Keeble, Mike Farrell, Breann Treffry (Administrator, non-voting member)

School Policies

2016-2017 Tuition, Fees, and Discounts

Tuition is billed in 12 monthly payments, beginning July 1, 2016 and continuing through June 1, 2017 unless otherwise specified by administration. Families will begin payments after a student has been accepted into a program. Tuition for students enrolling after the start of the school year will be billed on a 10-month plan and prorated to the student's start date.

Windsong School uses Smart Tuition as our tuition management program. Late payments incur a \$50 late fee assessed by Smart Tuition.

PROGRAM	PER STUDENT FEES			PER FAMILY FEES	
	Annual Tuition Due in monthly payments	Class Supply Fee Due upon acceptance	Flute Fee* Due upon acceptance	Application Fee Due with application	Capital Funds Fee Due in monthly payments
Parent-Child	\$618	NA	NA	\$50	NA
Nursery, 2-day	\$2,266	\$100	NA	\$50	\$250
Nursery, 3-day	\$3,399	\$100	NA	\$50	\$250
Full-time K	\$8,292	\$100	NA	\$50	\$250
Part-time K	\$4,326	\$100	NA	\$50	\$250
Grades 1-2	\$5,665	\$165	\$65	\$50	\$250
Grades 3-5**	\$5,665	\$165	\$85	\$50	\$250

All fees are non-refundable.

* Grades flutes become the property of the family.

** Families of students in grades 3 and up can expect up to \$150 per year in field trip costs, averaging \$20 per trip and due at the time of scheduling.

** Families of students in grades 3 and up will provide their own strings instrument (violin, viola, or 3/4 cello). Instruments may be purchased or rented from local providers. Rental costs average \$25-45 per month.

Sibling Discounts

The oldest child is paid at full tuition.

The second child receives a 25% discount.

The third and subsequent children receive a 40% discount.

Please contact administration with any questions or to receive a detailed monthly tuition quote at 509-326-6638 or admin@spokanewindsongschool.org.

Tuition Reduction

Windsong is pleased to offer tuition reduction for families who meet our financial criteria. Interested families are encouraged to contact the school administrator for application instructions. Once the school receives a copy of the financial verification report, each family will be contacted individually by the Affordability Committee to discuss whether a tuition reduction can be offered. All personal and financial information will remain confidential.

Tuition reduction is provided based upon continuing need. Upon being found eligible for assistance, families must report any increase in household income, circumstances which increase overall disposable income, or decreases in living expenses to the administrator within 30 days in order to determine whether the award amount should be reevaluated. Relevant circumstances may include, but are not limited to, increases in wages or salaries, gifts, awards, inheritances, investment income, and forgiveness of significant debts.

As circumstances change from year to year, Windsong School requires families receiving financial aid to re-apply each year.

Tuition Payment

Monthly tuition payments are due to Smart Tuition by the 1st of each month (automatic debit) or the 5th of the month (mail-in). Those not received by the due date, will incur a \$50 late fee. Returned checks will result in a \$15 processing fee.

Should you experience financial difficulties during the school year that may impact your ability to meet the obligation you have made to Windsong, please contact the administrator at admin@spokanewindsongschool.org. We wish to work with you and your family.

Without communication from you, balances over 30 days past due will result in meeting with the administrator. Balances over 60 days past due will result in dismissal from the school.

It is our sincere hope that each enrolled child will finish out the school year, however we understand that occasionally circumstances will not allow this. Due to yearly budget considerations and planning, in the unfortunate event a family must withdraw from the school, one month's notice must be provided in writing to the school administrator. If one month's notice is not provided, equivalent tuition will be due upon withdrawal.

Annual Giving Campaign

Each year our school conducts an Annual Giving Campaign to help close what is commonly referred to in the private school realm as the "operations gap." This gap is the difference between what it actually costs to educate a child and the rate of tuition. Most privately funded schools, ours included, must use a combination of creative fundraising efforts to ensure financial health and close this gap.

A successful annual giving campaign is truly vital to our school's fiscal well-being, and every gift, great or small, is received with immense gratitude. Windsong School continues to be one of the most affordable Waldorf programs in the region, and we must be ready to bridge our own "operations gap" with great collective energy. Through the Annual Giving Campaign each family is called upon to raise funds in support of the school, and while financial circumstances may vary, we ask that each family contribute to this effort.

School Hours and Calendar

Our administrative office is open 8:00am-2:00pm, Monday through Friday. In the event that Spokane Public Schools are closed due to snow, Windsong School will also be closed. Snow closure days are considered an act of nature and as such will not be made up. **Please see the calendar provided for holidays and school closures.** The school calendar can be found on page 25 and on our website: www.spokanewindsongschool.org.

Enrollment Requirements

Parents must attend the all-school meeting at the start of the school year, and all paperwork must be completed. Because our budget is based upon enrollment, unless there are extenuating circumstances, we expect that your child will be enrolled for the entire school year. Should that be impossible, we require a one month written notice of withdrawal. If one month's notice is not provided, equivalent tuition will be due upon withdrawal.

Attendance and Absences

Your child's consistent attendance is crucial to his or her education, and parents must make a commitment to support regular attendance. Waldorf education is an experiential education based on direct instruction, and there is no way for a child to "make up" the work that is missed. If a child must miss school due to illness, please alert your child's teacher and the school office prior to the start of class.

Illness

While we know that illness can make childcare/work difficult, please keep children home when they are sick. This is the best way to prevent spreading communicable disease. Children should be able to participate in a full school day with all of its activity prior to their return to school.

Per state requirements, we do not allow children with any of the following symptoms to be at school or to remain in school; fever of 101 degrees or higher, diarrhea of 3 or more in a 24 hour period, vomiting, unexplainable or draining rash or sore, eye discharge or pink eye, extreme fatigue, lice, or scabies. If antibiotics are prescribed, they must be

given for 24 hours prior to the return to school. In the case of head lice, Windsong maintains a no nit policy before returning to school.

Emergency/First Aid

In case of emergency, staff members trained in first aid and CPR are on site during school hours and will administer care until help arrives or the child is stable. For major situations, an ambulance will be called, parents will be notified, and a staff member will remain with your child until you arrive. Minor injuries will be reported to you at pick-up or, if merited, you may be notified by phone. A first aid kit is located in the faculty room, and healing baskets are found in each classroom.

In emergency situations such as fire, natural disaster, or lock down, you will be notified as soon as possible. Your child will remain in our care until you are able to pick them up. Our full disaster plan is available for your review in the school office.

Should your child require school staff to administer medication while at school, please request a Medication Authorization Form from the school office. Medication must be kept in the original container with prescription label attached for prescribed medications.

Parking Policy

The parking lots will be busy during drop off in the morning. Please be kind to one another. Parking at the early childhood building (4225 W. Fremont Road) is located in the dirt parking lot on the west side of the school building or along Fremont Road in front of the building. Please avoid blocking the driveway of the house to the west of us – they are our neighbors. Parking at the grades building (4127 W. Fremont Road) can be quite congested at drop off and pick up times, as we share the grades parking lot with the Busy Bodies Daycare. We encourage parents to park in the lot immediately north of and adjacent to Busy Bodies during these times. This lot can be accessed from the intersection of Fremont and Military Roads, near the bus stop.

Pick-up and Timeliness

Students must be picked up from school promptly at the time that their class ends. As required by state law, if a parent has not arrived or notified the school and cannot be reached by 30 minutes past the end of class, local law enforcement will be contacted. Should timeliness or ongoing issues become a hindrance for your child or the well being of the class, your teacher may initiate a Care Plan.

Daily, Weekly, and Seasonal Rhythm

Rhythm is a fundamental principle of all life. Humans experience rhythm of the year in the cycle of seasons, rhythm of the month in the cycle of the moon, and rhythm of the day in the passage from darkness to light. Our bodies are attuned to the rhythm of our breath and our heart beat. Young children are very sensitive to the inner and outer rhythm of life. Establishing a sense of continuity and order in their daily lives gives them a sense of security and well-being. We encourage you to establish a calm and orderly rhythm in your home for both going to bed and rising in the morning. This will help your child come to school rested and refreshed. Please talk with your class teacher if you have questions or need suggestions.

Meals and Snacks

Meal and snack plans will vary by class. Your class teacher will provide details. Should your child have food intolerances or special dietary needs, please talk with the class teacher.

Life Threatening Conditions

If your child has a life threatening allergy or medical condition that requires modifications of activity or food served in the classroom, a doctor's verification of the condition and a plan of action are required.

Modifications of activities or foods served in the classroom will ultimately be at the discretion of faculty.

Dressing for the Weather

Expect that your child will engage in outdoor activity daily in rain, shine, or snow. All children benefit from copious amounts of outdoor time in different types of weather. Windy days, rainy days, sunny days, and snowy days all give children a different sensory experience – the wind in their hair, the sun on their face, the gentle kisses of snowflakes on their cheeks, and the wetness of rain.

Children must arrive each day dressed with the weather outside in mind. Sleeves, pants, sturdy shoes, and an extra set of clothes are required. For more inclement days, provide sufficiently warm clothing with waterproof outdoor layers and shoes or boots. Parents will be called if children are not dressed appropriately.

Windsong School does not use pesticides in or around its school buildings or play yards.

Media Policy and Cell Phone Use

Our modern world is filled with screens (TV's, computers, phones, iPads, etc.), and we firmly believe that childhood is best nurtured by avoiding exposure to electronic media. If

you need support in changing the current habits in your home, please talk with your class teacher. During school functions or at pick up and drop off, we kindly ask parents to keep cell phones and other devices turned off and refrain from using them in front of the children.

Child Guidance Methods

Waldorf education strives to educate the entire child: head, heart, and hands. When gentle guidance is needed during the learning process, the following are examples of strategies that we may use.

Redirection: Guiding a child into an acceptable activity when they are engaged in inappropriate behavior.

Logical and natural consequences: The child is made aware of the results of their actions.

Modeling: Children are shown positive ways of interacting.

Choices: As determined by the class teacher, age appropriate limited choices are given, and children are encouraged to choose for themselves.

Children with Strong Needs

Each of us has struggled at some point in time – some more than others, some for longer periods of time, some more visibly and some in ways that are more socially normal or not. Our perspective is that requiring additional help and special consideration at various points in our lives is part of the human condition. We intend to honor that part of our humanity to the best of our ability by serving the children that come to us with strong needs and welcome them as part of our communities.

Our priority is to responsibly care for all of the children in a given class in partnership with their parents. Should an individual child need more conscious partnership between the teacher and parent, we will ask for a conference to initiate a care plan. A care plan meeting is an opportunity for parents and teacher to share observations, perspectives and information and from that develop a plan to assist the individual child in working with and/or overcoming their struggles. A care plan could include suggestions for home, requests for outside resources/evaluations, reduced school days/times, discerning whether or not the classroom is meeting the child's unique needs, among other things.

We believe that this approach is extremely helpful to the individual child, family and the teacher. It also is a beautiful picture to other students and community of an individual being carried during the difficult times.

School Conflict Resolution Process

Mutual support between the community, educators, administration, and Board of Directors is vital to the health, stability, and growth of Windsong School. Additionally, the way in which

we conduct ourselves when disagreements or concerns arise serve as a model to our students and the community at large. The following conflict resolution guidelines are provided to ensure fulfillment of this important responsibility.

1. For classroom and student concerns, you must speak with the classroom teacher. Please contact them directly to set up a meeting. This should be done outside of the time that the teacher is directly concerned with the care of students, including drop-off, pick-up, and class times. Please use the contact information provided in the class welcome letter or handbook. If every effort has been made to resolve the issue with the teacher directly, the school administrator may be contacted.
2. For administrative or committee concerns, please contact the school administrator to schedule a meeting. This can be done by emailing admin@spokanewindsongschool.org, by phone, or in person during regular office hours.
3. For issues requiring the attention of the Board of Directors, please communicate concerns by email to the school administrator at admin@spokanewindsongschool.org.
4. Respectful communication during phone calls, electronic communications, and meetings is required.
5. Gossip in any form undermines the community as a whole, is contrary to our goals of direct and honest communication, and will not be tolerated in our school. We must encourage one another to discuss concerns through the most direct and appropriate avenues. We engage in conversation around difficult issues trusting that we are all committed to bettering our beloved school.

In the event confidential assistance is needed to resolve a unique issue, please contact the administrator at admin@spokanewindsongschool.org.

In the rare event conflict continues to arise and a family has repeatedly disregarded the conflict resolution guidelines, it may be determined that Windsong School is no longer a good fit, and the family may be required to leave the school. The school is committed to working through difficulties and challenges with families, and this action would be reserved for severe circumstances. A commitment to communication can usually resolve conflict and is essential to the health and vitality of Windsong.

Behavioral Concerns

In certain rare circumstances where a child's behavior is unsafe or unhealthy, parents may be contacted to meet with the class teacher, or the child may need to be picked up from school before dismissal time.

If a child needs to be picked up for behavioral concerns, it may be necessary for the parents and the teacher to meet prior to their return to school to ensure a workable plan is in place. A foundation of healthy communication between the parent and the teacher is necessary throughout this process.

If we find we are unable to fully and responsibly care for and meet any child's needs, we will assist in the transition to an alternative placement. Our hope is that with patience and support from the teacher, parents, and the school community this will be a rare situation.

Child Abuse and Neglect

Windsong School staff are state mandated reporters of child abuse and neglect. Suspected cases of abuse or neglect will be reported to Children's Administration and are documented and kept on file in the school office.

Non-discrimination Policy

Windsong School and Spokane Waldorf Education Association do not discriminate on the basis of any race, color, national and ethnic origin, religion, gender, or sexual orientation in relationship to hiring, administration, and students. Its educational institution admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, and other school-administered programs.

Parent Library

Self-education is a gift we give ourselves, our children, and our families. Our parent library is available for interested parents and located in the office. Your class teacher may also make a library available to parents. Please do return books when you are finished with them.

Recommended Reading

Beyond the Rainbow Bridge: Nurturing Our Children from Birth to Seven by Barbara J. Patterson and Pamela Bradley

Child and Machine by Alison Armstrong

Childhood: A Study of the Growing Child by Caroline Von Heydebrand

The Education of the Child by Rudolf Steiner

Heaven on Earth: A Handbook for Parents of Young Children by Sharifa Oppenheimer

The Plug-In-Drug by Marie Wiun

Songs and Stories Together - a book and video of over 100 songs, verses and rhyming stories especially for 1-5 year olds by Kim Billington

Work and Play in Early Childhood by Freya Jaftke

Waldorf Education: A Family Guide by Pamela J. Fenner and Mary Beth Rapisardo

The Way of a Child, and The Recovery of Man in Childhood by A C Harwood

Who's Bringing Them Up? by Martin Large

You Are Your Child's First Teacher: Encouraging Your Child's Natural Development from Birth to Age Six by Rahima Baldwin Dancy

Elevating Child Care blog: www.janetlansbury.com

Other Resources

Windsong School Website: www.spokanewindsongschool.org

Like us on Facebook: Windsong School

Association of Waldorf Schools of North America (AWSNA): www.whywaldorfworks.com