

2017-2018 Parent Handbook



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Welcome

Welcome to Windsong School! We are a community entering our seventh year and together we are working hard - for our children, for our community, and for the future.

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 several years, teachers and parents have worked tirelessly to enrich our school life, and in 2017 we are fortunate to provide Parent-Child through 6th 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 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, and support one another.

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

Sincerely,

The Windsong Faculty and Board of Directors

The Windsong Approach

Windsong School is inspired by Waldorf Education (also known as Steiner education), 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.

At Windsong 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 1-6 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. Inspired by Waldorf Education, 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.

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 in 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.

Windsong teachers study Anthroposophy but do not teach it to the children, just as physicians 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 his or her 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.

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

Monday 10:30 a.m. - 12:30 p.m.

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

Tuesday 10:30 a.m. - 12:30 p.m.

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

Friday 10:30 a.m. - 12:30 p.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.

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

*Children having turned 3 prior to 8/31/18 are served by our nursery program.

Nursery (preschool)

Wednesday - Friday 8:00-11:00 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 children 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 3 ½)

Mixed-Age Kindergarten

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

Tuesday-Friday, 8:00 a.m. - 12:00 p.m.

Monday-Friday, 8:00 a.m. – 12:00 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

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 Mixed Age Kindergarten program offers three years of kindergarten, welcoming younger children's first venture into "school," and preparing the older 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 3½ to 6).

Grades Program Descriptions and Curriculum

All of our grades classes meet Monday-Friday 8:00 a.m.-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

Windsong’s curriculum provides a synthesized approach to a wide range of academic subjects including literacy instruction, mathematics, the sciences, history, geography, and foreign languages. The fine and practical arts, music, and movement are infused through all parts of the academic curriculum and are also standalone 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.

The focus each morning is the main lesson, where reading, writing, math, history, geography, and the sciences are taught. Though the curriculum is masterfully integrated, students focus on one subject at a time more intensely in block rotations, and recapitulate previous learning in a future block to more deeply integrate what has been learned. 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 to support reading, writing, spatial discrimination, the development of concentration and an appreciation for beautiful, precise work.

Rather than traditional report cards with letter grades, grades teachers provide parents with an End of Year Report, a thorough written description of a student’s academic progress and personal growth. Homework is given at the teacher’s discretion, and it is not unusual for students to begin receiving substantial homework starting in sixth grade. Delaying and reducing homework demands is done in order for the children to continue to reap the lifelong benefits of play, family interaction, and contribution to household chores. Windsong School does not administer standardized state tests. Teachers plan formative and summative assessments to augment careful classroom observations, and learning specialists from Waldorf Schools may be invited to provide helpful developmental and academic observations. As students and teacher travel together through the grades they trace the arc of human development and learn the true meaning of community.

Window into Windsong's Grades Curriculum

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Literacy	Oral Storytelling; Fairy tales Intro to letters and letter sounds Reading flows from handwriting Speech Class playlets	Oral Storytelling; Animal fables Cursive handwriting Natural reading emerges Phonics Speech Class playlets	Oral Storytelling; Old Testament & Native American stories Grammar & Punctuation Letter Writing Speech Class play	Oral Storytelling; Norse mythology Reading & research Grammar & spelling Composition Letter writing Speech Class play	Oral Storytelling; Greek and Roman mythology Reading & research Grammar & spelling Composition Group projects Speech Class play	Literature & oral biography Grammar & spelling Composition group projects Speech Class play
Mathematics	Arithmetic Roman numerals	Arithmetic Multiplication tables Numerical form Pattern	Arithmetic Long division Measurement	Fractions Long division	Decimals & fractions Freehand geometric drawing Ratios & proportions	Pre-algebra Formal geometric drawing Business math Percentages
Science	Experience with nature Nature stories Cultivating observation skills	Experience with nature Nature stores Cultivating objectivity	Experience with nature Human vocations: house building, farming, gardening, cooking, weaving, etc.	Human & animal studies (zoology)	Botany Entomology	Mineralogy Astronomy Physics: optics, thermodynamics, acoustics, electromagnetics
History & Geography	Human archetypal biography given through fairy tales Experiencing the environment through observation	Fables Legends of saints Experiencing the environment through observation	Practical studies of the process and history of homebuilding, farming, and clothing	Local geography & map making Local folklore Local history Native American stories	Ancient civilizations: India, Greece Geography of North America	Roman, Medieval, & Islamic history World geography: cultural & physical
Foreign Language (Japanese & Spanish)	Parallels grade-level curriculum Fully oral	Parallels grade-level curriculum Mostly oral	Parallels grade-level curriculum Writing in FL begins	Parallels grade-level curriculum	Parallels grade-level curriculum	Parallels grade-level curriculum
Music	Interval flute Singing	Pentatonic flute Singing	Diatonic flute Singing	Flute ensemble Choir String ensemble	Flute ensemble 5 th /6 th grade choir String ensemble	Flute ensemble 5 th /6 th grade choir String ensemble
Movement	Traditional games Developmental movement	Games Developmental movement	Games Folk dance	Games Circus	Pentathlon Games	Team sports
Art	Watercolor Beeswax modeling Drawing	Watercolor Beeswax modeling Drawing	Watercolor Beeswax modeling Drawing	Watercolor Clay modeling Drawing	Watercolor Clay modeling Drawing	Watercolor Clay modeling Drawing
Handwork	Knitting	Knitting	Crocheting	Cross stitch Embroidery	Knitting with 4 needles	Hand-sewn animals Woodworking

Grade 1

In first grade, children are gloriously ripe for structured academic learning. The seven-year old is ready to formally build on the foundations for literacy and numeracy nurtured in the Kindergarten. These foundations serve as critical supports for lifelong learning and robust, confident thinking. In first grade, literacy begins with a love of language. Students are immersed in a rich vocabulary and vivid imagery through the practice of oral storytelling.

Uppercase letters are introduced in a way that brings joy to children – through pictograms or movements that evoke the letter’s essence, and students learn to read by writing and playing with the sounds of language.

The development of a “sense of number” (numeracy) is critical for using arithmetic and understanding mathematics. Much time is spent building this scaffolding which is necessary for all future work in mathematics.

The strength of Windsong’s curriculum lies in its attention to foundations and capacities. Daily artistic activities allow children to take hold of all they have learned during the school day, movement in every lesson serves to build up children’s mental pathways for learning, and a breathing rhythm to the school day allows children to settle into their work.

Each year the curriculum changes to meet children where they are developmentally, and in first grade the fairy tales serve as the leitmotif for the year. Windsong educators work with the child’s changing consciousness, guiding growth according to developmental unfolding, rather than directing growth from the outside according to outcome-based mandates.

Grade 2

In first grade, students still naturally feel themselves very much part of the group. In second grade, students begin to loosen up from the group a bit – they start to feel themselves more as individuals. They are ready to try out “standing on their own two feet”, and they experience this as a new sense of freedom. Though up to now, children have been living with parental and cultural group ethics, this new flirtation with freedom ushers in the possibility of conscious moral development. Second graders are experimenting with freedom, and begin to develop a moral code. This means they are often very naughty! Trickster tales and Aesop’s fables reflect this naughtiness, and serve as a common thread throughout the year.

Separation from the group brings with it the experience of duality. This is addressed in the curriculum with a focus on polarities – me and you, up and down, mine and not mine, fast and slow, ad infinitum. In a year of duality, the polar opposite of the fables must be brought as well, and consequently stories of heroes and saints also form a theme for the year.

Students continue working with the four processes, addition and subtraction, and multiplication and division. Place value is taught this year and students continue to memorize math facts such as the multiplication and division tables. Cursive writing is often introduced and students begin working more explicitly with phonics and the mechanics of reading.

Grade 3

At some point in the third or fourth grade year, students will realize that childhood is ending. This is often referred to as the “9-year change”. The story that most perfectly meets the inner experience of this realization is the story of Adam and Eve’s expulsion from the Garden of Eden.

Freedom has a new feel to it in the third grade. The thrill of naughtiness has worn off and the full import of freedom begins to take hold of the soul – freedom and independence are understood to be linked. The gravity of this situation does not escape the child, and they seem heavier day by day.

Supporting a child’s confidence in his or her ability to become independent is the gesture of the Third-Grade year. This is done through helping children develop practical skills, learning about human vocations and how people make a way for themselves in the world and experiencing the world with many curriculum-based field trips.

Grade 4

Fourth graders have grown a bit sturdier than their third-grade counterparts, both emotionally and physically. During the year, they will have come through the storm of the 9-year transformation and are building connections with the world they now fully inhabit.

Imagination and thinking no longer weave together in a magical fantasy, and students are able to think objectively. For this reason, the year brings opportunities to practice objectivity in geography and zoology blocks of study.

Fourth grade is the year when everything falls into pieces. Numbers fall into pieces with fractions, the class play falls into pieces with everyone having an individual part, writing falls into pieces with a focus on grammar, the familiar world around us is partitioned into pieces with mapping and the one God of Genesis is replaced by the many gods of the Norse myths. However, there are threads that hold these pieces together, that relate them to one another, and these relationships can be examined. How does $\frac{1}{2}$ relate to $\frac{1}{4}$? Every part in the play relates to the other parts. How do the parts of speech relate to the meaning of a sentence, how do sentences relate to the meaning of a passage? How do the parts of a map hold the sense of the whole? The Norse gods certainly do a lot of “relating” to one another.

Everything falls apart, everything changes, but there are still relationships that tie it all together. This realization, even if largely subconscious, is a wonderful support for young people who have fallen out of unison with the people around them, who are experiencing separation, and need to know how to build ties between themselves and the world.

Grade 5

Fifth graders have gained a measure of self-assurance with the accumulation of experience and academic skills. Little do they know that they stand at the fulcrum point between childhood and adulthood, and the coming onset of adolescence will bring more opportunities to grow through the struggle of major life transitions. Fifth grade students study the Greek myths, and often reenact the Pentathlon as part of their studies. To get a feel for fifth grade, imagine a student preparing to (beautifully) throw a javelin – fifth grade would be the moment when the arm has withdrawn in preparation for launching (into puberty, in this case).

Students study the world with the capacity for objectivity that emerged in fourth grade. This year botany is a major block of study, and students practice observing the world with focus. The world around can be viewed anew as students discover previously hidden properties of plants.

Geography expands outward as students study North American geography. Decimals and percentages are introduced to complement the fifth grader's knowledge of fractions. Students also begin to study geometry and combine aesthetics and math to create freehand geometric forms.

Grade 6

The clumsiness of sixth and seventh grade students is legendary. In the sixth-grade, students contend with the physical, cognitive and emotional changes brought about by puberty. The physical clumsiness caused by physical changes is mirrored by cognitive and emotional clumsiness. Social clumsiness also abounds, and is one reason why students in middle school can have a "bad reputation".

Sixth grade students often shock parents and teachers with the development of what seems an un-nuanced "black and white" moral code. Sixth graders, in many ways, are beginners all over again. For beginners, structure and rules are welcomed supports. Students often begin to play organized sports in P.E. class, and during recess tend toward games with clear and absolute rules.

Rome, with its system of laws and imposition of authority, mirrors the sixth grader's desire for order. Geography continues to expand outward with studies of Africa and Europe.

Students continue to practice scientific observation with the study of minerals and geology. As sixth graders feel themselves grow more dense and "earthbound" day by day, the study of earth and its properties resonates with their reality. To complement this study, astronomy is brought, as well.

Physics is an exciting course of study in the sixth-grade year, as students have the cognitive capacity to work with abstractions and the laws of cause and effect appeal to their desire for order and consequence. Business math and geometry comprise the mathematics curriculum.

Social Emotional Growth through the Grades

Social skills take time to develop, and each individual develops social skills on his or her own timeline. The Waldorf Education that inspires us will always be controversial, as it seeks to balance what is out of balance in our time. Right now, the way we support children's social and emotional growth is out of balance. At this moment in our culture, adults are not wholly comfortable allowing children to practice joining in, manage conflict or weather social rebuffs. At Windsong school teachers and the wider community take a very active interest in helping students grow authentic empathy, social competency, and emotional maturity. These capacities will not develop fully without practice over time, healthy adults to model, and a variety of social experiences, including challenging social experiences.

For this reason, Windsong teachers approach social learning as they do all of the other capacities nourished during the school day – with loving attention, faith in the child's ability to learn, support in ways that do not undermine the child's learning, and strong action when children need direct support.

When children are going through a difficult social or emotional period, we recognize that to some degree, the struggle lies within them. They need our support, not condemnation. Natural consequences, even if they are sometimes helped along by the teacher, are known to support the healthiest social and emotional development. As students get older, they crave and respond to more direct forms of adult expectation. For instance, the third grader tests boundaries and needs to have them enforced in order to have confidence in the world that is seeming to change under their feet, and the 12-year-old craves rules and consequences – especially when he or she can point out when others have breached rules!

We compare the development of social and emotional skills to the fruiting of an apple tree. Given time, attention, and nourishment, the tree will fruit abundantly and produce life-sustaining food. But apple trees are known to take quite a while to fruit for the first time. Sometimes people even remove a tree because they don't understand the need to wait. Trees can also be stimulated to produce prematurely – but this weakens the tree. For a robust, balanced, life-sustaining social ability and emotional maturity to develop, we must have patience and the courage to wait. The consequences are too severe to risk weakening the growth of emotional maturity by thwarting the natural processes of social emotional development. We have seen through experience that providing an environment that allows long-term relationships to develop through natural ups and downs, authorizing teachers to work out of love and intuition, and providing a space for abundant social interactions strengthen social emotional health in the best way. This approach to shepherding students' social and emotional growth leads to resiliency, authentic empathy, and the ability to be the "captain of one's own ship". This is our deepest wish for all of our students in these trying times.

We hope we have given you a picture not only of the progression of the curriculum at Windsong School, but also the never-ending movement of the human being toward freedom. We strive to serve this aspect of human development in all that we do.

The Windsong Community Structure

School Governance

Windsong differs significantly from other schools in that it is not administrated by a principal or headmaster. Windsong is a faculty-run school. The Windsong Faculty make all decisions regarding acceptance, dismissal, curriculum, school policies, etc. Windsong's administrative staff serve to carry out the decisions and policies created and approved by faculty.

Windsong School values and practices direct communication. Any and all concerns regarding your child, his or her classroom, teacher, behavior, progress, social interactions, etc. should always be directed to your child's class teacher. If after meeting in person with your child's class teacher, you feel the situation was not addressed to your satisfaction, administration may be contacted. In this instance, administration would not be serving as a principal or "boss", but as a support person to both the family and teacher involved.

Spokane Waldorf Education Association (SWEA) Board

Windsong School's financial and legal interests are managed by our non-profit Board of Directors, Spokane Waldorf Education Association (SWEA). The SWEA board is 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.

Board President – Sally McKen

Board Secretary – Austin Zimmerman

Board Treasurer – Zac Rankin

Board Members – Alaina Clinton, Mike Farrell

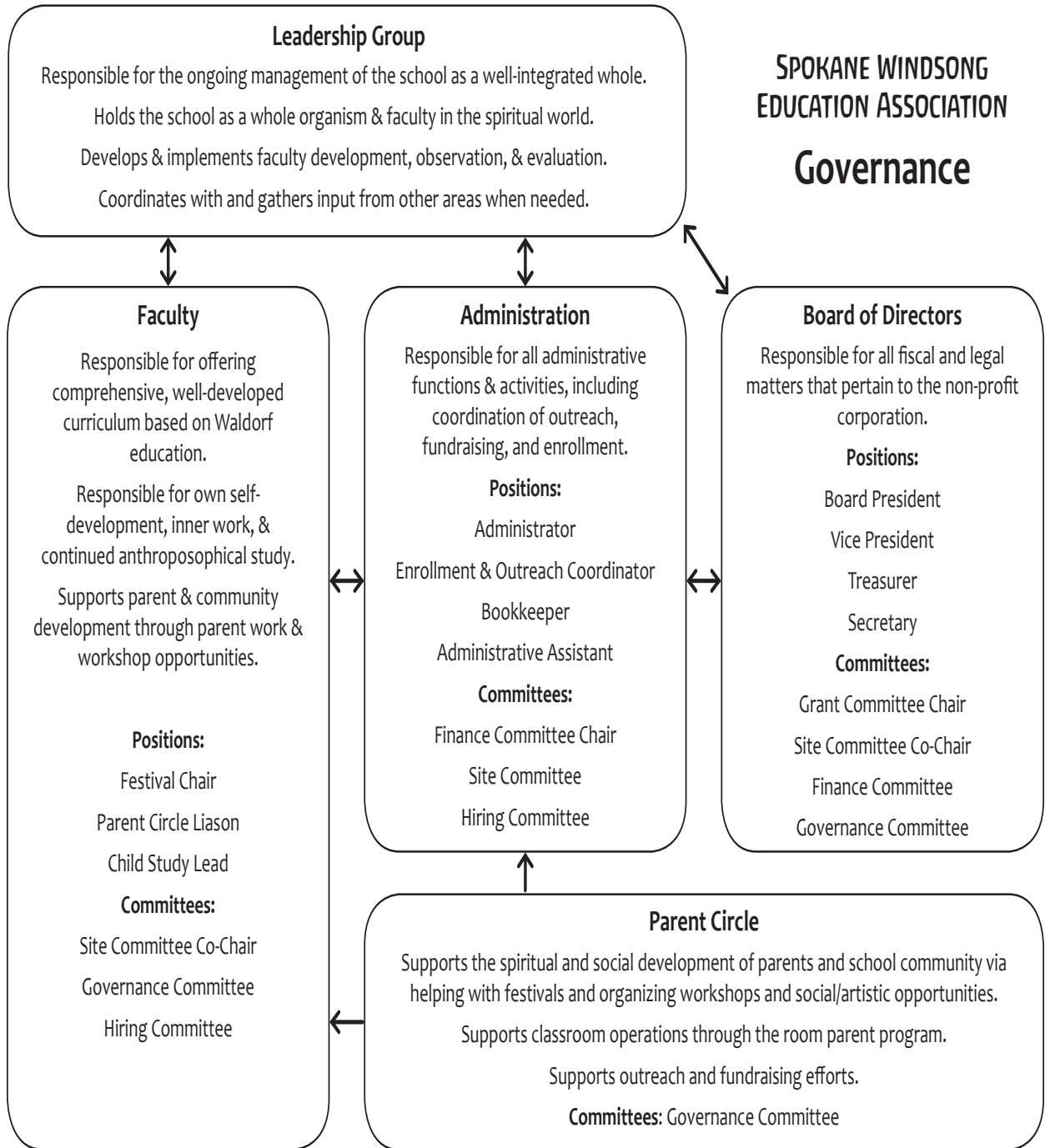
Faculty Leadership Group

The Faculty Leadership Group is a decision-making body responsible for: holding the vision of Windsong School, management of the school as a well-integrated whole, chairing faculty hiring committees, development of policies, creation and implementation of faculty development, observations, and evaluations.

The Faculty Leadership Group is made up of teachers who have completed Waldorf teacher training, have at least five years teaching experience, and have taught at Windsong for a minimum of three years.

Leadership Group Members – Lauren Bergstedt, Eve Bowers, and Renée Rahn

Governance Map



Faculty and Administration

All Faculty and Staff can be reached by email at [first name]@spokanewindsongschool.org

Faculty

Pat Hughes	Blue Spruce Parent Child Lead Teacher
Ryan Rayniak	Huckleberry Kindergarten Lead Teacher
Lauren Bergstedt	Sunbeam Kindergarten Lead Teacher
Rachel Cruz	Sunbeam Kindergarten Teacher in training
Renée Rahn	Honeybee Kindergarten Lead Teacher
Marta Matsumoto	Grade 1 Class Teacher
Michelle Lingo	Grade 2 Class Teacher
Eve Bowers	Grade 4 Class Teacher
Brian Blessing	Grades 5/6 Class Teacher
Mary Beth Cullitan	Strings Teacher
Caryn Dudley	4-6 th Grade Handwork Teacher
Akiko Melton	Japanese Teacher
Florencia “Flor” Saenz	Spanish Teacher

Classroom Assistants

Kelly Strine	Huckleberry Nursery Assistant (2-day)
Eve Costello	Huckleberry Nursery Assistant (3-day)
Aubri Metter	Sunbeam Kindergarten Assistant
Sarah Mortenson-Gauss	Honeybee Kindergarten Assistant

Administration

Breann Treffry	Administrator
Ashley Strine	Enrollment and Outreach Coordinator
Jaime Baird	Administrative Assistant

The Parent Circle

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 Parent Circle embodies the mission and goals of Windsong through service; this service is expressed most vividly through two Guilds: The Social Guild and Spirit Guild.

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

Room Parent Program

Each class has a room parent who helps bridge communication between their class parents and the school as a whole. They also help the class teacher communicate needs to the parents. Room parents are an excellent resource of information about upcoming festivals, fundraisers, and social happenings at Windsong.

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 Nights

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 which inspires us.

Anthroposophical Study Group

The Spokane Anthroposophical Study Group meets monthly 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. **Festival attendance is like attendance for a strings performance or a class play, it is a part of school and the education and not meant to be optional. Students will be preparing for the event and will be disappointed if they are unable to attend.**

Michaelmas

This festival is celebrated by our grades students and their families at the end of September in our grades play yard. The children are asked to wear red to the Michaelmas festival.

The Michaelmas celebration is one of courage and willingness to face dragons in whatever form they present themselves. The celebration includes a pageant given by the upper graders and parents, the sharing of dragon bread, and the whole grades community participating in games of courage. This festival holds deep meaning in the Windsong community. Human beings have free will. We can deal with destructive forces as we choose. We can ignore them, we can aid them, we can hide from them... We get to choose! This festival celebrates those

who choose to wrestle with the forces of destruction, and also acknowledges that the Archangel Michael stands beside us when we choose to do so.

Martinmas

This festival is celebrated by the entire Windsong community. It takes place at night outdoors in November. It is important that everyone is outfitted in weather appropriate attire. Bringing a BBQ lighter to re-light lanterns is suggested. To keep with the reverent nature of the festival, we ask cameras and phones be left at home and talking be kept to a minimum.

In Autumn, as the daylight diminishes we need reminding that our inner light is constant. For Martinmas we carry our lanterns into the dark night and gather together around the fire to hear the story about a man who carried his heart light into the world, helping the poor and needy.

The Martinmas festival celebrates St. Martin with the telling of the story of St. Martin and a reverent lantern-lit walk around the Cannon Hill Park pond.

Winter Faire

This Festival is open to the entire Spokane community and takes place on our campus. Each family is asked to make 20 simple items to sell in our children's store. Families may also be asked to provide ingredients for soup and/or breads.

The first Saturday of December is Winter Faire at Windsong School. The parents and faculty work like Christmas elves to bring magic alive for our children and community. We gather to sing and craft, experience a marionette puppet story, and eat warm soup and bread. There is even a faerie-like store of all handmade items for the children to purchase and wrap, all by themselves, for the people they love. And you may even see King Winter himself or his friend Jack Frost, if you find yourself in the right place at just the right time.

Santa Lucia Day

This is an in-house festival held by the second-grade class and takes place during the school day. The oldest second grade girl wears a wreath upon her head and her classmates dress in white and visit the other classes singing and giving saffron buns to all they meet.

Santa Lucia Day is a festival of light that heralds the Yuletide. A Scandinavian winter holiday, Santa Lucia Day falls on December 13th and celebrates the life of Saint Lucy and the return of light. (In the old Julian Calendar December 13th marked the Winter Solstice.)

May Day

This festival is open to the public. Windsong families are encouraged to invite their friends and family members. Everyone is encouraged to wear white and is asked to bring a savory dish or fruit to share, as well as dishes and utensils for your family, and a picnic blanket.

When Lady Spring arrives in Spokane, Windsong gathers for our last festival of the school year – May Day. The grades children take hold of their ribbons and sing and dance around the Maypole, creating an intricate weaving, a picture of how our lives are interwoven with one another; inseparable and creating ever-changing beauty. We share a potluck dinner picnic on the meadow in the fading light of a Friday afternoon.

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.

Annual Giving Campaign

Each year our school conducts an Annual Giving Campaign in the fall 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-inspired programs in the country, 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 make a meaningful contribution to this effort.

The Treehouse Ball

Each spring, Windsong School hosts the Treehouse Ball, our annual benefit auction. The auction is arguably our most enjoyable fundraiser of the year. It affords our community the chance to come together as friends to share dinner and merriment all while celebrating and raising funds for our wonderful school. Each family is asked to procure donations from their favorite businesses for the silent and live auctions and raffles. Tickets to the auction have ranged in price from \$35-\$50 apiece. Tables and sponsorships are also available for purchase. The auction takes many hands to run smoothly. If you have any interest in being more involved with this beloved event, please contact the Enrollment and Outreach Coordinator, Admin@spokanewindsongschool.org.

Class Fundraisers

Each grades class has an annual fundraiser to raise funds for their culminating class trip. Information about each fundraiser will appear in our weekly e-newsletter, *The Windsong Register*.

First grade – Bake Sale (fall)

Second grade – Popcorn (spring)

Third grade – Calendar sale (Christmas)

Fourth grade – Coffee (weekly)

Fifth grade – Sweatshirts (fall), t-shirts (spring)

Sixth grade – TBA (late spring)

School Policies

2017-2018 Tuition, Fees, and Discounts

Tuition is billed in 12 monthly payments, beginning July 1, 2017 and continuing through June 1, 2018 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 contracts with TADS to manage tuition and billing. Late payments incur a \$35 late fee assessed by TADS.

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	\$649	NA	NA	\$50	NA
Kindergarten, 2-day	\$2,718	\$100	NA	\$50	\$250
Kindergarten, 3-day	\$4,077	\$100	NA	\$50	\$250
Kindergarten, 4-day	\$4,639	\$100	NA	\$50	\$250
Kindergarten, 5-day	\$5,798	\$100	NA	\$50	\$250
Grades 1-2	\$5,948	\$165	\$65	\$50	\$250
Grades 3-6**	\$5,948	\$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 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 about tuition and fees or to receive a detailed monthly tuition quote at 509-326-6638 or admin@spokanewindsongschool.org.

Tuition Affordability Program (TAP)

Windsong is pleased to offer tuition reduction and work trade opportunities 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.

Since circumstances change from year to year, Windsong School requires families taking part in TAP to re-apply each year.

Tuition and Fee Payments

As a courtesy to our families, if the annual tuition cannot be paid upfront, it is billed in 12 monthly payment from July-June each year. Tuition payments are due to TADS by the due date the family selects when setting up their tuition agreement. Those payments not received by the due date, will incur a \$35 late fee. Returned checks will result in a \$25 processing fee.

Any applicable supply fees are due upon acceptance into any program. Should this pose a financial hardship to your family, please contact administration to set up alternative payment arrangements.

Should you experience financial difficulties during the school year which 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.

Withdrawal Policy

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, 30-days' written notice must be provided to school administration. **If 30-days' notice is not provided, equivalent tuition will be due upon withdrawal.**

School Hours and Calendar

Our administrative office is open 8:00 a.m.-5:00 p.m., 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 35 and on our website: www.spokanewindsongschool.org.

Enrollment Requirements

Parents must attend the all-school meeting at the start of the school year, supply fees must be paid upfront, unless alternate payment arrangements have been cleared with administration, and all paperwork, including a tuition agreement, must be completed before a student is considered enrolled.

Our grades program utilizes a continuous enrollment model, meaning once a student is accepted and enrolled in the grades, they are enrolled thru sixth grade. The 30-day withdrawal policy still applies.

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. Windsong School offers 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 the school office prior to the start of class. This can be done by calling (509) 326-6638 or emailing office@spokanewindsongschool.org.

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.

Grades Attendance Policy

Excessive Tardiness is considered 2 or more tardy arrivals per month and 10 or more tardy arrivals per school year. After 3 tardy arrivals in a school year, a meeting will be scheduled with the class teacher and parents. After 7 tardy arrivals in a school year, a meeting will be scheduled with the class teacher, parents, and administration to create an attendance agreement to ensure punctual arrival at school for the remainder of the school year.

Excessive Absence is considered 3 or more absences per month and 15 or more absences per school year. After 7 total absences in a school year, a meeting will be scheduled with the class teacher and parents. After 10 absences for the school year, a meeting will be scheduled with the class teacher, parents, and administration to create an attendance agreement for the remainder of the school year.

If a student is absent 18 or more times during one school year, parents will be notified that Windsong School cannot take responsibility for the child's academic advancement and that tutoring or other efforts may be required before the student is able to move on to the next grade. Any tutoring or other efforts that result will be the responsibility of the parents.

We do not distinguish between excused and unexcused tardiness or absence as both equally impact all students' academic learning and social development at school.

Special Circumstances

Windsong School does not want parents to send their children to school when they are ill. Additionally, we understand that at times there are special circumstances than can result in a student being unable to attend school and/or exceed the threshold for absences. If this is the case, please communicate this information as soon as possible to the class teacher to formulate a plan for your child.

Grades Arrival

During regular school days, all children in the Grades Program are dropped off and dismissed at the Grades Building. The official school day is from 8:00 a.m. - 2:00 p.m. Early drop off begins at 7:40 a.m. Children may not be dropped off before 7:40 a.m. Once students have been dropped off on time, they must remain in the play yard until their teacher calls them to report for the school day.

Children who arrive after 8:00 a.m. will go directly to the Main Office where they will be entered into the tardy log and issued a tardy slip by administration. Children in 1st through 3rd grades are required to have a parent escort them to the Main Office and then back to the grades building when arriving late. Older students may retrieve their late pass on their own, according to parent discretion.

Grades Dismissal

Dismissal will occur at 2:00 p.m. Any students not picked up by parents or guardians by 2:15 will return to the office accompanied by an administrator. Parents/guardians will be called at that time and the late pick up fee will be assessed.

Windsong cannot release children to anyone other than the parent/caregiver or a pre-designated person of whom the office has previously been made aware. If you are having your child picked up by someone other than the pre-designated person, you must communicate with administration indicating who will be picking up the child. If someone other than the parent will be picking up the child on a regular basis, please add this person to your student's pick-up list on file in the school office.

Grades Late Pick-Ups

Late pick-ups are extremely upsetting to the child. We understand that occasionally, circumstances may prevent parents from getting to school by 2:00 p.m. If you will be late for pick up please communicate this information to the school office as soon as you are able. The late pick up fee will still apply.

Late pick-ups will be charged a late pick-up fee of \$1 per minute beginning at 2:15 p.m. This does not apply to after-school tutoring and/or other after-school activities previously arranged by teacher(s) or administration. This fee will be added to your monthly tuition bill.

In the case of family emergency, administration and/or faculty will ensure all children are cared for until a parent or guardian can be found.

Grades Early Pick-Ups

Please avoid scheduling family visits, or routine doctor or dental appointments during school hours.

Please note: When you are picking up a child before the end of the school day, please knock on the classroom door and wait outside the classroom until the teacher sends your child out.

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. In instances when it is not clear whether a child is ill, grades teachers often request that students who are a little under the weather attempt school by attending main lesson. If a student becomes unwell or uncomfortable, teachers will notify parents for an early pick-up.

If your child has attended a communicable disease party (chicken pox, mumps, etc.), please let administration know immediately and keep the exposed children at home until the incubation period has passed.

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 him or her 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 gravel 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.

Campus Care and Use and Child Supervision Before and After School

We are tenants of The Mukogawa Fort Wright Institute and as such it is important that we treat the campus and grounds with respect before and after school.

Children are to be supervised at all times while not in the care of their teacher while at the school. This includes prior to drop off and after pick up. The grades campus opens at 7:40 a.m. and closes following 2 p.m. dismissal. The EC campus opens at 7:50 a.m. and closes following noon dismissal. The building is not available prior to and following those hours. Please ensure your children are not coming back into the school following dismissal. Grades children who are not picked up at dismissal will be collected by administration and will wait in the office for their parents to arrive.

Play yards are for classroom use only. Tire park is available after 2 p.m. following the end of the grades program with parental supervision. The grassy area near the EC play yard is available following the end of nursery school/kindergarten. Please understand that both tire park and the grassy area are not part of our lease agreement and therefore are not maintained by Windsong. The rest of the Mukogawa campus is private property. Please be responsible for picking up any and all trash at tire park and in the adjacent grassy area. When children are on campus and the nearby areas, school expectations are in place in relationship to dress, respect for property and in social interactions – this includes but is not limited to being dressed for the weather, wearing shoes, not climbing trees and caring for the space as if it were your own home or yard. Please ensure that this is followed. If you have questions, please talk with administration or your class teacher.

Child supervision during meetings

Due to our growth and space, we are no longer able to arrange childcare for school meetings. It is, however, expected that children will be supervised by someone arranged by the child's parents during any and all events that parents are engaged in while on campus including but not limited to conferences, committee meetings, parent/teacher meetings and administrative meetings. Children cannot be unattended.

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 heartbeat. 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/snacks

Shared meals and snacks are an important part of the daily curriculum at Windsong. Food is prepared in the classroom in the early childhood programs through the 2nd grade. Prepping food is an opportunity to provide and model purposeful work to the children in the classroom as well as setting the table, serving one another and cleaning up. At mealtime, we come together to celebrate community, sensory enjoyment and to give thanks for our abundance.

The food that is served is wholesome and nutritious. Our classroom offerings will meet the *life-threatening allergy* food needs of each child so the class as a whole can experience oneness and a sense of wellbeing rather than individualization and alienation during mealtime. We observe that more and more families have their own food restrictions and preferences that they adhere to at home. We cannot make class meal modifications for family food restrictions/choices. Mealtime in the classroom is an essential foundation for the development of a healthy social life and we must ensure that children experience connectedness. As such, it is expected that children will be able to participate fully in the shared meal experience in the classroom despite possible differences between what they eat at home versus what is offered at school.

Medical/allergy modification requests for the classroom must be submitted at the time of application and be accompanied by a health care providers plan of care. Please see the allergy and medical conditions section below for more information.

Allergies and Medical Conditions

If your child has an 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. Please contact administration for the proper paperwork.

Windsong's ability to modify activities or foods served in the classroom lies 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.

Pesticides on School Grounds

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

Media 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.

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 his or her 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 cared for during the difficult times.

Questions, Direct Communication and Conflict Resolution

At Windsong, everyone in the community *must be committed* to direct communication.

What is direct communication? Direct communication is the act of speaking both *FIRST* and directly with the person with whom you have a question of or a concern. That person will be the only person who can answer your question or enact change regarding a concern you might have.

Every day, we ask our students to engage with one another in a way that builds human connection and allows practice at relationship building/re-building through direct communication. We, as the adults of the community, must do this as well. For most of us, this too is a practice and oftentimes is uncomfortable because it involves dealing with conflict head on. And yet, we must do it!

In addition, 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.

Here is who you would directly communicate with regarding different questions or concerns that may arise:

Student to student interactions, classroom issues, teacher questions/concerns – Class teacher

Tuition, enrollment, administrative questions – School Office/Administration

Committee questions, concerns, feedback – Committee Chair

Should you have attempted directly communicating with the involved person and feel that you are not reaching resolution and need assistance, please contact Breann Treffry, our administrator. The role of the administrator in this event is not to mediate or to hear the different sides of a story or to sit in on any meeting between involved parties, but rather to work with the staff/faculty involved to ensure that direct communication gets on track and is supported.

Student/family Dismissal Policy

Times do arise when families are asked to leave the school. This is an individualized process between the class teacher and family. This can occur when a child is not able to be served in a way that is healthy for both the child and the class or in instances where a working partnership with the family is unable to be achieved and/or sustained. As a private school, Windsong School reserves the right to dismiss a student or family at any time and for any reason.

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 sent home.

If a child is sent home 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 and faculty 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 return books when you are finished with them.

Recommended Reading

Adventure: The Value of Risk in Children's Play by Joan Almon

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: spokanewindsongschool.org

Like us on Facebook: Windsong School

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

Alliance for Childhood: allianceforchildhood.org/publications

Windsong School 2017-2018

September						
S	M	T	W	T	F	S
			30		1	2
3	4	5*	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
S	M	T	W	T	F	S
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22	23	24	25	26	27	28
29	30	31				

November						
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December						
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31						

January						
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21	22	23	24	25	26	27
28	29	30	31			

- Holiday (No School)
- First/last day of school
- All-School Meeting 5:30-7:00pm
- Festival
- EC Parent Night 5:30-7:00pm
- Parent Circle Meeting 5:30-7:00pm

Important Dates

- Aug. 30 All-School Meeting 5:30-7:00pm
- Sept. 4 Labor Day (No School)
- Sept. 5 *First day of school for grade 1 only
- Sept. 6 First day of school
- Sept. 13 Parent Circle Meeting 5:30-7:00pm
- Oct. 18 EC Parent Night 5:30-7:00pm
- Nov. 3 Martinmas Festival
- Nov. 8 Parent Circle Meeting 5:30-7:00pm
- Nov. 23-24 Thanksgiving Break (No School)
- Dec. 2 Winter Faire
- Dec. 22 Advent Spiral
- Dec. 25-Jan. 5 Christmas Break (No School)
- Jan. 10 Parent Circle Meeting 5:30-7:00pm
- Feb. 14 EC Parent Night 5:30-7:00pm
- Feb. 19-23 February Break (No School)
- Mar. 7 Parent Circle Meeting 5:30-7:00pm
- Mar. 14 All-School Meeting 5:30-7:00pm
- Apr. 2-6 Spring Break (No School)
- Apr. 18 EC Parent Night 5:30-7:00pm
- May 4 May Day Festival
- May 28 Memorial Day (No School)
- Jun. 8 Last day of school

February						
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March						
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April						
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29	30					

May						
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June						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9

* Sept. 5 is the first day of school for grade 1 only.

Parent-teacher conferences will be scheduled by teachers in the fall and spring.