

Welcome

Welcome to the Eugene Waldorf School's handbook! This handbook is written to be both a useful, practical guide to school policies and structures, and also an invitation to each of us to become involved in the life of the school. Our school depends mightily on volunteer participation. So hopefully having this information at your fingertips will make it easier to understand how things work in the school and will welcome each of us into a deeper connection with our Eugene Waldorf School. Enjoy!

Erika Leaf
1998-99 Handbook Editor



Mission Statement

The Eugene Waldorf School, founded in 1980, is one of over 700 schools worldwide that embraces the educational insights of Rudolf Steiner, the Austrian scientist, philosopher, artist, and educator who lived from 1861 to 1925. This pedagogy recognizes the stages of physical, emotional, and cognitive development in a child's life.

Our mission is to educate the whole child by equally engaging the mind, enlivening the imagination, and strengthening the will. We teach in an environment that fosters a love of learning, a depth of understanding, and a sense of community. Our academic program integrates the arts, humanities, and sciences. We strive to develop each child's physical, emotional, and intellectual capacities. This enables each unique individual to enter responsibly into an ever-changing local and global community.

The Eugene Waldorf School is a non-profit, non-denominational tax-exempt organization incorporated in the State of Oregon. We do not discriminate on the basis of race, color, national and ethnic origin, sex, income, marital status or sexual orientation in the administration of our educational policies, admissions or Board membership policies, financial programs, or athletic and other school-administered programs.

Credits

This handbook was begun in the fall of 1995 by Molly Wilson as part of the Parent Education Committee. She gathered the handbooks of other Waldorf Schools and began collecting passages for our handbook from members of some of the organizational bodies and Committees in our school.

In the spring of 1996, I took on the project in the hopes that it would be a positive contribution to the evolution of our school. Now in its third edition, there are many people whose writings, comments and support are incorporated herein. I would especially like to thank Edith Koosnik of the Seattle Waldorf School for allowing us to use many passages from their inspiring handbook, Molly Wilson for shepherding the collection of comments for the latest edition, Jelena Jaehnig for thoroughly reading each edition over the years and spending many hours correcting and commenting, and my husband Chris Meeker for his support during my countless hours of work on initial handbook, the update and this revised edition.

For me personally, it was exciting to have an opportunity to discover the clarity and beauty that exists in many areas of our school. We are amazingly fortunate to be a

part of the coming together of so many dedicated, skilled adults who are committed to building ever stronger and more healthy foundations in our school organization, who are willing to put in the many volunteer hours and to dedicate the ongoing energy of their heads, their hearts and their hands through an unbelievable myriad of projects for the betterment of the whole.

Through the research and writing of this handbook, I was able to glimpse some of the richness and depth that exists in the Waldorf curriculum; I then took it upon myself to coax more of these glimpses out into the open so we could all have a greater appreciation for some of what lies below the surface in the classroom and even in the organizational structures of the school. I see our Eugene Waldorf School as a “work in progress” and thus this handbook is also a work in progress. As the forms and structures of the school evolve, so will the handbook. I offer this handbook to each of you in our community in appreciation of all that has come before, and with a vision of the Eugene Waldorf School continuing to thrive and to meet the needs of many thousands of children and families to come.

Warmly,
Erika Leaf

Our highest endeavor must be
to develop free human beings,
who are able of themselves
to impart purpose and meaning to their lives.
—**Rudolf Steiner**

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CHAPTER 1

Introduction to Waldorf Education

History of Waldorf Education and the Eugene Waldorf School

The Eugene Waldorf School is one of approximately 650 Waldorf Schools throughout the world from Japan to Brazil and from Russia to New Zealand. The community of the Eugene Waldorf School joins a global community of children, parents, teachers, and friends who have made a commitment to work toward social renewal through Waldorf Education.

Waldorf schools grew out of the philosophy of Anthroposophy (anthropos - human and sophia - wisdom) which was developed by Rudolf Steiner. Born in 1861 to Austrian parents, he was an international figure in his day. Scientist, educator, and artist, Steiner's interests spawned movements of renewal in education, medicine, science, agriculture, religion, arts, and human consciousness. The first Waldorf school was founded by Steiner in 1919 in Stuttgart, Germany, when Emil Molt, a wealthy industrialist and owner of the Waldorf-Astoria Cigarette Factory, asked him to help create a school for the families of his workers.

Like most Waldorf Schools, the Eugene Waldorf School began as a grassroots initiative. In 1976 several parents wanting Waldorf education for their growing children began organizing lectures and workshops and eventually brought a trained teacher to town. This small school, then called the Cascade Valley School, opened its doors in 1980. As the school grew through the grades, a new building was found and the Dunn

School on Willamette Street in southeast Eugene became our second home. In the summer of 1988 we moved to our present permanent location, the Stella Magladry School on McLean Blvd. Soon after that, in 1990, the teacher-training program was started, initially at the request of parents and community members. In the summer of 1993 the high school building was built and the high school was in operation from September 1993 until August 1996.

Our School Logo: The Language of Graphic Forms

In its essence, our school logo is a graphic form, a meditative, meaningful image, formed to serve the school. In the early years of our school, the artist Martina Muller, took up the challenge to create a logo that spoke to the mission, the imagination embodied in the Eugene Waldorf School. Working out of the artistic and graphic impulses brought forward by Rudolf Steiner, Martina strove to find an image that did not appeal directly to the intellect, that was not naturalistic, and whose action lies not in the form itself, but in the tensions, openings and holdings recognized within the logo. This graphic 'recognition mark' is directed at the inner motions of one's own gesture organism. Steiner hoped that such graphic forms would have the power of speech, the ability to speak to the viewer. The *word* resounds from within, as response to what is being done. The *shape* itself is the magical agent, the *doer*.

The lower-most line represents a closed vessel, stable, upright, supporting and held. The small middle line represents the parents or God-parents. The line stretching out to the right is the child, the youngest form, most alive and moving toward the future. The upper-most line represents the past and the teacher.

These are some of the ideas found in the parts of the logo. But the real test is found not in the symbolism, but in the implicate wholeness of the form. We see a metamorphosis in the forms corresponding to the metamorphic mission of Waldorf Education.

Basic Principles and Elements of Waldorf Education

Through the curriculum and atmosphere at the Eugene Waldorf School, we strive to meet children at each developmental stage, helping them gain the strength to flower into free individuals. Children are recognized as having physical, emotional, and spiritual needs and capacities as well as intellectual ones. Artistic, cognitive, and practical lessons are all combined to nurture the strengths, potential, and uniqueness of each child.

At the heart of the Rudolf Steiner or Waldorf method is the conviction that education is an art. Whether the subject is arithmetic or history or physics, the presentation must live - it must speak to the child's experience. To educate the whole child, the heart and will must be reached as well as the mind.

"The concept of education, which rightly means to bring forth, is rapidly being lost in all civilized countries and replaced by mere instruction. If we are convinced that each child brings something quite individual with him or her...then our efforts as teachers and parents will be directed so as to help to develop the child's full capacities, and find her/his true destiny. A mere cramming with facts and knowledge has nothing to do with real education, (which endeavors) to develop faculties

within the child according to her/his individual character." - René Querido, Waldorf teacher and author

The foundation of Waldorf curriculum has been brought to life by dedicated teachers for over 75 years, providing an experience in the classroom that is unique in elementary and high school education. Several basic principles serve as the foundation for Waldorf education:

- The human being is understood as spirit with both a social and physical manifestation.
- From birth, each of us works with challenges that, if met, help us develop into free human beings.
- The teacher strives, through anthroposophical study, meditation, and observation of each child, to bring each child what he or she needs to grow spiritually, socially, academically, and physically. We believe this is a balanced education.
- The teacher's role requires that he or she balance thinking and deeds with the warmth of the heart. This is not sentimental or emotional feeling, but rather true understanding, brotherhood and love. The teacher's role extends beyond the classroom, beyond helping to create positive relationships with and among the children. Since the work of Waldorf education includes nurturing the growth and development of all, teachers are also responsible for healthy relationships with colleagues and parents.

Class teacher

An important aspect of Waldorf education is the emphasis on the relationships among teachers, children, and parents through the years. We believe the growth of trust and understanding is nurtured by the stability of staying with the same teacher and classmates. For this reason, the kindergartens are composed of children from ages four to six and a child may be with the same teacher and group of children for two or three years before moving on to first grade. In the grade school, the teacher, if possible, continues with the class for the full eight years. A single year is just the time it takes a teacher to really get to know a class, and for the children to come to know and trust their teacher.

For children, the grade school years are an evolution of consciousness in much the same way that human consciousness has unfolded throughout the ages. The curriculum is designed to support this growth of consciousness. For teachers, moving through the eight years is a path of inner development as they experience the changing forces of the children; for the children are always calling the teacher to adjust inwardly to meet and understand them.

At the advent of puberty, the ego comes to a new experience of personal freedom - and education at this period must open and channel, not stop up, the new energies. In high school the class teacher is replaced by subject teachers who are able to meet each student's need for competence, for authority vested in skill. High school teachers direct their teaching increasingly toward reasoned insight, intellectual understanding, and a philosophic conception of the whole world. What was experienced pictorially in the elementary years, in a more artistic way, now has to be reviewed, analyzed, and tested in the light of the newly emerging power of personal, logical understanding.

Main Lesson & Daily Rhythm

Waldorf schools are organized to make the relationship between student and teacher as fruitful as possible. In the elementary grades, this is accomplished by the unique Class Teacher/ Main Lesson system. Each morning the children spend the first period of the day - the two-hour Main Lesson - with their Class Teacher. Every morning for 3 - 4 weeks, during the time when young minds are freshest, they will intensively study a block from one of the core subjects (english, math, history and science). In this way the rhythm of the day begins with the work which requires the most attention, and each academic subject can receive special focus during the course of the year. The teacher has time to enter each subject in depth and to approach it in a variety of ways, time to enliven each topic with poetry, painting, modeling, movement and drama. Thus, intellectual learning is always combined with artistic, rhythmical and practical work. After three to four weeks, when one topic has been fully explored, a new Main Lesson block is introduced.

Subjects which require regular repetition in shorter lessons (foreign languages, for example) occupy the later part of the morning. Afternoons are devoted to activities that are more physically active and social in nature: games and sports, painting, handwork and gardening. Boys and girls learn crocheting and knitting, simple sewing, woodwork and crafts. There is a wonderful coordination and harmony of subject material throughout the curriculum. What is being taken up in each Main Lesson block appears in subtle ways in the activities of the afternoon. The challenges of handwork and the fine arts are treated not as separate, unimportant "options" but as vital parts of a complete education.

The Waldorf School Curriculum

The Waldorf curriculum is designed to work in rhythm with the natural stages of children's development. Since these stages are reflective of the stages in the development of human civilization itself, the great stories of varied human cultures—fairy tales, fables, ancient Indian and Old Testament stories, as well as Nordic, Native American, Greek and African myths—are the cornerstone of the curriculum in the lower grades. During the middle school, the lessons cover the period from the Middle Ages to modern times. Not only the subject matter, but also the way it is approached and the assignments and activities asked of the children are specifically suited to the development of certain faculties and capacities at particular ages.

Preschool and Kindergarten

"If a child has been able in his play to give up his whole being to the world around him, he will be able in the serious tasks of later life to devote himself with confidence and power to the service of the world."

-- Rudolf Steiner

In the Pre-School and Kindergarten years great emphasis is placed on the development of a strong and deeply-rooted creative capacity. The overall environment, the unique play materials, and the chosen activities all contribute to fostering the child's natural powers of wonder and fantasy. For instance, the play materials are chosen so as to allow the greatest amount of the child's own imagination to come into play. The more possible uses for a toy, the better. When the child is required to really "clothe" his play materials with his own powers of imagination, the truly living forces within him become activated.

Another important aspect in the development of a strong imaginative life is the use of Fairy Tales. The art of storytelling is really alive in the Kindergarten as the Fairy Tales are told, rather than read, by the

teacher. The child's imagination is active because the pictures need to be created inwardly as the story unfolds. The young child experiences the world more pictorially than the logical mind of the adult, and Fairy Tales provide an inner nourishment because they contain archetypal truths about the world in picture form.

Small children are beings of will and imitation, identifying themselves with each gesture, intonation, mood, and thought in their environment, and making these their own in the free activity of creative, imaginative play. It is the kindergarten teachers' task to create an environment worthy of a small child's unquestioning imitation and to educate the child's unconscious through the warmth, clarity, rhythm, and harmony of the world s/he creates and with which the child so actively identifies.

Given the right environment and encouragement, the young child exhibits a fountain of creativity never again to be equaled in the course of his/her life. Deepening this capacity prepares the proper ground for a truly alive and mobile thinking to emerge.

Grade School

"The true aim of education is to awaken real powers of perception and judgment in relation to life and living. For only such awakening can lead to true freedom." --Rudolf Steiner

The grade school curriculum in the Waldorf schools is amazingly rich and intricately coordinated with a deep understanding of the developing child. What follows is a look at some of the main topics that are covered in each year as well as some detail about the insights underlying the curriculum. There are, of course, many more philosophical underpinnings of the curriculum than can be set forth in this handbook; this list is only meant as a taste of what goes on in the curriculum, not as a comprehensive outline. Attending Parent Evenings with your child's class teacher is a

wonderful opportunity to find out more about the specific curriculum that is being presented to your child. Also some of the books listed in the annotated bibliography in this Handbook contain more in-depth coverage of the curriculum.

THE FIRST GRADE year begins with the discovery that behind all forms lie two basic principles: the straight and curved line. The children find these shapes in their own bodies, in the classroom and in the world beyond. The straight and curved line are then practiced through walking, drawing in the air and the sand, on the blackboard and finally on paper. These form drawings train motor skills, awaken the children's powers of observation and provide a foundation for the introduction of the alphabet.

Through fairy tales and stories, the children are introduced to each letter of the alphabet. Instead of abstract symbols, the letters become actual characters with whom the children have a real relationship. "S" may be a fairy tale snake sinuously slithering through the grass on some secret errand; the "W" may be hiding in the blackboard drawing of waves.

In a similar way, the children first experience the qualities of numbers before learning addition or subtraction. Counting is introduced through clapping, rhythmic movement and the use of stones, acorns and other natural objects. Only after considerable practical experience in adding, subtracting, multiplying and dividing are the written symbols for these operations introduced.

Foreign languages, knitting and the playing of the recorder are also introduced in first grade.

IN THE SECOND GRADE, children are told many fables, as well as Native American and African stories of animals, and the stories of saints, heroes and heroines including the story of the King of Ireland's Son. They work on writing by copying these stories in their main lesson books. There is continued work in arithmetic including the memorization of the times tables from 1 - 12 and the lower case letters are introduced. Reading is taught through the process of writing. The children hear a story, copy it

into their main lesson books and then practice reading what they have written. Grammar is introduced by acting out stories in which the children can experience the contrast between 'doing' words, 'naming' words, and 'describing' words. Towards the end of the second grade year, the children are given 'easy reader' books to read.

THE THIRD GRADE is often called a turning point of childhood. Nine-year-olds feel themselves growing apart from the world, becoming separated and independent and beginning to question all that was previously taken for granted. This questioning is accompanied by a serious stream of interest in everything practical such as 'How is a house built?' and 'Where does my food come from?'. In the third grade, children study Old Testament stories to learn about people's first struggles to live on the earth, to make shelters and to work the land. They study house building, naturally learning weights and measures, and learn about gardening, farming and cooking. These acquired skills are translated into their handwork as they make a "house for their heads" in creating knitted hats. There is much counting and measuring when adding patterns to their handwork.

Continuing the developmental changes that begin in third grade, the fourth grader may feel, in a basic way, at odds with the world. *IN THE FOURTH GRADE*, this inner experience is addressed through the hearing and reading of stories about heroes in mythology. The hero emerges as someone to look up to, emulate, laugh at and respect. The human qualities, the emotions, the struggles, and the confrontations are emphasized.

In handwork, cross-stitch is introduced, allowing the child to experience a beautiful wholeness that results from many little crossings. The theme of separateness is further reflected in the mathematics curriculum with the study of fractions. Fourth graders also begin to look at our local geography, studying our immediate surroundings and natural resources, and more broadly, Oregon State. Map making is introduced. Through these activities children

experience the separation from nature that marks the developing intellect.

IN THE FIFTH GRADE, children are led into a wider world and encouraged to develop a broader perspective. They study both American geography and botany including a look at vegetation in other parts of the world, and in mathematics, continue with fractions and decimals. History has until now been only pictorial or personal in nature, with no attempt made to introduce exact temporal concepts or to proceed in strict sequences. Now however, history becomes a special main lesson subject, as does geography. Ancient history in the fifth grade starts with the childhood of civilized humanity in ancient India, where human beings were dreamers. The ancient Persian culture that followed the Indian felt the impulse to transform the earth, till the soil, domesticate animals while helping the sun-god conquer the spirit of darkness. The great cultures of Mesopotamia (the Chaldeans, the Hebrews, the Assyrians, and the Babylonians) reveal the origins of written language on clay tablets. The Egyptian civilization of pyramids and pharaohs precedes the civilization of the Greeks. Every means is used to give the children a vivid impression of these five ancient cultures. They read translations of poetry, study hieroglyphic symbols of the Egyptians, and try their hands at the arts and crafts of the various ancient peoples. History is an education of the children's feelings rather than of their memory for facts and figures. Through studies in art, science, government, and gymnastics, children have an opportunity to experience the balanced harmony and beauty of the Greeks. In the spring there is a Greek pentathlon where fifth grade students from several Waldorf schools in the region come together. Grace, beauty, form and sportsmanship are lauded along with individual achievements of speed and accuracy.

IN THE SIXTH GRADE, the study of the Roman Empire — its greatness, its vanity and its collapse — is a centerpoint of the curriculum. Children of this age can begin to empathize with this time of struggle and

growth in human history and can begin to experience a kinship with people from other times. Thus, they can begin to feel that they are not alone in their inward struggles. Physics is introduced to study the natural world. As children approach 12, changes begin in their physical bodies. One of the most subtle is the hardening of the bones. Boys and girls are more aware of gravity and weight. With the increasing awareness of their physical bodies, the time is right for the study of the physical body of the earth. Geology turns to the structure of the earth, and proceeds from the study of the flora and fauna of the geological ages to minerals, metals, and finally gems and crystals, leading to the functions of the mineral and metallic substances in the human organism.

IN THE SEVENTH GRADE, children are entering puberty. To help them cross this threshold, the curriculum presents a rich panorama designed to take them out to civilizations and people who share their mood of soul, as well as lead them to a closer look at each one's own environment and inner being. Two subjects addressing these areas are English and History. The history block of the Renaissance and Reformation really begins modern times with a dauntless quest into the unknown during the Age of Exploration that is also akin to the seventh graders' soul mood. Allegiance to traditional authority no longer holds sway. Individualism overcomes feudalism, as personified by Joan of Arc. Human capacities are limitless as epitomized by Leonardo Da Vinci. The geography of Africa and Asia is studied.

Mathematics introduces algebra, including negative numbers, venturing into mathematical thinking that has no relation to physical perceptions. This makes real demands on the child's imaginative powers. Square and cube root and ratio are introduced. Geometry is also studied, as well as inorganic chemistry.

BY EIGHTH GRADE, students are ready to study modern history and have the ability to see the wholeness of the globe. During eighth grade, history is an intensive study of the industrial revolution to the

modern day, focusing as well on outstanding individuals such as Lincoln, Jefferson and Edison in American history and great figures such as Ghandi, Albert Schweitzer, Martin Luther King and others from the 20th century. Geography takes up the same theme, showing the role played by every part of the earth in modern industrial civilization. Additional lessons are presented in physics

as well as acoustics, thermodynamics, mechanics, climate, electricity, and magnetism, and the children are now introduced to hydraulics, aerodynamics, meteorology and ecology. Chemistry is also considered in relation to industry.

Mathematics emphasizes the practical applications of arithmetic, algebra and geometry. Man is again the subject of nature study through physiology of the human organism. Literature focuses on the theme of human freedom in the short story, letters and Shakespearean drama. By the end of eighth grade, the children should have a well-rounded general picture of human life and the universe.

High School

(Although the Eugene Waldorf School does not currently have a High School, the Waldorf philosophy includes these years and thus the following is offered for your information.)

Adolescence is the third period of childhood, the epoch of idealism and intellectual thought, an entry into a totally new relationship with the world. In a real sense the adolescent begins to discover him/herself in the world of ideas. S/he enjoys ideas as the younger child enjoys pictures and the still younger child play. To begin with it is almost like a new game - the will to argue, to assert or to contradict opinions - but it is far more than that; this new life in self-sustained ideas is like stepping into a realm of freedom where the inner life of man first begins to experience its independent nature. The adolescent begins to question all things: him/herself, the world, the authority of the parent, the teacher, the meaning of destiny, the values of life or the value of life itself.

This awakening to the inner self first expresses itself as the beginnings of an independent life of thought; it becomes a search through the idea for the "ideal" - a longing to discover that the world is based

on truth. What thus awakens is, at its best, an inner dream of higher goals and possibilities. In the new questioning about life and in the personal search for truth, begins this third stage of child development.

The Waldorf high school curriculum integrates a balance of the arts, the sciences, and the humanities; it engages young people who yearn inwardly and outwardly for a real connection to the world. Who am I? What is the World? Using a broad, yet inclusive curriculum, the high school teachers help students address such questions. Adaptations are made to treat issues of local significance.

Throughout all four years the curriculum includes algebra and math skills, English composition and grammar skills, Foreign languages and national cultures, fine arts (drawing, painting, music and drama), Physical Education, and Applied Arts (weaving, sculpture, woodwork, typing, computers, technology, First Aid). There are 21 Waldorf high schools in North America. Many accept boarding students who live with local families while they complete their Waldorf education. For more information contact AWSNA (see information in Chapter 8).

A Typical Waldorf High School Curriculum

<u>Ninth Grade</u>	<u>Tenth Grade</u>	<u>Eleventh Grade</u>	<u>Twelfth Grade</u>
Plant Chemistry	Inorganic Chemistry	Chemistry of Elements	Biochemistry
Physics of Power	Physics of Motion	Quantum Physics	Optics and Colors
Human Anatomy	Human Physiology	Cell Biology & Genetics	Zoology
Physical Geology	Earth/Planetary Science	Modern Technology	Cultural Geography
Euclidean Geometry	Solid Geometry	Non-Euclidean Geometry	Statistics
Algebra	Logarithms	Trigonometry	Introductory Calculus
The Short Story	The Novel	Parsifal and The Grail	Modern Literature
History and Drama	History through Poetry	The Transcendentalists	Commonwealth Literature
Contemporary History	Ancient History	Medieval History	World Governments
History of Art	Modern Painters	History of Music	History of Architecture

Art and Special Subjects in Waldorf Schools

The arts are integrated into the entire academic curriculum, including mathematics and the sciences. Through the arts, imagination and creative powers awaken, bringing vitality and wholeness to learning.

Precisely because the arts are present throughout Waldorf education, they are not listed as separate subjects in the curriculum summary. However, music, speech, drama, eurythmy, painting, form drawing, modeling, crafts and games are all included in the subjects taught at the Eugene Waldorf School.

Handwork

Knitting and other handwork projects play an important role in the development of fine motor skills, inner calm, and intellectual clarity. Author and handwork teacher Rachel Magrisso from the Green Mountain Waldorf School in Vermont explains it this way:

"Handwork is the time for the children to be still within themselves. Suggested for parents, too. It helps the children in their thinking, in the ability to make judgments—is every stitch even, clear, consistent, and of the right tension? They work at finding an evenness and clarity of stitches, and getting the feel of it. When they are doing handwork there is harmony—the room settles down to a hum..."

The specific handwork taught in Waldorf schools also "grows with the growing child." In the first grade, the curriculum calls for learning the basic knit stitch and creating a practical and useful project in a warm textile such as wool. In second and third grades, this is continued with purling and crochet, which add new movements and require more focus on each row and stitch. Around age nine or ten the children undergo a change of consciousness: they are individuals within themselves, no longer as open. The hats that the third graders knit to cover their heads represent this developmental milestone.

Also the third grader is experiencing the beginning of critical thinking, and in the knitting of the hats, they are introduced to small patterns, thus engaging their new thinking skills. The cross-stitch taught in fourth grade reflects this more elaborate stage in their development.

The fifth grade begins woodworking and more complicated knitting such as a sock. This is the age when they turn a corner in development on the road to themselves. They are perhaps less insecure than in fourth grade and are ready to start carving out and exploring this new individuality. Knitting a sock requires using four needles instead of just two, and it is a task that requires much perseverance. The child toils and works on the first sock and when they complete that one, they have to persevere and begin the second sock. This can be a challenging but very valuable lesson for a child.

Developmentally the sixth graders are coming into form. This is reflected in the academic curriculum in the precise tools used in the geometrical drawing block, and also in the block on ancient Rome, a society where humans began to make their own laws instead of living by the laws handed down by God. In the handwork curriculum, sewing is started in sixth grade. The children sew animals. This requires planning, patterns, cutting, basting, and other skills for a child who is now more intellectual in his/her planning and thinking. The sewing the children undertake in seventh and eighth grade requires extensive forethought and mathematical skills. In seventh grade, they sew sweatshirts by hand and in the eighth grade, sewing machines are used for various projects like patchwork quilts, wall hangings, and simple items of clothing.

Handwork offers many opportunities for reinforcing math skills in practical, challenging, and enjoyable ways. But author and Waldorf teacher Eugene Schwartz points out an even more valuable result:

"We cannot underestimate the self-esteem and joy that arises in the child as the result of having made something practical and beautiful--something which has arisen as the

result of a skill that has been learned. In an age when children are often passive consumers, who, as Oscar Wilde once said 'know the price of everything and the value of nothing,' learning to knit can be a powerful way of bringing meaning into a child's life."

- Adapted from a conversation with Tricia O'Neill, the lead handwork teacher at our school and an article by Rosemary Croizet who teaches handwork and French at the Green Mountain Waldorf School in Vermont, originally printed in Head, Heart, Hands: A Waldorf Family Newsletter published by the Green Mountain Waldorf School.

Movement Education and Games

Movement Education and Games in the Waldorf curriculum springs from the same understanding of a child's development that underlies the academic curriculum in a Waldorf school. This deeper understanding of a child's development is taken into account in a Movement Education and Games class in the activities that are chosen, the shapes that are used in the group games, and the emphasis of the class (for instance whether games are played with an emphasis on fun or with an emphasis on playing by the rules). Each class contains a rhythm of joining together and moving apart, highly active games balanced with quieter games, working together as a group and taking a few moments to reflect on one's own body and movement.

Games in first grade are relatively unstructured and have the gesture of the circle, keeping the children protected and as part of the whole. As we move up the grades, the children are slowly coming into their individuality and the games curriculum reflects this by, for instance, adding line games in the second grade to the now familiar circle games. In fifth grade there is a focus on beauty and form and in the spring, the fifth graders participate in the Greek Games, a gathering of fifth grade classes from several regional Waldorf schools. In grades 6, 7 and 8 the more conventional sports are brought into the curriculum

because only now can the children have a real respect for the law of rules and understand how a team works together while at the same time developing their own self-discipline and competitive nature. They are aspiring upwards in terms of exactness, technique, timing and the spirit of the law, while also becoming more aware of the world around them.

In a culture where organized team sports hold such high status, children can sometimes think of movement only in these terms. The Movement Education curriculum tries to give the children basic coordination and movement skills that will help them when they decide to play organized sports. Depending on the grade, the children will play games or do relay races that serve to develop a skill that is also required for a conventional sport such as basketball. String games, jump rope and a balloon relay are all activities that develop skills that can be used in many different sports.

Not only does a movement class provide the opportunity for the children to play games and have fun, it also works with their social interaction by teaching them to play *with* each other before they play against each other, to acknowledge each other, to play safely, and to gain an appreciation for all kinds of movement.

Foreign Languages

The spoken word is the key to learning languages in the early grades. Songs, poems, rhymes, tongue twisters, counting and group games - all these foster group knowledge of the language and appreciation of the folk soul of the peoples who speak that language. In the later grades, keeping a written record of all the oral work brings awareness of spelling and basic grammar in the language. Reading in the foreign language begins in grade four. At the Eugene Waldorf School, Spanish and German are taught in grades 1 - 8.

Music Lessons and Orchestra

There are many important inner skills to be learned in the study of music. The discipline of practicing with an instrument

helps a child find the inner discipline to face other challenges in life. Group music lessons offer a wonderful opportunity for a child to practice the ability to listen to others and to work cooperatively. It is quite a challenge for a group of children to work completely in unison in any realm, be it social, academic or physical. In trying to play their instruments as a group, with the same timing and pitch, the result of a harmonious sound allows them to directly experience the value of working well together. Playing an instrument is a wonderful means of self-exploration, self-expression and creativity that allows the student to grow into a more well rounded human being.

Beginning in the first grade, the children at the Eugene Waldorf School are taught to play the recorder and singing is a regular part of the school week in many classes. First grade children will be provided a pentatonic flute and third grade children a diatonic flute for which parents will be billed. These instruments typically cost \$20 - \$60.

In the fourth grade, beginning level violin lessons are offered to the whole class on a fee basis. The lessons take place once or twice a week for 45 minutes during the school day. The cost is \$20 per month for the lessons plus an additional fee for violin rental. In the fourth grade, violin rentals are organized by the violin teacher. Ideally all the fourth graders participate, but if there are any who choose not to, the class teacher will give them an alternate activity for that time period. The children are taught the basics of how to hold the instrument properly, how to play by ear and how to read music.

Intermediate level instruction in stringed instruments is offered twice a week during the school day in fifth grade. Those children who want to continue can choose to switch to viola or cello if they want. Fees are arranged directly with the teacher, and it is the responsibility of the parents to obtain their child's instrument.

The school orchestra is open to fourth through eighth graders. The orchestra provides an opportunity for students who are taking private lessons outside of the

school to learn to play in an ensemble. All string instruments are welcome in the orchestra. Rehearsal is scheduled twice a week during the school day on a fee basis.

Why then has the artistic element such a special effect on the development of the will?

Because, in the first place, practice depends on repetition; but secondly because what a child acquires artistically gives him fresh joy each time. The artistic is enjoyed every time, not only on the first occasion. Art has something in its nature which does not stir a person once but gives fresh joy repeatedly. Hence it is that what we have to do in education is intimately bound up with the artistic element. —

Rudolf Steiner

Class Plays

Class plays which begin with the wonderful Fairy Tale Puppet Plays in the kindergarten, are a very integral part of the Waldorf curriculum. The plays are unique for each class yet share distinct and common threads of pedagogy (educational philosophy), self-development, community building, curriculum enhancement and enlivenment.

Eurythmy

Eurythmy ("beautiful or harmonious movement") is a unique experience as part of the Waldorf curriculum. Eurythmy was born earlier this century, growing out of the work of Rudolf Steiner. Neither dance nor mime, eurythmy uses the body as an instrument in space. The air is the medium in which eurythmists make forms and gestures much as a sculptor uses wood or stone. Attempting to sing and speak through movement, eurythmists "sound" in space, bringing all the life and color of music and poetry to vivid expression. They strive to make the invisible dance of creative sound a visual experience.

Preschool, Kindergarten and First Grade have Eurythmy once a week. Grades 2 through 8 have eurythmy twice a week.

Tracking and Supporting Students' Progress

Evaluation

Traditional letter grades are not a part of the regular evaluation of the grade school students in a Waldorf school. Numerical scores on tests may be used in the middle school. Candid conversations at least once a term between the teacher and parent are used to bring to light the development and growth of the student. Formal parent-teacher conferences are scheduled twice a year. Year-end reports are prepared by the class teacher and each specialty teacher for each grade school child. In addition to sharing what the child has experienced through the course of the year, the End of Year Reports include a holistic picture of the child written by the Class Teacher. The teacher brings a loving and appreciative, yet honest and direct picture of the child's character, abilities, accomplishments and weaknesses. An assessment of the child's work is made as well as suggestions for improvement. Also included in the report are assessments of the child from the specialty teachers.

The End of Year Reports are given to the students on the last day of the school year. The parents should create a reverent mood and a special time to read the reports to their child. Main Lesson books and artwork can also be shared at this time.

Child Study

A half-hour of each weekly faculty meeting is used for child study. The faculty chooses one child to concentrate on for a period of two weeks. Each teacher prepares for this event by observing the child for a week beforehand and meditating upon the child. The first week, the child's class teacher introduces the child. During the second week, the class teacher shares biography, class work and personal impressions of this child. All the other teachers join in with their observations and together the whole faculty

forms an image of the child, including an exact physical description. The third week is used for collaborative suggestions for how to work with the child.

Through this work, the faculty tries to come to a deeper understanding of the questions each child presents in his or her individual way. Also, by experiencing the child study process together, each teacher becomes better able to learn what is needed from each of his or her students. Sometimes a child study is used for a child who is having difficulties in some way, but it is also a way for the faculty to get to know many children. The results of such a study are quite often profound, and the collective "holding" of the child by the faculty provides a unique and powerful means of nurturing the child.

*From out of
the Spiritual World
This child has come to us
We are to solve
his or her riddle
Day by day, hour by hour*

Tutoring and Therapeutic Help

Teachers at the Eugene Waldorf School make every effort to meet the needs of the children within the classroom. Class teachers will discuss children's particular needs with their parents and, in some instances, may refer parents to Ilse Kolbuszowski for Therapeutic Eurythmy. (See below) Some children still have needs that an individual teacher or this type of curative work cannot meet. Then the teachers, along with the parents, work together to find appropriate help outside the school.

While more and more children in our time need some special consideration, the Eugene Waldorf School has limited resources. The burden will fall primarily on the parent to pay for curative or tutorial work. Some of these activities may be arranged to take place during the school day. If outside resources are solicited and used by

parents, it is important that the class teacher stay informed and participate as appropriate.

Children who join the school after the third grade may need additional tutoring in such subjects as foreign language, music, or handwork. Sometimes children also will need extra help with academic work. The class teacher will assist parents in designing a special program. Whenever possible these lessons will take place at school, but there may be an additional charge for tutorial services.

Therapeutic or Special Eurythmy

Curative or Special Eurythmy is offered to children who are in need of support for their learning abilities or for physical reasons such as allergies, bedwetting, nightmares, eating disorders, postural difficulties, vision balance or coordination difficulties. The “attention deficit” child or the child lacking self confidence, dyslexia, and social or focusing difficulties can be addressed by these short sessions of special eurythmy exercises given twice a week, during school hours, for one term or longer. By the repetitive use of exercises specifically directed at the need of the child (or sometimes a group of children with similar needs) gradual improvement is achieved. In the younger grades these exercises are given in story form. In this way the child remembers the sequence, and can eventually do them on his/her own. For adults or older children the exercises are given as they are. At present this service is not offered by the school but can be contracted by the parent with the therapeutic eurythmist, Ilse Kolbuszowski. Two sessions per week are \$5. Ilse is available most mornings or can be called at 345-3477 for more information.

Reverence, Ritual and Rhythm

Reverence, ritual, and rhythm are the 3 R's of Waldorf Education. Anthroposophy teaches us that when experienced in childhood they create the potential for responsible freedom in adulthood.

Our present culture, however, does not seem to place much value on these qualities. Sensationalism, sensory stimulation, advertising, and competitiveness are but a few contemporary trends that undermine our capacity for reverence. Furthermore, rather than valuing ritual and rhythm, our culture seems often to associate them with deadening "routine," and avoids "falling into a rut" by cultivating unstructured, spontaneous living. The harm to children, who need the security of limits and orderly rhythms, can be great.

Your child's teacher goes to great lengths to create lessons and festivals that purposefully nurture feelings of reverence. Reducing distractions for your children gives them the space to experience reverence and will support the work of your child's teacher. We believe that reverent, wonder-filled occasions help children grow into adults who find meaning in their lives, who love and respect other people, the earth, and themselves.

Many Waldorf parents find that the emphasis on reverence, ritual and rhythm is one of the ways Waldorf education for their children directly impacts the quality of their own lives. In the speed and “busy-ness” of our contemporary world, it often helps to be reminded of more enduring values. Establishing an environment in which each day is rhythmically ordered and the year is marked at special moments with rituals and celebrations, helps create, for our children, a secure foundation from which to grow.

Festivals

Throughout the world, in all civilizations, there are celebrations reflecting nature's rhythms, important transitions, and significant moments in the life of the culture. We celebrate these to sustain and renew ourselves. For people today, who can so insulate their lives as to be unaware of the seasons, of reaping and sowing, of dark and light, of birth and death, festivals can help provide a real touchstone with the cycles of the earth and the soul nurturing they provide.

In Waldorf schools, the elements of festival—light, food, song and story—permeate the weekly school rhythm; but the cadence of the year receives its form through festivals. Annual festivals of nature and humanity are celebrated in ways that foster wonder, reverence and gratitude and which nourish the future capacity to respond—to be responsible for and among the human community. Teachers, parents and children work together in anticipation and celebration to express the unique character and variety of major and minor festivals appropriate to the child's age.

Some of the festivals observed by the school are celebrated as family events with the whole school community and we heartily urge your participation. The school calendars in the weekly *Bulletin* and the bi-monthly *New Tidings*, the school's regular newsletters, announce the dates and times of celebrations. Other festivals are observed with events and/or assemblies during school hours.

At festival assemblies classes often make presentations. Parents are encouraged to attend these assemblies for conviviality and to gain perspective about the children's growth through the curriculum. Younger children are welcome to attend if they are able to do so without disturbing the mood of the assembly. Please refrain from taking flash photos during these occasions, as it is distracting to the participants and to the audience.

Michaelmas

In the autumn, at harvest season, we celebrate Michaelmas (pronounced Mik'-el-mas). Michaelmas is September 29th and celebrates the forces of the Archangel Michael (pronounced Myk-i-el), the time-spirit of this epoch. As the seasons transition from the outer warmth of summer to the coolness of fall, we turn inwards, towards ourselves and towards our community for inner warmth. The Michaelic forces imbue us with the confidence and courage to look to the spiritual world for strength, and renew the impulse to live our lives on the earth to the best of our abilities and become a true community of human beings. In the Celtic tradition, Michael represents the unconquered hero, fighting against evil and the powers of darkness. He is a model for valor and courage. We celebrate with a play about St. George taming the dragon.

Halloween

Halloween has its origin in the Celtic festival of Samhain, which celebrated the first day of winter on November 1. It was believed that the spirits of the dead and other supernatural creatures - fairies, witches and goblins - spirited about on that night.

At the Eugene Waldorf School children are asked not to wear costumes to school. There is a Halloween celebration at the school on the evening of Halloween for grades Preschool - 3 that includes story telling, traditional jack-o-lantern decorations and modified trick-or-treating. At this celebration, homemade non-commercial costumes are preferred. Adults and children are asked not to wear masks that cover the face because this can be very frightening to the younger children.

St. Martin's Day

In early November, a *Lantern Walk*, commemorating St. Martin's Day (or Martinmas) is held for the younger children. The children make their own lanterns and gather with parents and teachers, then walk through the woods, singing with glimmering lanterns held high, to carry light into the approaching darkness of winter. The

lanterns, often decorated with stars, suns, and moons, are symbols for the children of their own individual light; and the walk into the cold, dark evening, following a story recognizing “the light” of another, gives the children an experience of caring and sharing when the darkness of winter approaches.

Advent

Advent, from the Latin “to come” is the period including the four Sundays preceding Christmas. With quiet anticipation we enter into the advent season with a candlelit journey inward at the Advent Garden. One at a time, each young child walks through the spiral of evergreens to the center of the Garden, lights his or her candle, then places it on the returning path and picks up a gold star—a reminder of the dark journey through winter ahead. Weekly assemblies and daily classroom experiences through the Advent season prepare the children for the winter holy nights.

Christmas Faire

The annual Christmas Faire, in early December, is one of the highlights of the year for the school community. The array of music, crafts, and magical scenes makes this an extraordinary event for children and parents alike. During the late fall, workshops, which are open to all, are held to prepare the special crafts inspired by the Waldorf pedagogy. Friendships are made, new skills are discovered and the social life of the school community is fostered. Talents are shared and there are opportunities to learn stitchery, doll making, candle dipping, etc.

Responsibility for this major event is carried by the parent body. There is always plenty of work and much need for anyone interested in becoming a part of this wonderful preparation. It has become a tradition that with the large numbers of helpers needed on the day of the Faire, almost every family offers the services of one of its members, if only for a few hours.

In addition to its valuable financial contribution to the school, the Christmas Faire is of equal value in its contributions to a strengthening of the social fabric of the school community. For all those visitors who make the Faire a regular occasion, it seems to be a way of experiencing a little of that human warmth and artistic quality that makes the winter holidays such a special time at our school.

Candlemas

February second is Candlemas, marking the time of the year when the season changes from darkness to light. This is a celebration of candles; traditionally they were made on the Winter Solstice. In the younger grades, we celebrate Candlemas during the school day through, for instance, the telling of a story or the making of a paper candle.

MayFaire

The MayFaire is a celebration of May Day, an ancient festival welcoming spring. It is one of our biggest community events of the year and takes place on the first Sunday in May in the play field at the school. The school is decorated with bountiful fresh flowers and music, food, may pole dancing, games and crafts create a fun and festive environment for families from the whole Eugene community.

The Role of Religion in the Waldorf School

Because Waldorf education nurtures the whole child, including her or his spiritual nature, people often wonder about the expression of religion in the classroom. At the Eugene Waldorf School, we seek to embrace the universal nature of our existence as human beings.

In an effort to answer some of the questions about the issue of religion in Waldorf Schools we have included the following article. It was first published in Main lesson: Journal of the Marin Waldorf School.

The word "religion" is derived from the Latin word "re-lig-io" which means to reunite. It is an expression of the universal human quest for meaning, for our source and our destiny. Throughout human history, people from all cultures have asked, "Who am I?" "What am I doing here?" "What does it mean to be human?"

Throughout the world we share questions about creation, good and evil, and what exists beyond the starry cosmos and unknown dark matter. These soul questions live deeply within all humanity. Through different periods of history, great men and women have shed light on these universal questions. They have offered their wisdom to help each individual answer them, to re-unite with the cosmic origin and the oneness of all existence.

In our school, we seek to imbue all our lessons with questions of universal implication. We seek to explore mythology, literature, history, science and art in a way that evokes discussions or pondering about these universal questions. We wish our students to live in an atmosphere that is permeated with (not devoid of) the quest for self-knowledge for the exploration of life's deepest mysteries.

Do we teach religion?

The Waldorf curriculum is designed to create the appropriate relationship between a child and these immense questions. Through art, a child builds a relationship with beauty, and in studying science, one seeks an understanding of truth. Out of beauty and truth, one develops a sense of morality and reverence for life which leads to profound questions of existence.

Through the study of history our students journey through ancient civilizations, studying the Old Testament, Norse Mythology, Ancient India, Persia, Sumeria, Egypt, Greece, and Rome. They enter the Middle Ages and the Renaissance with burning questions of morality which grow out of their earlier exploration. By the time students reach eighth grade, they have lived

with many noble images, many fallen heroes and many searching questions about the nature of humankind and our universe. These questions of great magnitude fill a child with the desire to explore the outer and inner realms of his/her life.

In Waldorf schools throughout the world, we aim to celebrate the cycles of life, to address the essence of these soul questions as they speak to us through nature in the rhythm of the year and the festivals that have evolved through time. We all long to feel the joy and meaning of life through the recognition and celebration of cornerstone events. The seasons mark the turning points of the year and each season has festivals celebrated differently around the world which express the inner wisdom of its nature. Because we live in a primarily Judeo-Christian culture, we emphasize those festivals at our school. Waldorf schools in Israel feature Jewish festivals; Waldorf schools in Japan feature Buddhist festivals; in India, Hindu festivals.

We receive many questions as to whether we are a Christian school. We are a school seeking to re-unite children with the universal knowledge of self through the study of art and science. We celebrate Christian festivals as well as others. Underlying all of this, Waldorf schools are founded on the philosophy of anthroposophy, the wisdom of humanity. Anthroposophy, offered to us by Rudolf Steiner, explores the evolution of human consciousness. Each historic epoch offers a significant contribution to the journey of humanity from ancient times to the unknown future. Each prophet carried a message for his time and we seek to understand our age through the looking glass of the past. Neither Anthroposophy nor religion are taught in our school. They are the foundation under the building which supports and defines the structure.

We seek to educate our students in love and immerse them in the world of great literature, art and science. We strive to awaken within them the longing to "Know Thyself." We wish to send them forth into the world in freedom to explore and discover their own beliefs and destinies in the service of humankind. On this journey, each one finds meaning, joy and reverence for life, creating a new union with his or her spiritual essence.

Supporting Students at Home

Waldorf education needs the support of a strong social environment provided by parents and teachers working together. The following expectations and suggestions are intended to help create the needed support.

Television and Video Games

The passivity inherent in watching television or playing video games is increasingly recognized by educators and parents as counterproductive to the process of learning and growth in the young child. Waldorf education has long been in the forefront of the movement against excessive television viewing; we are pleased that other professionals now voice the same opinion.

The fast pace and fragmentation of television (particularly visible in seemingly laudable efforts such as "Sesame Street") work against the cultivation of concentration and imagination. Imaginative play, such as listening to stories, watching and creating puppet shows, dress up, baking, etc., foster in the young child an active participation in the world about him. The Waldorf School aims to develop creative, fully engaged individuals. We urge you as parents of young children, to resist the convenience of television and video games and involve your children in meaningful play as much as possible. If you could use some helpful hints in weaning your child from the television and video games, see your class teacher.

Seasonal Table

In order to support our children's (and our own) connection with the cycle of the year, many Waldorf families create a small space in their home for a seasonal table. The first blossoms of spring, a fat pumpkin in autumn, a blue cloth backdrop with gold stars in winter, little gnomes and

flower fairies, special crystals and stones, a photo or an art postcard, are all things that can be found on a seasonal table, depending on the time of year. Children can participate in the adorning of the table by placing treasures they have collected from outdoors there and helping arrange items that are collected. Visit the table in the kindergartens and in some of the classrooms for more ideas on how to create a seasonal table in your home.

Parent and Teacher Interaction

The primary way most parents are connected to the school is through their child's teacher. Teachers try to visit the homes of their pupils during the course of their time at EWS. Class meetings are also scheduled throughout the year and provide a significant way to understand your child's education and a chance to connect with the parents of other children in the class. Through these meetings, you will be informed of the progress of the class and the curriculum and have an opportunity to share concerns and ideas vital to the healthy social life of the class. In addition, the social network of class parents creates an informed network that supports the class teacher's work.

Another important reason for developing a strong parent and parent-teacher "community" for each class is to help "hold" the inevitable disputes, conflicts, disagreements and changing alliances that take place in children's lives. It is also important to build a common ground for positive conversation among parents while the children are young. As children grow up, they begin to manifest more strongly both their own and their families' differing beliefs and values. Parents model the ability to live in a diverse society by finding common ground together, the foundation for appreciating and respecting diversity.

CHAPTER 2

Organizational Structure

*The healing social life is found when, in the mirror of each human soul,
the whole community finds its reflection—
and when in the community the virtue of each one is living.*
—Rudolf Steiner

The Foundations of School Organization

The successful functioning of the school depends upon the cooperative efforts of the adults who work together to create and sustain the school: the faculty and staff who work here and the parents who entrust their children to the school. To implement the school's mission, we have organized ourselves into individual roles with responsibilities for certain tasks and functions, governance groups empowered to make particular decisions, and committees who bring light, attention, and energy to certain aspects of the school's work. The Board of Trustees, (the legally accountable governing body), and most committees include faculty, staff, and parents. Within this larger system of participation however, faculty are entrusted with making decisions that directly affect the quality of education—hiring teachers and determining curriculum, for example—and faculty and staff together make many of the day-to-day operating decisions. The first several pages of this section describe some of the roles and responsibilities at EWS and provide an outline of how we are organized.

Parent Participation

In addition to how we organize ourselves, the successful operation of the school relies largely on the time and energy given by parent volunteers. There is need for

parent volunteers on both an individual class level and a school-wide level.

For instance, in supporting your class teacher, both in-school and out-of-school time is needed. Assisting in specialty classes, special classroom cleaning, doing laundry, sewing and making costumes, and organizing camping and field trips are some of the kinds of help that are needed. Playground, garden and site beautification are also important parent supported tasks affecting the quality of the classroom life. Announcement of classroom projects needing parent participation takes place at class meetings and by class phone trees. Contact your class teacher or class coordinator for more information. (Class coordinators' job duties are described later in this chapter.)

Festivals and fundraising events are two other areas which need lots of parent involvement, not only for the success of the event, but to strengthen the community of the school. These are wonderful opportunities to get to know other Waldorf families and enjoy the camaraderie of working together for a common purpose.

The coordinator of each major event organizes the work into tasks which are then assigned to each class. The class parents are then responsible to carry out the class' task. For instance at the Christmas Faire, one class will be assigned to oversee and carry out the candle dipping activity while another class' parents will be responsible for organizing the Bake Sale at the Faire. Watch for announcements in the *Bulletin* and notes

posted by the door to your child's classroom for more information about these opportunities.

Parent participation is also needed on the Board of Trustees and various school committees. These Committees (as described below) carry out some of the day-to-day operations of the school outside the classroom, as well as conduct much of the long-range planning and development work that secures the school's future. Committee work involves diverse activities and requires a variety of skills. Most meetings are open to all. Attending a meeting as an observer is a good way to familiarize yourself with what the Committee does and what is needed that you might be able to offer. Committee meetings are scheduled by the individual committee members. If you would like to visit or join a committee, contact the chair of the committee (listed in the school directory or in the office) for more information.

Consider what your skills, interests and level of availability are. Inform yourself about the many opportunities and needs in the school community. And then volunteer! Participating in the workings of the school is a gratifying way to grow personally while supporting the richness that our children receive from their school experiences.

Communication

Effective communication among all of us is another important element in the successful functioning of the school. Described at the end of this section are the primary means of community-wide written and in-person communication forms and forums we use. In addition to these, one-on-one communication is vital. We urge you to keep in touch with your child's teacher on a regular basis. If you have questions, concerns or issues about other things, we urge you to communicate as directly as possible. (For more information, see the section entitled "Concerns" at the end of chapter 3.) The office staff is also available to direct you to the person or persons with whom you should speak.

How we work together to manage and run the school is another way we teach

our children values and ways of being we believe are important in our modern world. We continually seek the organizational forms and processes that are effective and feel *right* for our school. This is not an easy task; in fact, it is one requiring constant diligence and wakefulness, but one which provides opportunity for growth in all of us.

History of Our Organizational Forms

1990 to 1993 was a time of rapid expansion for the Eugene Waldorf School. Enrollment grew much faster than it had in the past, and the High School was added, requiring a huge organizational effort and an increased financial load for the school to carry. As the school community grew there was a need for the organizational structures of the school to grow also. More participation was needed from parents, teachers and staff in many areas that previously had required only minimal attention. This was a challenging time of transition for many people in the school community as forms evolved rapidly and not always gracefully. The school as an organism, born in 1980, was beginning the exciting and vital, but sometimes awkward, journey through puberty.

Many of the organizational forms that now exist in the school, (including the formal committee structure) date only to this recent time period. Thanks to the diligent and dedicated work of many members of our community, these forms are actively functioning and serving to keep our school operating well in many areas. They are however, still evolving. For instance some of the specific boundaries defining which group is responsible for what are still being clarified. This can be a frustrating experience at times. Through our patience, good will and participation they will continue to improve and to strengthen our school.

What follows is an overview of the way the school is organized to carry out its work. Since details may change from year to year, this handbook contains only the broad elements of our organizational structure. The yearly school directory contains a list of

committees, their chairs and other key roles. If you have a question about where you can be of use or to learn whom to talk to about a particular issue, call the office, ask your Parent Council Representative, or consult your child's teacher.

Overview of Organizational Structure

The goals and objectives (the mission) of the Eugene Waldorf School are accomplished through the coordinated efforts of the Faculty, Board of Trustees, and Parent Council. Each of these bodies meets regularly to discuss issues and decide on policy within their given realm. These bodies are supported in their tasks by various committees which work under the auspices of each body.

Most committees include members from the body that oversees it and members from other related bodies. This ensures that members of all appropriate groups and committees have input. Representatives of each body meet together weekly as the Administrative Committee to further ensure that information and tasks are disseminated to the appropriate groups/people.

Waldorf Education Association of the Willamette Valley

The Waldorf Education Association of Willamette Valley Inc. (WEAWV) is the non-profit corporation that provides the legal framework of the school and includes all parents, employees and friends of the school. The Annual General Meeting of the WEAWV is held in the spring. This is a very important meeting and ideally at least one parent of each child enrolled in the school would attend. The meeting provides an opportunity for parents to hear from all responsible school bodies and committees as they review the year's activities, and preview the coming year. (There will be some discussion time allotted for questions on tuition, school finances, and legal and economic policies of the school at this meeting.) This meeting is also when Board member elections are held.

The Faculty consists of Preschool and Kindergarten teachers and Lower and Middle School class teachers, Special Subject teachers, After School Care teachers and administrative and custodial staff. This group meets each Thursday afternoon for artistic work (including gardening, eurythmy, games, speech work, singing and form drawing) and study to deepen their understanding of Waldorf pedagogy and to develop their capacities for perceiving the individual children. This meeting is also used for scheduling and organizational work, and to study pedagogical topics and do child studies together, and to discuss and decide on festivals, special events, and pertinent business matters. The *Faculty Chairs* convene this weekly faculty meeting and act as the faculty representatives to the wider community and other Waldorf schools.

Some of the work of the faculty is carried out through committees, some of which also have members from the Board and the Parent Council. These committees are: Teacher Search, Teacher Mentoring & Evaluation, Classroom Form, After School Care, Summer Program, Supplies and Exit Interviews. Faculty members also participate in other committees that report either to the Board or Parent Council. There are several faculty members who serve on the Board of Trustees.

Class Teachers

There is an organizational subgroup of the Faculty called the Class Teachers. The Class Teachers are a body of individuals who, out of a sense of service to the students, the community and each other, are committed to deepening their spiritual connection to Waldorf education through studying and working together. A consciousness is thus developed which provides a foundation and direction for the continued evolution of the Eugene Waldorf School. They are responsible for administering the pedagogical affairs of the school. Their responsibilities also include discussing difficult family situations and personnel matters, supporting the

Faculty

pedagogical growth and development of the teachers and the school and establishing a plan for when a teacher or staff member must be dismissed. The Class Teachers' Meetings are on Thursdays, after the weekly meeting of the entire faculty.

Office Staff

The downstairs office, also known as the School Office or the Reception Office, is the domain of the Office Manager and other members of the office staff. Their function is to lend organizational support to all members of the school community and provide a centralized point of contact for the school. Through the School Office, parents are provided with a communication channel to the faculty, Board of Trustees, and committees. The office staff is responsible for generating and distributing written communications, managing enrollment and student records, disseminating information on cultural events and parent education programs, coordinating facilities use, and supporting volunteer efforts. The office staff is also responsible for first aid when needed.

Another responsibility of the administrative staff is to develop and maintain general site safety procedures, and coordinate periodic evaluations and inspections. This includes ensuring parking lot safety, planning and implementing regular fire drills and drill evacuation, developing earthquake readiness plans and procedures, clarifying medical procedures, developing guidelines for lab and workshop safety procedures and assuring implementation, developing safety guidelines for off campus events and activities (including transportation) and assuring implementation, conducting periodic maintenance of fire alarms, smoke detectors, fire extinguishers and the furnace room and other related safety issues.

Finance Manager

The Finance Manager is responsible for managing and monitoring day-to-day financial and legal affairs of the school. S/he works upstairs in the Business Office and provides the school community with the

information needed to make sound economic decisions and to plan for the school's future in an orderly fashion. S/he also carries out the tasks and responsibilities necessary for sound financial management: budgeting, assessment and collection of tuition, support for fund-raising, managing assets and liabilities, and tracking and reporting all financial matters.

Specifically the Finance Manager's responsibility is to:

1. Coordinate enrollment contracts with families
2. Provide budget and financial report preparation
3. Monitor school finances
4. Organize and implement payroll, accounts payable, and accounts receivable
5. Develop financial control procedures
6. Interface with Tuition Assistance Committee
7. Coordinate insurance, tax, and legal issues, forms, and reports
8. Maintain financial institution relationships
9. Assist Board in coordinating annual giving, grants, and other funding resources
10. Attend financial meetings as required
11. Develop and provide administrative and financial procedures for: scrip program, school store, computer protocol, donations, rental of property and equipment, enrollment, special events, After School Care, hiring, general school communication
12. Collect back tuition

Board of Trustees

The Board of Trustees consists of 7 - 12 members. Of those members, 3 - 5 are Faculty members selected by the Faculty. The rest of the seats are held by community members elected for 2-year terms at the Annual General Meeting in the spring or appointed by sitting Board members. Board members serve in this capacity on a non-salaried basis. The operations of the Board are governed by the school's official by-laws, a copy of which is available in the Business Office (upstairs).

The Board is responsible for the legal and financial aspects of the school. The Board also oversees and is responsible for the following committees: Administrative Evaluation, Annual Giving Campaign, Budget, Funds Development, Golden Goose (school store), Public Relations and Enrollment, Rental, Scrip Program, Site, and Tuition Assistance. Board meetings are scheduled twice a month on the first Tuesday and the third Monday of each month, and notice of the meeting dates and times are posted on the Board's bulletin board located near the School Office. Board meetings are generally open to the school community and interested parents are most welcome to attend. Usually Board meetings include closed sessions during which personnel and other confidential matters are discussed.

Parents should feel free to contact any Board member to make suggestions, report problems or seek clarification on Board business. Minutes of recent Board meetings are posted on the bulletin board between the School Office and the Community Room/Library.

Administrative Committee

The Administrative Committee's function is: to assist the administrative staff in the day-to-day workings of the school, to bring issues to the attention of the appropriate groups in the school, and to assist in the coordination of issues that fall in the domain of two or more groups in the school. The Administrative Committee consists of one to two representatives from

each of the three bodies (the Faculty, the Board and the Parent Council), the Finance Manager and the Office Manager. They meet weekly.

Parents

Parent Council

The Parent Council serves as a springboard for parents' ideas, initiatives, and concerns and as a forum where current issues within the school community can be discussed. The Parent Council strives to facilitate and encourage parents' active and positive communication with the Faculty and the Board, strengthen social bonds within the Eugene Waldorf School community and inspire volunteerism of parents in service of the school. The Parent Council shall also establish and oversee committees that run under its auspices.

Parent Council is a way for parents to actively participate in, serve, and contribute to the functioning and organization of the school.

The Parent Council is the third organizational body of the school (the other two being the Faculty and the Board of Trustees). The Parent Council's main sphere of influence is in the social realm, while the Faculty's main sphere is the pedagogical realm and the Board is mainly responsible for financial and legal matters. In its efforts to strengthen the social structure of the school, Parent Council organizes a reception for new parents in the fall, an adult arts evening and various other events that are social in nature.

All school parents are members of Parent Council and are encouraged to participate. Most decisions are made by a consensus process. Some decisions, such as selecting the PC Chair, PC Rep to the Board and PC Rep to a committee, are conducted through anonymous voting. Voting members of Parent Council consist of: 1 - 2 parent representatives from each class, a Chairperson and a Secretary from the parent body, a parent who is the Parent Council Representative to the Board, an Office Rep and a Representative from the Faculty. See

the Parent Council Handbook for a detailed description of Parent Council procedures.

Class reps from the Preschool are selected at the first class meeting in the fall and serve through August. Class reps for the following year from grades K - 8 will be chosen on a class by class basis in a class meeting or parent evening in the spring. Kindergarten and first grade reps selected in the spring serve from April through October. Because there is such a high percentage of new families in kindergarten and first grade, and the intent is for reps to be truly representational of every class parent, the rep selection process for the second half of the year will occur again in kindergarten and first grade in the first class meeting after October 1. The reps whose term just ended can run again as well as any other parents from the class. The term of this appointment is from October until April. Reps from grades 2 - 8 grades are selected at the first Parent Evening of their class April 1 to serve a 12 month term. This helps create continuity in the form, function and direction of Parent Council by assuring that most of reps have some experience as a parent in the school. It also allows for the work of Parent Council to continue during the summer months.

The Parent Council has regular meetings once a month (usually on the first Monday of the month) and occasional, additional special meetings. Monthly meetings are open to all parents of children enrolled in the school and Parent Council strives to maintain an open atmosphere that truly welcomes each parent to attend and participate. Meeting times and dates are listed in the newsletter and posted at the school.

The job of being a class rep to the Parent Council involves the following responsibilities:

1. Attending all Parent Council meetings (approximately 3 hours per month). Continuity of attendance is important for decision-making.
2. Attending all class meetings of the class for which you are the rep (varies from

one meeting per term to one meeting per month, depending on the class)

3. Transferring information back and forth between the class and the Parent Council
4. Starting the phone tree for your class as necessary (approx. one hour a month)
5. Conveying information about school events to parents in the class and delegating the responsibility for organizing your class' portion of the fundraiser to one of the parents in the class
6. Educating oneself as to the organizational forms that exist within the school, the functioning of the three bodies of governance, and the procedures and policies of the school
7. Attending occasional meetings of other bodies or groups when invited (such as joint Board/faculty meetings or meetings with outside consultants), as a representative of Parent Council
8. Supporting parents in the class who have questions or concerns about the school by directing them to the proper channels by which to get these matters resolved
9. Maintaining an awareness about what it means to *represent* - to proactively solicit and convey the issues and concerns of your class to the Parent Council or the appropriate individual or body, even when those issues and concerns are different than your personal viewpoint
10. Striving to be a role model within the parent body, to consciously try to hold matters that concern the school in the highest way within yourself and to communicate clearly and appropriately with others in the school community about school matters

Class Coordinator

Each class has a parent who volunteers at the beginning of the school year to be a class coordinator. This person is responsible for writing the class phone tree and helping the class teacher organize parent volunteers for driving on field trips, helping with class plays, coordinating lice checks and helping with various other class events and needs. The class coordinator is also in charge

of coordinating gifts given to the teacher from the entire class coordinating small scale fundraising efforts to fund class-specific events as needed (like a bake sale to help pay for a field trip) and works with the class' Parent Council Reps on school-wide events and fundraisers.

Committees

When the committee structure was conceived, care was taken to incorporate as many as possible of the vital realms of the school's current and future life into the committee design. The following is the complete list of currently functioning committees as it has evolved since its formal inception in the summer of 1995. The current functioning of the committees listed below varies widely. Some groups meet weekly and are involved in many projects. Some meet once every few months and are only engaged in monitoring several relatively inactive projects.

Administrative Evaluation Committee

The Administrative Evaluation Committee works under the guidance of the board and faculty to support and evaluate the administrative staff which consists of the Office Manager, Finance Manager, Maintenance Manager, and Custodian. This committee makes hiring and salary recommendations to both board and faculty, and it facilitates periodic evaluations of these staff members, including the review and updating of job descriptions.

After School Care Committee

The After School Care Committee supports the After Care program. It is in charge of hiring After Care providers and working with them to develop and maintain a program that is in keeping with the philosophy of Waldorf education. The committee also ensures that the program is certified every year by the state and that it is run in accordance with state guidelines

regarding staffing, teacher/child ratios, appropriateness of the physical space, and many other important considerations. This group also makes recommendations to the Board and Faculty regarding after care fees and scheduling.

Annual Giving Committee

This committee works under the auspices of the Board. It also works closely with the Funds Development Committee. The Annual Giving Committee's role is to organize and implement the Annual Giving Campaign which takes place every fall. The Committee solicits information for the Annual Report from many groups in the school. The committee is then in charge of editing the Report and publishing it in time for the opening of the annual campaign. It is the committee's job to publicize the campaign and to work to raise the funds that have been budgeted for this event.

Budget Committee

This Board committee is responsible for gathering information crucial to budgeting from the appropriate bodies in the school, for creating budgets based on this information, and then for presenting budgets to the faculty and board. The Budget Committee's job also entails setting budgets for more than one fiscal year so that the board and faculty can plan well into the future.

Classroom Form Committee

It is the responsibility of the Classroom Form Committee to define, clarify and standardize school policies concerning dress code, behavior, discipline and related areas of concern so the expectations from one class to the next are consistent and clear for everyone. This committee exists under the auspices of the Faculty.

Exit Committee

The Exit Committee operates under the auspices of the Faculty and is designed to allow families that withdraw their children from the school an opportunity to share their

reasons for leaving in a formal and supported manner. When parents decide to withdraw a child from the school, the committee sends a questionnaire, as well as a cover letter inviting the family to have an "exit interview". The information gathered from the questionnaire, and the interview, if it takes place, is communicated to the faculty chair and the class teacher in a confidential manner. The Exit Committee's role is to provide an avenue for parents to express concerns and observations they may have in a way that benefits both the family and the school.

Funds Development Committee

The Funds Development Committee works under the auspices of the Board and is responsible for overseeing all types of fundraising including grant writing, the school store and fundraising events and campaigns such as the Auction/Raffle, the Christmas Faire, the MayFaire, and the Annual Giving Campaign.

Currently about 7% of our income comes from donations and the Annual Giving Campaign, and 9% comes from other fundraising. The continuing challenge is to find activities that are the least labor intensive for the amount of income generated, and yet are consistent with our image and philosophy. Fundraising events are often as important for their public relations value as they are for the dollars they raise.

Funds Development Committee members do not themselves do the tasks of an event. Each individual event has a coordinator who checks in with the group periodically during the planning of their event in order to strive towards consistency and maximum effectiveness of all fundraising events.

Golden Goose Committee

Our school store, The Golden Goose, is operated by a committee of volunteers. Some of these committee members are in charge of ordering, pricing, and budgeting. Others staff the store and help with special store events. The committee is responsible

for all facets of running the store and it reports to the board on a regular basis.

Public Relations and Enrollment Committee

The PR & Enrollment Committee works under the auspices of the Board and is responsible for planning and implementing outreach to the larger community which is designed to familiarize the community with Waldorf Education as well as to maintain and increase enrollment in the school. This is accomplished through such activities as holding open houses, school tours and organizing teacher lectures geared towards parents. This group also sets up and coordinates the staffing of information tables at school events such as the Christmas Faire and the MayFaire. This group is also responsible for publicizing school sponsored events and programs. This includes designing and producing flyers, posters, announcements, press releases and print ads, working with the Faculty and the Board in the updating of school brochures and printed material as needed, organizing and maintaining the poster brigade and any other tasks related to public relations and marketing.

Another function of the Enrollment Committee is to serve, in conjunction with the office staff, as the liaison for families inquiring about enrolling in the school by answering their questions, putting them in touch with families of other children in the class they are inquiring about, and helping them arrange a visit to the school if they are from out of town.

Rental Committee

The Rental Committee's job is to facilitate the rental of our available space in a manner which is efficient and cost-effective. The committee meets with prospective renters and is responsible for scheduling use of the facility so that school functions are not affected. The committee also works with the faculty and board to ensure that the buildings are being used in a way that is compatible with our educational philosophy and goals. The group oversees leases and makes recommendations to the board regarding rents and fees.

Site Committee

The Site Committee works under the auspices of the Board and includes the Custodian and Maintenance Manager as well as members of the Parent Council and the Faculty. This committee is responsible for overseeing the ongoing maintenance of the buildings and grounds of the school. They also carry the responsibility for creating and implementing a long term plan for how the school's facilities and grounds can increasingly be made to reflect the beauty that is emphasized in the curriculum.

Summer Program Committee

This faculty committee's role is to design and organize our summer arts programs. The committee creates the curriculum, hires summer arts teachers, sets the recommended fees, and evaluates the program after it is completed.

Supply Committee

The Supply Committee is under the direction of the faculty and is responsible for ordering classroom supplies such as paper, paint, pens, etc. The committee works to keep the total cost of these supplies within budgeted amounts and to ensure that every class has enough supplies for their students' needs.

Teacher Mentoring and Evaluation Committee

It is the responsibility of the Teacher Mentoring and Evaluation Committee to create and administer the teacher mentoring program, taking care to ensure that each teacher specifically receives education and support in the areas in which the reviews indicate there is a particular need.

The Teacher Mentoring and Evaluation Committee is also responsible for detailing the criteria on which Faculty members should be evaluated, and developing procedures for implementing reviews. These procedures may include classroom observations, conversations with the teacher being reviewed and evaluations by mentors or other outside observers. It is also the responsibility of this committee to set up a timeline for regular reviews of each teacher, including class teachers and special subject teachers, and ensure that the evaluation and review plan is carried out on an ongoing basis. The review plan will be updated as needed and the Committee will report regularly to the faculty as a whole. Review results will be documented in written form and kept in the teacher's confidential employment file in the office.

This committee is composed of Faculty members only.

Teacher Search Committee

When teaching positions need to be filled, it is the responsibility of the Teacher Search Committee, under the auspices of the Faculty, to seek individuals who embody the ideals of Waldorf education and are able to bring that education to the children with love, enthusiasm, skill, and inner resources. The Committee consists of two faculty members, a non-faculty representative from the Board, and a representative from the Parent Council.

Through an active search process the Committee receives resumes, contacts references, and selects individuals to be interviewed. The group will then schedule and facilitate the interview process for each candidate. This may include at least one practice teaching lesson, to be observed by at

least one Faculty member, as well as an interview with the Teacher Search and Hiring Committee and the Class Teachers. For interviews of special subject teachers the group may request the help of a teacher of the same subject who may or may not be a Teacher Search and Hiring Committee member.

The non-faculty members of the Committee will forward to the Class Teachers their recommendation about whether or not to hire a candidate. Once the Faculty meets the applicant and decides they support the hiring of this person, they confer with the Board regarding primarily the financial considerations of hiring, and together a final decision is reached.

Whenever a teacher search is in progress the Work Group will communicate about the process with the Faculty, Board, and Parent Council through each body's representatives to the Committee. Communication with the community will be

in the form of letters to the class parents or Bulletin or New Tidings articles.

The Committee will also assure faculty attendance at the February teachers' conferences in Sacramento in order to network with potential applicants.

Tuition Assistance Committee

The Tuition Assistance Committee is responsible for 1) clarifying and communicating tuition assistance policies formed in conjunction with the Board, 2) administering the tuition assistance program by coordinating the distribution and processing of tuition assistance forms and 3) using uniform information gathering and established procedures to determine the amount of assistance that is made available to each family. The Tuition Assistance Committee exists under the auspices of the Board.

CHAPTER 3

Communication

Messages to students and staff

The office staff will make every effort to deliver messages to students and faculty members. Non-emergency messages will be delivered at the times when the children are let out of class (at their morning break, at lunch and at the end of school). Thus, messages are best left with the office during the following hours which are just before their release times, between 10 and 10:30, 12 and 12:30 and between 2:30 and 3 PM. The school has voice mail for those times when both our phone lines are busy or when the office staff is away from the phone. Voice mail messages are reviewed frequently and before school release times.

After School Care care-providers have a separate phone number that enables parents to reach them after 3:00 when the office is closed. The number is 345-8774. During office hours this number is used for the school's fax and modem line, but when the office closes, the After School Care provider can receive calls on this number via a portable phone.

School Mail

School mail is a very important means of communication within the school. It includes newsletters, letters from teachers, notices of upcoming events, monthly statements and other important documents. Parents who live in the Eugene/Springfield area have mailboxes in the Community Room or upstairs near the Business Office, which they are asked to check regularly. Parents who live outside the Eugene/Springfield area may have their things mailed through the postal service.

There is a \$50 annual fee, to cover the cost of postage, for this service.

School mail can contain writings on sensitive topics so it is important that parents be the ones to pick up their family's mail.

Newsletters

The *Bulletin* is our weekly newsletter containing information about the day to day plans and needs of specific classes and school wide events. It is distributed on Wednesdays of each week (copier willing) to parents, faculty and staff of the school.

The *New Tidings* is our bi-monthly newsletter containing educational and inspirational articles and columns, Committee reports, information about events in the Anthroposophical movement, letters to the editor and classified and display advertisements. It is distributed six times a year, roughly every seven weeks, to parents, faculty and staff of the school and also to prospective school families and people from outside the school community who have requested it. The *Tidings* is a volunteer publication, so help is always needed in data entry, copying, collating, and distributing it during the last week of each month.

The *Bulletin* and the *Tidings* are also available by subscription to those outside the school community. A *Tidings* subscription (6 per year) costs \$12 annually. Subscribing to the *Bulletins* (29 per year) costs \$30 annually. A subscription to both publications is available for \$40 per year.

Deadlines

The deadline for the *Bulletin* is the Friday before publication at 3 PM. Electronic submissions (on computer disk) are welcome. If you are planning to submit

something electronically, please speak with the office.

Advertisements

Classified ads appear in the back of each of the newsletters and in some Bulletins and cost \$1 for the first 20 words and \$1 for each additional 10 words of copy. Business card size display ads (submitted in camera-ready form) are available for publication in the *Tidings* and in certain *Bulletins* for \$15. Full and half page inserts are also available in the *Tidings* and the *Bulletin*. See the office for costs and requirements.

Letter policies

The *Tidings* is intended to be an open forum and an avenue of expression for everyone in this community. Therefore it is school policy to print any letters to the community that are not slanderous, malicious, or clearly aimed at an individual. The editor reserves the right to append a disclaimer to letters.

Directory

The school phone directory listing the names, addresses and phone numbers of all families, faculty, staff and Teacher Training students comes out in the beginning of the school year. Update inserts will be published once or twice during the school year.

Telephone Tree

Each class has a phone tree which is made at the beginning of the year by the Class Coordinator. It is used to disseminate class information and schoolwide information. A phone tree message is usually started by the class teacher, the Parent Council or the Board.

Bulletin Boards

There are several bulletin boards near the School Office. In the entryway to the Community Room there is a general board where information can be posted about upcoming events, businesses and services, housing and items for sale, not necessarily items pertaining to our school. These notices are not to be posted on the doors of the school.

On the other side of this hallway is the communications bulletin board where information about the meetings and the work of various committees is posted. Minutes from recent Board meetings and Parent Council meetings are posted here as well as agendas for upcoming meetings.

Next to the mailboxes is a large bulletin board, half of which is for news about anthroposophical endeavors around the world and half of which is for news about Eugene Waldorf School programs, policies and events. On the north wall of the community room is a board for committee news and needs, volunteer postings, and wishes and dreams from the site committee and other committees.

In the parking lot area there is a kiosk at the bottom of the stairs for publicizing school events. Also there are often signs posted on the fence as you exit the parking lot. These two areas are only for signs pertaining to school events.

Class Meetings

Once a term and sometimes more frequently, class meetings (also known as parent evenings) are called by the class teacher to discuss issues of importance to parents of that class. Topics often include: the curriculum that is being presented to the class, developmental issues that come into play for children of that age, the social dynamics of the class, plans for day trips or field trips, and other class or school related issues. Parent evenings are also a time for parents to discuss general areas of concern and get support from other parents for the

challenges of parenting a child of that age. Attending class meetings regularly is a wonderful way to deepen your connection with your child's school life. It also strengthens your connectedness with your child's teacher and with other parents in the school community.

Concerns

In the past there has been significant confusion within the community about the appropriate way to address a concern. The Board, the Faculty and the Parent Council have worked together and separately to clarify the appropriate channels for resolving concerns. This work is on-going.

If you have a concern, please utilize the following constructive avenues towards resolution:

- 1) First work on the question within yourself if possible, to see if you can come to terms with it without carrying it any further.
- 2) For questions that need further resolution, the next step is to speak directly to the person involved. To speak directly in this way can be difficult, but it is absolutely necessary if we are to be a healthy community. It is not appropriate to discuss your concerns with others in the community before you speak directly with that person.

For instance, if you have a concern about your child or a situation in the classroom, it is very important that you discuss your concerns directly with the child's teacher. Our teachers are dedicated to working in partnership with parents to do what is best for each child; they appreciate your involvement.

Communication challenges are the norm in human relations, but if we bring our concerns and questions directly to the person involved before the issue has a chance to grow unwieldy it will make

resolution easier and will promote growth for everyone involved.

- 3) If, after direct communication, you feel the issue has not been satisfactorily resolved you are welcome to approach someone who is in a position of responsibility in that sphere of the school for assistance in resolving the matter.

For instance in the case of difficulty resolving an issue with a teacher, it would be appropriate to speak next to the Faculty Chair. In the case of a financial matter that wasn't being adequately resolved with the Finance Manager, it would be appropriate to next speak to the treasurer of the Board. If you are not sure who to approach next, look at the last page of this handbook, ask at the Office or ask any Board, Faculty or Parent Council member and they will direct you to the right person or group.

At times it may be appropriate to reach out to someone who seems to have a concern and help him or her in determining the appropriate channels through which to seek resolution. The responsibility rests with all of us to support the healthy functioning of this vital part of community life and to ensure that differences between people are addressed face to face between those people. If someone begins discussing a concern with you, ask him or her if they have approached the person directly and if they are familiar with the three steps for resolving conflicts in our school community. It will benefit all of us to follow the steps in this process.

If you have a long-held concern about a certain aspect of the school, consider joining the group or committee that guides that aspect of the school. Plugging your experiences, perspectives and interest into the structures that exist in the school organization is an excellent way to help us evolve towards an ever more healthy and strong school.

CHAPTER 4

Parent Resources

Community Room

The Community Room is located between the School Office and the back of the kindergarten rooms. It is a nice place for parents to visit, socialize, have meetings, bring younger siblings to play or drop in for a few minutes of respite before picking up children. It is also the home of the parent mail slots, bulletin boards, Dick Bruden's office and the lost and found. Donations of furnishings in nice condition are always welcomed.

Community Phone

There is a phone located in the community room that has been designated for outgoing use by students and parents in the community. This is intended to be only for brief, local calls of an immediate nature. This line is also used as the school's fax and modem number, so it is sometimes not available for outgoing calls. Ask at the office if you need assistance with this phone.

Library

The library is located upstairs in the Assembly and Orchestra Room. It contains both fiction and non-fiction children's books for all ages, and books for parents on topics of Waldorf education, parenting and anthroposophy. There is also a small reference library for the faculty located in the faculty room.

Materials for elementary age children are separated into fiction and non-fiction sections. Within each section, books are arranged alphabetically by title. Additionally, there is a section of picture books for young children and a reference book section. The adult books are also arranged alphabetically by title.

Books can be checked out by any child or adult in the school community. One book per person can be checked out at a time and the checkout time is one month. The library is staffed by volunteers with hours posted by the door.

The library collection exists wholly through donations so please consider bringing in books that your children have outgrown or don't need. Donations should be left with a library assistant or in the Office with a note indicating whom it is from. In order to strengthen the collection in our school's library over time, we have created a birthday program. Parents are encouraged to donate one book each year on their child's birthday, either a favorite one that they already own or one that they have bought specifically for the library. If you have any questions or suggestions about the library, ask at the office.

The Golden Goose School Store

The Golden Goose exists as a service to the community and a resource for school families. A portion of its monthly sales is donated to the school's operating budget.

The store is located in the lower floor of the high school. In the past, the store has operated on a self-serve basis and was "open" any time the office was open. With the new, expanded location and a wider selection of inventory, the store is now being staffed by volunteers at set hours and open only during those times. The store hours are centered around the high traffic drop off and pick up times, mornings, at noon and after school. The store is open all morning Thursday and during open houses and special events. See posted hours or ask at the office for exact times. Volunteers to help staff the store are always appreciated.

The store carries a wide variety of books, craft items and gifts that spring from

the Waldorf philosophy and support wholesome family life. Topics to be found on the store's bookshelf include: parenting and child development, ideas for activities and crafts to do with children, Waldorf education, basic anthroposophy and books written by Rudolf Steiner. The Golden Goose offers a wide selection of toys from around the world, including one of a kind dolls, jumpropes, games, dollhouse items and many toys for creative play. Gift items, candles, cards, jewelry, craft and art supplies, musical instruments and treasure boxes also fill the shelves. Consignment items made by parents or students that are in keeping with the flavor of the store are warmly encouraged. Our newly energized school store committee plans to have new items coming in continually and many seasonally related gifts. Special orders are welcomed with prepayment.

The new vision for the store also includes sponsoring workshops throughout the year where community members can learn a craft, support the school and help expand the store's inventory. The workshop fee covers the costs of materials and the teacher's fee, and the rest is a donation to the school. Items made are available for purchase through the store with first choice going to the workshop participants.

Leave a note in the school store suggestion box near the office or contact the school store coordinator with workshop ideas, special orders, suggestions for things you'd like to see the store carry, offers to help staff the store, or any ideas related to the school store.

Morning For Parents

Morning for Parents is a support and study group open to both mothers and fathers that focuses on supporting Waldorf education in the home. The group meets every other Friday morning at the school or in a home near the school. Preschool children are welcome. A book is chosen that is used as a springboard for discussion. Conversation often centers around areas of immediate concern for participants. For instance, if one parent is having trouble getting his/her children to sleep at night, that can become the topic for part of that morning's meeting, with other parents offering ideas and support. For dates and times of meetings, call Phyllis Helland at 343-9271.

Eurythmy for Adults

Both beginning and advanced adult eurythmy classes are offered periodically on weekday evenings. Taught by Ilse Kolbuszowski, these classes offer an opportunity for adults to expand their social movement skills and to explore the enjoyable world of eurythmy which their children have experienced over the years. There is a fee for these classes which varies depending on the length of the session.

Anthroposophical Society

Anthroposophy is the study of how the spiritual and earthly worlds are connected, and what the human being's role is in that connection. This is the philosophy out of which the Waldorf Education movement sprang.

There is a local branch of the Anthroposophical Society of America whose members meet monthly to study

anthroposophy together. Membership is open to anyone. There is a membership fee which is used to support both the national society and the activities of the local chapter.

The local branch of the Anthroposophical Society hosts a weekly study group on Wednesday nights to study the books and lectures of Rudolf Steiner. The group is open to all who have an interest. Regular attendance is encouraged. At times, an additional study group is formed to study a specific subject such as the curative aspect of Waldorf education, biodynamic agriculture or a particular book. The local branch also hosts an annual Introduction to Anthroposophy study group for 6 - 8 weeks. Call Andrea Eichinger-Wiese at 683-7872 for more information on any of the study groups.

The Anthroposophical Society also sponsors adult-only celebrations of the four major holidays: Christmas, Easter, St. John's Day and Michaelmas. Information about these celebrations is announced in the school newsletter and usually a sign is posted at the school. All are welcome.

Waldorf Resources on the Internet

There are a growing number of Waldorf resources on the Internet, including sites on the World Wide Web and Waldorf discussion groups via e-mail. To access the Waldorf Resources Home Page point your web browser to <http://www2.psyber.com/~bobnancy/waldorf/welcome.html> This page contains links to translations of lectures by Rudolf Steiner, articles on the developing child, articles on Waldorf Education, articles on the organizational structures of Waldorf schools, and links to home pages of specific Waldorf schools around the world, including our own. The Association of Waldorf Schools of North America (AWSNA) has a web page at www.awsna.org.

The URL address of the home page of our school is <http://www.efn.org/~ewaldorf> This site

was developed by John Schaad and contains the school calendar, copies of the New Tidings newsletter, and announcements of community events. Experienced assistance in keeping the site updated would be welcomed. If you are interested in helping with this endeavor, contact the school office.

There is a very active listserv (a discussion group held via an e-mail mailing list) on topics of Waldorf education with over 600 participants from around the world, most of whom are Waldorf parents. It is an interesting way to get perspective on the common questions and challenges in Waldorf education today. If you subscribe, be prepared to receive 10 - 30 e-mail messages per day. To subscribe, send an e-mail to listserv@maelstrom.stjohns.edu and in the body of the message say SUBSCRIBE WALDORF firstname lastname (using your first name and last name).

You can also access the archives of the listserv to search for information on a topic of particular interest to you. To do this, go to <http://www.netSPACE.org/cgi-bin/lwgate/Waldorf/database.html>

Recommended Readings

Many of the following books are available in the Parent Library or are stocked in the School Store. They can also be special-ordered from the school store or ordered directly from The Anthroposophic Press, RR4, Box 91 A1, Hudson, NY 12534, 1-518-851-2054.

You Are Your Child's First Teacher by Rahima Baldwin, 1989.

A great beginning book that helps parents in their task of enhancing their child's development from birth to school age.

Waldorf Education - A Family Guide edited by Pamela Johnson Fenner and Karen Rivers, 1995.

A wonderfully comprehensive and readable anthology covering the history, philosophy, curriculum and traditions of Waldorf education. Includes writings by many of the more well known Waldorf authors.

The Way of a Child by A.C. Harwood, 1940.
An excellent introduction. Particularly valuable for its clear explanation of how Waldorf education is integrated with the fundamental stages of child development.

Waldorf Parenting Handbook by Lois Cusick, 1984.

Examines key points of child development while also giving focus to practical examples within the Waldorf curriculum.

Lifeways: Working With Family Questions
Edited by Gudrun Davy and Bons Voors, 1983.

Articles by Waldorf parents on themes relating to many aspects of parenting and relationships in the modern world.

Between Form and Freedom: A Practical Guide to the Teenage Years by Betty Staley, 1988.

Offering a wealth of insight on teenagers and the nature of adolescence, this book covers such topics as the search for the self, the birth of the intellect, teenagers' needs in relation to family, friends, schools, the arts, and love, and also issues such as stress, depression, drugs, alcohol, and eating disorders.

Festivals, Families, and Food by Diana Carey and Judy Large, 1982.

Explains the festivals celebrated in Waldorf schools and offers suggestions for activities, games, crafts, and recipes that can be used to enrich the family's celebrations.

Education Towards Freedom by Frans Carlgren, 1972.

Large format, full color survey of the work of Waldorf schools worldwide. Lavishly illustrated with examples of children's class work.

Rudolf Steiner Education: The Waldorf Schools by L. Francis Edmunds.

An up-to-date survey of the Waldorf movement, emphasizing how Waldorf education differs from other educational practices, particularly in modern trends.

The Recovery of Man in Childhood by A.C. Harwood, 1958.

A lucid presentation of the Waldorf approach from pre-school through 12th grade and beyond. Recommended as a more detailed description of Waldorf education.

Childhood: The Study of the Growing Soul by Caroline Von Hydebrand, 1942.

An in-depth look at the four temperaments of children and how to best meet their specific needs as parents or educators. Ms. Von Hydebrand was a student of Dr. Steiner during his lifetime and helped establish Waldorf education in England.

Creativity in Education: The Waldorf Approach by René Querido.

A concise and thorough look at Waldorf education by the founder of The Rudolf Steiner College.

Teaching as a Lively Art by Marjorie Spock, 1985.

Examines the child from birth through the thirteenth year, with emphasis on the grade-school years and education.

Towards Wholeness: Rudolf Steiner Education in America by M. C. Richards, 1980.

A very readable examination of how Waldorf education meets today's specific needs.

Study of Man Fourteen Lectures by Rudolf Steiner, 1919.

The introductory training lecture course given to teachers in the original Waldorf Schools.

Education as a Social Problem by Rudolf Steiner.

Focuses on the problems of training teachers and describes the threefold concept of social organization.

The Kingdom of Childhood Seven Lectures by Rudolf Steiner.

Among Dr. Steiner's last lectures, presented to a group of teachers preparing to establish the first Waldorf school in the English-speaking world, draws on the experience of the original Stuttgart school's first five years.

CHAPTER 4

Enrollment & Financial Policies

Our school is a non-profit, tax-exempt independent school. The school's assets are owned by the Waldorf Education Association of Willamette Valley, the corporate entity which operates the school. Parents of children enrolled in the school are automatically members of the association and thus are directly involved in the economic life of the school. Formally, policy and financial decisions affecting the economic health and viability of the school are determined by the Board of Trustees. However, the Board actively seeks and consults with faculty, staff, and parents in making its decisions.

While the individual financial records of our parents are confidential, the general financial records of the school are available to all parents. If you have questions regarding financial matters, contact the Finance Manager.

Tuition Payment

Upon enrolling your child in the school, you are asked to sign a tuition contract that commits you to tuition for the entire year. Early full payment may be made by July 31 to receive a 5% discount. Most tuition contracts for this year reflect an 11-month payment schedule with payments starting July 1 and ending May 1. There is no discount on the tuition because of a child's absence from school.

Tuition payments made on monthly installments are due on the 1st of the month.

Tuition can be paid by check or cash. (Please request a receipt when paying by cash.) A \$20.00 fee applies if your check is returned by your bank. Parents are responsible for documenting tuition and fee payments (i.e. obtaining receipts for cash payments).

If the tuition payment has not been received in the office by the 10th of the month, a \$10 late fee will be assessed for that month. Any money collected for tuition and fees will be applied first to the oldest outstanding balance, if any. If payment is not made by the last day of a given month, the School reserves the right to refuse the child's entry into class on the first day of the next month. An additional \$50 per child enrollment fee will be charged if the child(ren) are re-enrolled.

If difficulties arise in your ability to meet your tuition contract as scheduled, please contact the Finance Manager or a member of the Tuition Assistance Committee immediately to discuss your situation.

Tuition Deposits

Prior to re-enrolling, families must pay a non-refundable \$100 per family tuition deposit. Tuition deposits will be applied towards the first month's tuition payment. (Tuition deposits are refundable only if, after tuition assistance and scholarship awards have been announced, a student is still unable to meet tuition obligations. Application for refund must be made within 30 days of award announcement.)

Financial Aid

Sibling Discount

An optional sibling discount is available to full paying families who request this discount. Supply fees and other ancillary costs outside of basic tuition will still be charged. Following are the sibling discount levels for the 1998-99 school year:

	<u>1998-99</u>
Oldest Child	0%
1st Sibling	23%
2nd Sibling	73%
Each additional sibling	100%

Tuition Assistance

If a family believes the full tuition amount is beyond their ability to pay, they may request a reduced tuition by completing a Tuition Assistance form, available at the office. Applications are due in the early spring, during the re-enrollment period, for the following fall. Families applying for assistance must go through the normal enrollment or re-enrollment process simultaneously.

The Tuition Assistance (TA) Committee sends the applications to a national organization called SSS, School and Scholastic Services. SSS uses objective financial criteria such as income, debt, assets, etc. to analyze each applicant's ability to pay. The TA Committee looks at the total amount of assistance available that year and the sum of the assistance recommended by SSS for all those who have applied, and calculates what percentage of SSS' recommended levels of assistance to offer to the applying families. Tuition Assistance will be awarded on a family basis. The entire process usually takes about 2 to 3 weeks. A limited portion of the budget is reserved for later in the school year for newly enrolling families.

The tuition assistance awards are designed to ensure that each family is contributing the maximum amount they can afford. The question of whether parents receiving tuition assistance should be expected to contribute more volunteer time than parents who pay full tuition has been

discussed for many years at the school. The Tuition Assistance Committee has recently clarified that since parents requesting assistance are asked to work as much as possible outside the school, the amount of their tuition payments is considered to be a full contribution. All parents, regardless of how much tuition they pay, are asked to participate in volunteer work as they are able.

The Board will continue to administer Tuition Assistance through the Tuition Assistance Committee. If you have any questions about these policies, ask someone on the Committee.

Tuition Reassessment

The purpose of this policy is to provide for the needs of families who have experienced a significant change in their personal finances beyond their control (loss of employment, divorce, illness, etc.) which impacts their ability to meet the terms of their tuition contracts. The following procedure provides an opportunity to reassess tuition during the year:

1. Parents write a letter to the Finance Manager, stating their monetary request and the conditions causing this need.
2. TA forms will be sent (blank if newly applying or a photocopy of previously completed forms for editing).
3. The letter and TA forms are forwarded to the TA Committee to determine comparable assessed tuition under the new conditions.

Provisional Period

New and returning students are initially admitted with a six-week period of trial within which both the parent and the school may review the student's progress and compatibility with the class. If the student withdraws or is asked to leave during this period of trial for any reason, tuition is due and payable up to and including the date of withdrawal. A

schedule of pro-rated costs for tuition is available at the Business Office (upstairs).

Early withdrawal

If you intend to withdraw your child before the end of the year, you must inform the office in writing, at least 30 days prior to withdrawal, of your intention to withdraw. Withdrawal is not official until and unless this written notification is received by the school. The period of enrollment will end 30 days after notification of withdrawal is received or on the child's last day of attendance, whichever is later. Parents are responsible for tuition incurred for an entire month even if enrollment does not end on the last day of the month.

The principal expenses of the school do not diminish with the withdrawal of students during the year. However, we also realize that life's circumstances can change without our control. Consequently, in the event of early withdrawal, parents are eligible for a partial tuition refund based on 90% of the difference between the portion of

the school year they have paid for and the portion of the school year that the child has attended.

Medical Withdrawal

In the event that a child is withdrawn from school for medical reasons that are professionally certified, tuition is pro-rated for the period the child attended school and, if school has not yet begun, the deposit is refunded.

Re-enrollment

For currently enrolled students in the kindergarten or grade school, parents receive re-enrollment forms in late February or early March each year. To guarantee a space in your child's class, you must return the form by the due date, usually mid-March. After that date, applications for new students are processed and new children enrolled if space permits.

Student Policies, Guidelines & Procedures

School Schedules

School Calendar

School calendars for the year are available in the Office.

School Hours

The school doors will open at 8:10 in the morning. Please have your children arrive by 8:20 am so they are relaxed and ready to begin each new day. Children in Kindergarten through grade three must be delivered to their class in the morning and met at their classroom door at closing time by their parents or a designated person. Those not met will be taken to After School Care and parents will be charged for After School Care services at the drop-in rate.

Preschool	8:45 - 12:15 M-W
Kindergarten & First Grade	8:30 - 12:30 M-F
Second Grade	8:30 - 12:30 M, Th., F 8:30 - 3:00 T, W
Third Grade	8:30 - 12:30 M, Th., 8:30 - 3:00 T, W, F
Grades 4 - 8	8:30 - 3:00 M, T, W, F 8:30 - 12:30 Th.

On Thursday, the teachers meet in the afternoon. All classes are dismissed at 12:30.

Absences

If your child will be absent, please call the office by 8:00 am so the class teacher can be informed. A message can be left on the answering machine.

Parents should inform the class teacher of any circumstances in the home that might affect a child's attendance. If specific circumstances make a long absence necessary, it is essential to consult with the class teacher as early as possible.

Snow Days

Our school follows the lead of the 4J schools in weather related closures. This information is broadcast on local radio and TV stations as soon as it is available. When possible, the phone tree will be activated to inform parents of a closure.

Class Schedules

See your class teacher for a current class schedule for your child's class.

Health and Safety

Illnesses

When your child needs medicine, please administer it at home whenever possible. If a child must take medication at school, it must come in its original container and a parent must provide the school with a written note, signed and dated, giving full instructions. Prescription medications must come labeled with the physician's instructions. Children are not to have medicine in their lunch baskets. Medicine should only be handled by adults. Vitamin

pills and any natural remedy should be treated as medicine.

If a child becomes seriously ill or injured at school, parents will be contacted immediately and asked to pick up the child. A child who is ill will be allowed to rest until a parent can pick up the child. First aid will be given for minor injuries that occur at school. A release form that allows school personnel to administer homeopathic first aid to your child is available at the office.

In the event of an outbreak of a contagious disease, you will be notified in the Bulletin. All children who are not inoculated will be required to stay home until the incubation period is over. If your child contracts a contagious disease, please notify the office as soon as possible so other families can be informed.

In the event of an emergency, we will contact the parent(s) or guardian listed on the Emergency and Consent Form. If immediate medical attention is necessary, the child will be taken to the doctor or hospital indicated on the form, or if necessary, 911 will be called.

The following is advice from the Health Department. If your child has any of the following symptoms, please keep them out of school:

- Diarrhea — three or more watery stools in a twenty-four hour period, especially if child looks or acts ill;
- Vomiting — two or more times within the past 24 hours;
- Rash — body rash especially with fever or itching. Heat rashes and allergic reactions are not contagious;
- Eyes — thick mucus or pus draining from eye, or pink eye;
- Fever — temperature 101 F or higher and sore throat, rash, vomiting, diarrhea, ear ache, irritability or confusion;
- Appearance — unusually tired, pale, lack of appetite, irritable;
- Sore throat — especially with fever or swollen glands;
- Lice, scabies — children must not return to school until they are free

of lice and nits (eggs). Children with scabies may return after treatment.

Children with mild cold symptoms who do not have any of the above symptoms may attend school. If your child needs to remain inside during breaks (for the purposes of illness recovery only), please send a note to the class teacher.

Lice

Lice infestations are increasingly common in schools, affecting people of all age groups, education levels and economic situations. We have been successful in curtailing major outbreaks by having lice checks at the beginning of each school term and about every five weeks during the terms. Parents should make sure their children have their hair washed and unbraided on check day. In the event that lice are found, families will be given written information recommending special shampoos and cleaning methods for the home to help eradicate the lice. Children who have had lice must be checked by the office staff and found to be lice-free before returning to their class.

Accident Insurance

The school offers a voluntary student accident insurance policy which covers injuries caused by accidents that occur between the time the child leaves for school until he or she returns. For more information or to purchase such a policy, contact the office.

Disaster Preparedness

Teachers are instructed in drill and emergency procedures and the children practice fire drills regularly during the school year. In the case of an earthquake, children will be released only to their parents or guardians.

Field Trips

Permission slips distributed to all parents at the beginning of the year will be used for all daytime field trips. Teachers will notify the parents of a trip being planned and parents will be asked to help drive children. (Parents under the age of 26 may not drive other children on field trips.) The driving parents will need to fill out a Field Trip Driver Form, provide safety belts for each child, and assume the care of the children in his or her car. The teacher will carry a copy of each child's emergency information on all field trips. Drivers may not stop for unscheduled side trips at the request of the students. For field trips that take place outside of the school's normal office hours, the teacher will designate a parent who is not going on the trip to be a phone contact for relaying messages such as updated information on the group's return time.

Drop off and Parking

Older children who don't need to be escorted into their class can be dropped off in the drop-off lane (the one closest to the lower school building in the lower parking lot) or behind the gym at the Durbin St. gate. Please do not park in the drop off lane. The large lower parking lot accessible from McLean St. is available for parent parking. The upper parking lot is for faculty and staff use only. Our neighbors on Neslo Street (above the school) have requested that we not park on that street. Please drive slowly and with extra care in the parking lot.

Clothing Guidelines

Part of what makes a Waldorf school special is the attention accorded to creating an environment that is visually pleasing. When a child is surrounded by beauty, beauty is reflected within him or her and allowed to grow and flourish. For this reason, some of the clothing guidelines requested of parents who send their children to a Waldorf school are different than those of many other schools.

Outside play is a regular part of the school day. Children should be provided

with gloves, hats, warm waterproof outdoor clothes, and footwear appropriate to the season so that they can play comfortably outdoors, and come into the school warm and dry. Bare feet are not allowed. Kindergarten through third grade children should leave a change of clothing at school.

Parents are asked to send their children to school bathed and combed and dressed in clothing that is clean and well-cared for, without holes. This helps instill a child's respect for self and others. Fabrics of solid colors, prints inspired by the natural world, stripes and plaids in many colors are all wonderful. It is asked that children be sent to school in clothes that are free of commercial logos and characters so that the child's own being can shine. It is also recommended that younger children not be dressed in black.

Hair should be clean and in a style appropriate for school that is not distracting to the child nor to others. Middle School students (grades 6-8) may use hair tints of natural colors, clear or skin colored nail polish and cosmetics with moderation.

The wearing of watches is discouraged among the younger grades so the child can flow through the day without being time conscious. For those in third grade and above who want to wear watches, those with analog faces are preferred. Watches that beep are disruptive and therefore are prohibited in school.

Because our wet climate makes it impractical for younger children to wear their outdoor shoes inside, and emergency drills make it necessary for children to have something on their feet when they exit during the drill, all children in grades K-3 must bring indoor shoes and wear them inside the classrooms. Hard-soled indoor shoes are best as opposed to cloth-bottomed slippers. Students must be able to jump, skip and run in these shoes.

Assembly Dress

On assembly days, children are asked to dress with special attention to honor the event. Extra finery adds to the celebration. Holiday dress, suited to the season, is enthusiastically requested. No jeans or sweats for assemblies please.

Lost and Found

The Lost and Found shelf is located in the Community Room. Please check the box often. Items not claimed at the end of every term are given away.

Lunch and Snacks

Children have a mid-morning snack time in their classrooms. In the

Kindergarten, snacks are prepared communally and ingredients are provided by the teacher, except on Fridays when each child brings food to contribute. In the fall and the spring, the kindergartners are asked to bring a fruit for fruit salad; between Halloween and Easter, they bring a vegetable for vegetable soup. In the grades, children have individual snacks (not communal). Parents are encouraged to send their children with an ample and wholesome snack each day. It is recommended that first, second and third graders bring their snack in a basket. Backpacks are permitted for third through eighth graders. Ask your child's teacher if you have questions about this. Children whose school day goes until 3:00 need to bring both a lunch and a snack. It is asked that children not bring canned soda, chewing gum or candy of any kind. Trading of snack or lunch items is discouraged.

CHAPTER 7

Discipline Policies and Procedures

The primary expectation of children's behavior at EWS is that it show respect for the classroom, learning environment, property, teachers, classmates and all fellow human beings.

The following pages outline behavioral guidelines, school rules and consequences for disrespectful behavior as well as disciplinary procedures should they become necessary. This policy is subject to change at the discretion of the faculty. Revisions will be published and distributed to parents as soon as possible after adoption.

School rules are derived from the following three principles:

- Respect for all human beings which includes oneself and others;
- Respect for all school and personal property;
- Respect for the guidance provided by the teachers and staff.

General School Rules

The following general rules apply at all times:

1. Children may not leave the school grounds during school hours without permission.
2. Bicycles, skateboards or roller skates may not be ridden on the grounds of the school at any time. Bicycles must be parked in the rack provided.
3. Items which preoccupy children's attention are disruptive at school. Radios, tape players, Walkmans, and

computer games are prohibited on school grounds. Toys (including stuffed animals and dolls) and games, unless specifically OK'd by a child's teacher, are also not allowed at school.

4. Eating is to take place in the classroom only; this includes before and after school hours. Gum is not allowed at school. Candy and carbonated soda pop are discouraged.
5. No media character type lunch boxes or backpacks, please.
6. Children in the first through third grades should not bring money to school unless the need is specific.
7. Dress is to be in accordance with the school's clothing guidelines.
8. Indoor shoes must be worn inside the school for grades K - 3, except when otherwise requested by the teacher.
9. All children in grades K - 3 must be picked up by 15 minutes after their class gets out or signed into After School Care.
10. If your child uses After School Care you or someone you authorize are required to sign your child out when you pick him/her up.
11. Any dogs brought on school grounds must be leashed and attended to by an adult at all times. Dogs are not allowed inside the school building except on special occasions. If you cannot attend to your dog, please tie him/her outside the school grounds. The school reserves the right to prohibit dogs from the grounds if they behave in a threatening manner or if they are soiling school property.

Guidelines for Classroom and Playground Behavior

In the classroom as well as outside, we wish to foster respect for the school and for other human beings in an atmosphere of peaceful cooperation where learning can take place. The following kinds of behavior do not contribute to such an atmosphere and are therefore **not permitted**:

1. Hitting, rough play and physical abuse.
2. Throwing objects (except balls and Frisbees).
3. Defiance of rightful authority.
4. Disrespectful behavior such as abusive language and gestures.
5. Detrimental teasing.
6. Continuous disruptive behavior in the classroom including late or incomplete assignments.
7. Damaging or stealing property.
8. Possession of a dangerous weapon or device.
9. The use or possession of substances deemed illegal for minors.
10. Running in the building.
11. Frequent unexcused absences or tardiness.

Recess Rules:

1. Recess bells ring at 10:45 and 12:45. Classes begin five minutes after the 11:00 and 1:20 end-of-recess bells. All the children must stop playing when the bell rings and head in. First graders, and other classes as needed, will be accompanied by their teacher.
2. The children must have appropriate clothing: coats or raincoats, hats, boots and gloves as needed. In the lower school (Preschool through Grade Five), the teachers will ensure that the children are sent outside dressed in appropriate clothing as provided by the parents.
3. No food may be taken on the school grounds unless otherwise indicated by the teacher for special events.

4. If children are too sick to go outside they should bring a signed note from their parents that they should stay inside. They will be expected to sit quietly on the sick bed next to the downstairs office.
5. If the bell ringer (along with the other teachers) decides it is too rainy to be out, the bell will not be rung. This lets everyone know that they must stay in their own classrooms with their own class teacher. If it suddenly clears, the individual teacher may decide to let the class out. The teacher then goes outside with the class.
6. The children are not allowed in the building during recess except to go to the bathroom in the main building, or in the case of injury or sickness, when they should be taken to the lower office.
7. The children must stay within the boundaries of the play areas. The following are considered out of bounds: off the school campus, the south and west sides of the main building including the upper main entrance, both parking lots, outside the kindergartens, behind the gym and the eurythmy hall, inside or under the high school, the high school decks, all roofs including the playhouses, climbing on or over any fences, climbing in or on the flow form, the bicycle rack areas and inside the gym building (unless supervised by a teacher).
8. All toys and sports equipment must be left at home unless authorized by the class teacher.
9. No water games or ice sliding unless supervised by the teacher.
10. Absolutely no tampering with bicycles before, during or after school. Bikes are to be locked up, left alone and left outside during school hours.

11. Ball games:
 - Baseball must be authorized by the class teacher and must be umpired by an adult.
 - Football: Grades 3 through 5 may only play touch football with a nerf ball. Tackle football is allowed only upon permission of the teacher with teacher supervision for grades 7 and 8.
 - Soccer may only be played by Grade 6 and above.
 - Ball games should be played on the two fields, except for basketball which may be played on the blacktop. There will be a renewed schedule for the basketball hoops.
 - The fields may not be used for any ball game when they are too wet, as this destroys the playing surface and the children get too wet and dirty.
12. Only ball and sports equipment authorized by a teacher may be thrown. This means no throwing of rocks, sticks, pine cones, apples, sand or mud. If a ball must be retrieved (especially from the blackberries) the child must get the supervision of a duty person.
13. No tree climbing.
14. No tools of any kind may be taken outside at recess unless they are authorized and closely supervised by a teacher. This includes scissors, shears, cutters, knives, shovels, trowels, etc.
15. Safety and respect make for more fun. No kicking, hitting, pushing, too-rough play, swearing, or interfering with games. We encourage inclusivity in all games.

Middle School (grades 6,7 & 8)

Discipline & Guidance

In the course of a student's life it is possible for her/him to be swayed from appropriate behavior. It can happen that some students pass through a challenging phase in their development. Repeated incidents can indicate a need for stronger boundaries and greater care in guidance. The hope of our teachers is to work in such a way as to promote and foster healthy

development to those passing through unique challenges. As may be necessary, support in fostering appropriate behavior is outlined below in the following policy.

Appropriate behavior

- Honors a respectful attitude and behavior toward others.
- Appreciates the surrounding properties that have been provided for the academic, social and physical wellbeing for all present at the Eugene Waldorf School.
- Considers the safety of the environment and behavior towards others in a constructive manner.

Inappropriate behavior

- Demonstrates lack of respect for others - verbal or physical
- Demonstrates lack of respect for property
- Demonstrates lack of respect for safety

Examples of incidents or infraction of the above can include some of the following:

- Unacceptable language in the presence or to another including swearing and talking back to a teacher or other adult
- Harming another - hitting
- Refusing to respond to the adult or teacher in charge

Guidance for students

We will work together to foster accountability and enable community support to assist students in their own self-discipline to change and transform their behavior and attitude. Response to the situation at hand and to the needs of the students involved will include communication to the parents. Our goal is to help every student to feel safe and able to grow in an environment supported by the community.

School Response to Incidents or Infractions: Steps for Further Guidance

Incidents or infractions of school rules will be followed through respectfully. Each child and each situation will be responded to as an opportunity to restore balance and safety for all involved. Each incident will be addressed as soon as possible by the teacher/adult involved or notified first. The Class Teacher will be notified to help arrange a meeting with the student(s) involved, the first teacher, the Class Teacher, and a possible third teacher. The meeting is to take place at the soonest possible time after the incident occurs.

The meeting includes:

- Helping the student to evaluate the incident
- Helping the student to reflect and find ways to change her/his inappropriate behavior.
- Helping the student to repair the situation (with persons or property)
- Consequences will be determined by the teachers involved, case by case.
- A Parent-Teacher Communication Slip will be sent to the parents.
- Teachers will strive to allow a "listening space" for the student to feel heard and understood.

Parent Teacher Communication Slips

These slips assist teachers and parents in confirming communication in a timely manner and the arranging of phone calls and meetings. They are to be signed and returned on the next day the child attends school. Our aim is that the student feels held by both parents and teachers. In the event that parents have been contacted three times and continued infractions occur, a letter will be sent from the Guidance Committee to arrange a meeting with parents and the student.

Guidance Committee

The Guidance Committee is comprised of teachers and parents who are available to respond to situations in the above-mentioned outline with a minimum of

two teachers present at a meeting. Their responsibility is to offer objective and clear listening with follow-through guidance. The Committee may recommend additional expertise be brought in such as counselors, doctors, etc. The Committee may recommend consequences which may include a six-week probation and weekly meetings to assess progress.

Study Halls

In addition to the above guidance measures, a Wednesday and Friday study hall from 3 to 4 p.m. will be in place for students who do not get their work completed as required by their teachers. These are staffed by teachers who will help maintain silent study. Attendance to study halls requires (parental) rearrangement of rides, lessons, etc. that conflict. Students will be informed of study hall assignment at least one day before the required study hall takes place. It is the student's responsibility to inform parents of the need to fulfill this requirement.

Property Damage

Families are responsible for repair or replacement costs for any destruction of school or personal property caused by a student, accidental or otherwise. Although children are encouraged to take care of their musical instruments, occasionally accidents happen and instruments are damaged. You are strongly encouraged to be certain you can cover the cost of a damaged instrument. If owned, it can be insured through a homeowner's or renter's policy (sometimes this requires that it be "listed" property) or, if renting, by purchasing insurance as part of the rental agreement. *The school is not responsible for damaged instruments.*

Damage or Vandalism to School Property by middle school students

1. Parents are held accountable to make repairs with student. Parent(s) will be present when student is righting the wrong.

2. Parents are responsible to make arrangements to pay for repairs.
3. Parent meets with student and teacher prior to returning to school after repairs are completed.

Guidelines for Field Trips

All school rules apply to students while on field trips. In addition, students are expected to act as representatives of the school and meet the following expectations:

1. Students must treat chaperones with respect and obey them as they would a class teacher.
2. Students must be polite, considerate of others, and use good manners at all times.
3. The food policies of the school are to be followed at all times unless a specific exception is made by the teacher.
4. Students must wear seat belts while traveling in vehicles.

Disciplinary Procedures

The faculty use several different disciplinary measures depending on the child's age, his or her specific infraction, and general pattern of behavior. The aim of disciplinary measures is to create a safe and harmonious environment for all children. We believe children feel more secure and act more responsibly when consequences are clear and understood. We also believe good discipline requires the concerted effort of students, parents and teachers.

The following steps will be taken as a result of unacceptable behavior:

1. For minor rule infractions, the teacher will decide what consequences shall be instituted. Time-outs will sometimes be used in this case. Parents will be notified at the early stages of an unacceptable pattern of behavior. If a child intentionally causes harm to another, the child may be suspended.

2. For serious infractions or repeated minor infractions, a conference will be held between the parents, the teacher involved and one other appropriate person in order to facilitate an objective dialogue.
3. In extreme cases of repeated infractions and conferences, the school may deem it necessary to expel a student.

Definitions:

Time out is the removal of a child or children from a potentially dangerous or harmful situation. Its purpose is for the child's recovery, to regain his or her grounding.

Suspension is the same thing but longer. The student is removed from school as soon as a parent or one of the parents' emergency backups can arrive, and the student will remain out of school for the following day as well, in order to have time to reflect on the situation. Work redemption may be an option for some situations.

Expulsion takes place when a child has been suspended repeatedly, indicating that the child has not found his or her place within this school.

Guidelines for Suspension and Expulsion

Parents will be called to remove their child from school immediately in response to extreme violations of conduct or safety. The following misconduct may result in a child's being sent home the day of occurrence and/or for a predetermined number of subsequent days:

1. Violent acts which physically hurt another person or deliberately destroy property.
2. Bringing illegal substances or weapons to school.
3. Any action which endangers the safety of another person.
4. Blatant defiance.
5. Theft or accessory to theft.

6. Leaving school grounds during school hours without permission.
7. An accumulated record of misconduct.

Physical Discipline

Physical restraint may be used when a child's safety is at risk or if he or she is endangering another child or attempting to leave school property without permission. Occasionally, physical guidance is provided to assure compliance (i.e., holding a child's hand or shoulders to walk him where he needs to be).

School-Related Programs

After School Care

Our state-certified After School Care Program (ASC) is available to students in grades P - 4 between the hours of 12:30 and 5:15. This program is overseen by the After School Care Committee and is staffed by paid caregivers. Kindergarten ASC is held in the kindergartens until 3:00 at which time any remaining kindergartners in ASC join the older students in the After School Care room upstairs. Parents are requested to toll out paperwork detailing who may pick up their children from ASC.

Children getting out of school at 12:30 and then going to ASC will need to bring a lunch and an afternoon snack according to the school guidelines detailed in Chapter Six (i.e. wholesome food, no commercial lunch boxes). Kindergartners who use After School Care are asked to bring a cloth bag containing a pillow, a light blanket and a cloth mattress cover for them to use during the rest time. These bags can be left at the school and taken home at the end of each term for laundering.

Charges

The ASC rate is \$2.50 per hour if it is *pre-paid and pre-scheduled*. Siblings are an additional \$.75 per hour per sibling when pre-paid and pre-scheduled. The *drop-in* rate is \$3.25 per hour for the first child and \$1.50 per hour for each sibling. Charges accrue to the nearest quarter hour. Charges are considered *pre-paid and pre-scheduled* when your child is signed up by the deadline date for that month. Monthly deadlines will fall on or near the 24th of each month, except when holidays may make the date earlier than usual. Pre-scheduling is always done through the reception office. Drop-in rates are applied to any use which is not pre-paid *and* pre-scheduled by the monthly deadline.

If your child will be dropping in, please contact the office as soon as possible to let them know.

Payment

All payments should be made in the reception office. Payment can be made by check or cash. Please let the Office Manager know that you are paying for ASC. When you pay cash, be sure to get a receipt. All charges are due and payable at the end of each month. A 10-day grace period is given before a \$10.00 monthly late fee is assessed on any unpaid balance over \$1.00. You may request that ASC statements be given with your tuition statements. These statements will be distributed a few days before the end of every month.

Credits

Aftercare credit will be given only if a child is sick. Parents are required to call the office by 9:00am on the day of *every* absence in order to be issued a credit. If a student will not be using scheduled aftercare time for any reason (for example going home with a classmate, to a birthday party, or if a parent has a change in schedule) the office would appreciate being notified so that another student may use that space and so the teachers are aware of who to expect.

Hours

Parents are expected to pick up their children by 5:15. A 15-minute grace period is allowed before a \$5.00 late fee is charged.

ASC Phone

The after care providers can be reached directly after 3:30 p.m. on Monday, Tuesday, Wednesday and Friday and after 1:00 p.m. on Thursdays at 345-8774. To get a message to them at other times, please call the school office.

Volunteers

Parents doing volunteer work at the school may be eligible to use ASC for no charge depending on the nature of the work and the availability of space in ASC for that particular day. You must check with the office ahead of time if you believe you may want to use ASC when you are volunteering. We will let you know if there is availability and how to avoid being billed for those hours.

After School Care is designed to be a home-like atmosphere offering the comfort of rhythm in the afternoon's schedule, without the demands of structured activities. This allows for the children to have the kind of "outbreathing" that they need after a day of more focused activities at school. Space is provided for creative play both indoors and out, and craft materials are available for activities such as finger knitting or coloring. Occasionally the ASC teacher will lead a craft activity or a game. Donations of yarn and other material for the ASC program are always welcomed.

Parent Toddler Program

The Parent Toddler Program is a parent education and support program that meets once a week (Thursdays from 10:30 - 12:15 am) for 8-week sessions. The facilitator leads the group through a morning filled with creative activities, songs and verses, stories and puppet shows. Thus it provides the parent and child an enriching time together. While the children are at play, the parents are offered simple handwork activities. It is also a place where parents meet one another to share and learn from each other's experiences as well as to become acquainted with the Waldorf approach. Parent education evenings are also offered. For more information contact Marion Aragon-Herbert at 686-4876 or ask at the school office.

Preschool

The Preschool Program follows the health-building rhythms of the Kindergarten. Children of ages 3 and 4 spend two or three days together each week working and playing out of their growing imaginations. Activities such as painting, baking, circle time and free play foster their learning skills at fundamental levels. Stories are repeated to inspire memory development, play acting, and inner picturing that later become an available reservoir for reading skills. It is a joy to behold the evolving sense of brother-sisterhood that even at this young age emerges in the atmosphere of a natural setting.

Scrip

Scrip is one of the easiest fundraisers our school participates in and is ongoing throughout the year. Several stores have decided to support local schools by offering a 5% discount on scrip certificates when purchased in bulk by the school. The school pays \$950 for \$1000 worth of scrip. These scrip certificates are then offered for sale at face value (in denominations of \$10 - \$25) to supporters of the school. All you have to do is organize yourself to funnel the money you already spend at these stores through the school. The way it works is this: You know you are going to go to Safeway and spend about \$100 for groceries for the coming week. So that morning when you drop your child off at school (or as far in advance as is convenient for you), you go to the School Office and purchase \$100 worth of Safeway scrip. Then you go to Safeway and do your usual grocery shopping but instead of writing them a check for \$100 or paying \$100 in cash, you pay with scrip, and the school fundraising coffers are \$5 richer! It's that simple!

Five dollars for every hundred spent may not sound like a lot, but our collective spending power is enormous. And scrip isn't just for grocery stores. Our school sells scrip from the following area stores: Friendly Foods, Fred Meyer, Jerry's, Oasis, Price Chopper, Safeway, and Sundance. All come in \$20 denominations except Oasis (\$25).

Scrip can be purchased during regular school office hours and occasionally from sign toting scrip enthusiasts in the parking lot. For our recordkeeping purposes, please note on the check what store's scrip you are purchasing and in what quantity. If we all make scrip part of our weekly grocery routine, the money earned by the school will significantly enhance the education opportunities offered to our children. For more information, or to volunteer to help sell scrip, contact the school office.

School Photos

Each fall, a professional school photographer comes to our school and makes portraits of each individual child and group photos of each class with their teacher and a whole-school photo. Advance notice will be given in the newsletter. These photos are available for purchase directly from the photography company. Ordering information and payment envelopes are passed out a week or so prior to photo day. Grade 7 and 8 will be producing a school yearbook this year for the first time.

Summer Arts Program

Every summer, usually in July, the school offers a Summer Arts Program, one for children between the ages of 3 and 7 and one for children 7 to 11. It is a wonderful time for the children to renew their friendships in the summer and its also a great opportunity for non-Waldorf families to be introduced to the school and for newly enrolled kindergartners to get used to some of the kindergarten routines before the hustle and bustle of the school year begins. Details are made available through flyers and newsletter announcements in the spring.

Teacher Training Program

The Waldorf Teacher Training Program, established in Eugene in 1990, is a two-year program run by former Eugene Waldorf School teacher Willi Muller. The

Teacher Training Program is organizationally and legally a separate entity from the school, but the school and the Teacher Training Program have a close and mutually beneficial relationship. Teacher training takes place in the teacher training room in our main building.

The first year is called "The Foundation Year" and includes an introduction to the basic works of Rudolf Steiner and the fields that have resulted from his spiritual research. The Foundation Year includes extensive artistic activities such as music, singing, painting, modeling, drawing, speech formation and Eurythmy. Although the Foundation Year is part of the full two-year teacher training program, students may enroll for the Foundation Year only for personal enrichment or other reasons. The schedule is designed for working people, requiring 12 class hours per week including one weekday morning, Saturday mornings and two evening sessions each week.

The second year, also called "The Education Year", offers guidance in a comprehensive study of Waldorf Education, based on Rudolf Steiner's insights into human nature and the educational needs of the growing child. Teaching methodology and curriculum studies, in relationship to child development, form the core of the course work, alongside the arts of Eurythmy, music, singing, painting, drawing and clay modeling. The curriculum includes the teaching of language arts, literature, mathematics, history, geography, and the sciences. A portion of the year is devoted to observations in the classrooms and practice teaching both at the Eugene Waldorf School and other Waldorf Schools.

For more information about the Teacher Training Program and application forms, inquire at the office or call Willi Muller at 485-6348.

Waldorf-inspired Home Kindergartens & Day Care Homes

There are several Waldorf preschools affiliated with, but not officially a part of the Eugene Waldorf School.

Morning Rose Kindergarten and Preschool is a Waldorf inspired kindergarten in a home and garden setting for families with children 3 - 6 years old. The Morning Rose is open Monday through Thursday from 8:45 - 12:15 and generally follows the Eugene Waldorf School vacation calendar. Andrea Eichinger-Wiese and Lourdes Smyth, both long time Eugene Waldorf School kindergarten teachers, are the Morning Rose teachers. Morning Rose Kindergarten is located downtown at 1628 Lawrence St. Call Andrea at 683-7872 for more information or to arrange a visiting time.

There are also several play groups and day care homes run by school parents or Teacher Training students. Ask at the office or look on the bulletin board and in the newsletter for more information.

Association of Waldorf Schools of North America (AWSNA)

The Eugene Waldorf School is a member of the Association of Waldorf Schools of North America (AWSNA). The primary purpose of AWSNA is to aid each affiliated school in improving the quality of the education which it offers. This is accomplished through a number of

programs, including: conferences and workshops for teachers, parents, and trustees, consultation services by experienced teachers on a wide range of issues, standing committees working with such issues as teacher preparation and ongoing deepening, school review and evaluation, school economics and finances, as well as the publication of a broad spectrum of material addressing curriculum and school organization, and a bi-annual newsletter *Inform* which addresses pedagogical issues as well as updates from schools around North America.

For more information about AWSNA, look at their Web page at www.awsna.org or contact David Alsop, AWSNA Chairman, 3911 Bannister RD., Fair Oaks, CA 95628. Phone (916) 961-0927. Fax (916) 961-0715.

The Rudolf Steiner Foundation

The Rudolf Steiner Foundation is a financial services organization offering a range of financial and advisory services to individuals and organizations active within the anthroposophical movement. Several years ago, the Eugene Waldorf School Board of Trustees worked with some advisors from the Rudolf Steiner Foundation to strengthen the realms of financial structure, income and expense management, new project development and gift support at our school.

The Foundation also works with individuals to: assist them in putting their money to work in socially constructive projects (loans) and assist them in directing their philanthropic support to organizations having development projects (gifts). If you would like to find out more about how the Rudolf Steiner Foundation can serve your giving and socially responsible lending interests, you can contact them by phone at (415) 561-3900, by fax at (415) 561-3919, by e-mail at mail@rsfoundation.org or by postal mail at PO Box 29915, San Francisco CA 94129-0915.

CHAPTER 9

Biographies

Jona Alexandria, 8th Grade, Board of Trustees

Jona was brought up in the spirit of world citizenship on three continents within a European-American family of great pioneering character. Instilled in her was the quest to explore all corners of this earth, and to seek its truth. Her first diploma, the International Baccalaureate (IBG), from the international school in Sophia Antipolis, France, led her to studies in anthropology and linguistics at Reed College in Portland, Oregon. Jona graduated with a BA and strong interests in alternative education as a means of social change. A series of small steps led her back to France to another international school in Nice where she worked for two years as a high school teacher of the IBG in English and Art History. In 1993 she attended the Waldorf Teacher Training Program in Eugene and completed practicums at the Vancouver Waldorf High School in British Columbia--bringing her to her first experience as a Waldorf teacher.

Marion Aragon-Herbert, Morning Glory Parent-Toddler Program, Handwork

Marion grew up in Southwest Germany, not far from Stuttgart, where the first Waldorf School was founded and is still flourishing. Surrounded by a large and close-knit family, Marion was the oldest of five siblings, as well as numerous cousins, and enjoyed taking care of little ones, long before she was half grown herself. Artistic and craft activities, along with music making were valued and nourishing pastimes in her family's home, particularly since there was no TV.

In her early twenties, Marion went to live in France, mainly in Paris, to connect with the French side of her ancestry and to study the language. Carried by the same quest for adventure, she moved to America in the late 1970's, and after a brief stopover

in California, happily settled in Ashland, Oregon. There she earned a Bachelors Degree in Fine Art with a minor in French. She loves the beautiful outdoors as well as the diverse cultural offerings of her adopted home state. In Ashland, Marion met her husband, Tim. When their oldest child was born, Marion remembered Waldorf Education, made a connection with the Waldorf School of the Rogue Valley and began to study Anthroposophy.

In 1993 her whole family moved to Eugene where Marion completed the Eugene Waldorf Teacher Training Program (with an emphasis on early childhood education) and taught German at EWS. Presently Marion is teaching the Parent Toddler program and helping with Handwork teaching while her three children, Nikos, Kaya and Anyasha are enrolled at EWS.

Tim Aragon-Herbert, Board Chair

Tim grew up in St. Clair Shores, Michigan, the third of five children. With grandparents from Ireland, Sweden and Norway, Tim thought all older people spoke with funny accents. A working class neighborhood with millions of kids meant lots of time playing baseball, riding bikes and swimming in backyard pools. This was rounded out by devout church visits on Sundays and a classic Catholic school education where stern nuns with names like Sr. Bernice George held sway. With the teenage years came the usual angst and uncertainty (that lasted well beyond the teenage years). At the University of Denver and University of Colorado, Tim majored in Economics, then Philosophy and lastly English, all the while searching for relevance and meaning somewhere.

The searching led Tim down a variety of spiritual and holistic paths, including living in a "Fourth Way" community, intensive study in Hakomi psychotherapy and completion of massage therapy training.

This interest in the healing arts led to Tim's position as National Sales Manager for Custom Craftworks, a massage table manufacturer which sells massage tables nationally and internationally.

Meeting his wife Marion proved to be a turning point for Tim. Marion introduced him to new worlds, opening the doors first to the world of art, then committed relationship and parenthood, and later to the immense world of Anthroposophy. Anthroposophy provides a depth to their relationship that carries them through the challenges (and delights) of raising their three children, Nikos, age 13 and Kaya, age 9 and Anyasha, age 3.

Waldorf education is a central focus in their family life and they are fully committed to supporting a healthy Waldorf community now and (at least) until Anyasha graduates from 8th grade (or High School) sometime in the next century.

Carla Beebe, Eurythmy

Carla spent her childhood years in Southern California. She passed as much time as possible in the water and decided she would become a water ballerina - being a eurythmist is perhaps somewhat similar! At age eleven, she decided the world needed help and that the best way to change things would be to help children grow up in a free and healthy way. She began by tutoring younger students while in elementary school and leading counseling sessions while in High School. She went on to major in education and psychology in college, but became frustrated with the lack of true insight in the education program and left college after two years. During and after her college years, she worked in a children's ward in a hospital, a residence for handicapped adolescent boys, a science museum, a public school, and a private school, but still could not find the insight into the growing child she was looking for.

At twenty-three Carla decided to go back to school to major in the "History of Human Consciousness through the Arts" as a preparation for further teaching. At this moment in time she met a Waldorf teacher

and immediately began working in the Lexington, MA Waldorf school. After teaching dancing and singing for a year, she went on to complete her BA in Waldorf Education, receive a diploma in Eurythmy and a certificate in Pedagogical Eurythmy.

For six and a half years Carla was a class teacher and eurythmy teacher (yes, at the same time!) at the Cape Ann Waldorf School in Beverly, MA. This is her second year as eurythmy teacher at the Eugene Waldorf School. She also enjoys folk music and dancing, the outdoors and is a budding potter.

Heidi Boucher, Board of Trustees

Heidi was born in Santa Cruz, California, the first of five children. When she was 8 years old her family moved to England where she attended Michael Hall. After her parents' training at Emerson College, they moved to New Hampshire where she attended Pine Hill Waldorf School. A move to Washington DC and finally back to Sacramento California gave her two more opportunities to attend Waldorf schools.

She graduated from the Sacramento Waldorf School in 1982 (where she met her husband in 8th grade). Heidi has been an active community member since 1991. Her first volunteer experience was co-coordinating the Christmas faire 3 weeks after her third child was born! She has served as a Board member for over two terms, been a Parent Council Rep and co-manager of the School Store, to name a few. She was the kindergarten assistant at the Camellia Waldorf School and has assisted with drama and painting here at the Eugene Waldorf School. Heidi's professional experience as an Art Director and Production Coordinator help her maintain a lively household of three children where real life drama unfolds daily! Her interest and goal in life is to provide her children with a complete Waldorf education.

Lin Carpenter, Handwork Assistant

Lin was born 41 years ago in the cold, snowy north of Superior, Wisconsin. Her mother is Norwegian, and her father Native

American. She entered the family six years after her brother, and she also has a sister and another brother. Her fondest childhood memories took place on the dairy farm where her mother was raised, and Lake Minnesuing where her father built a cabin. At the age of five, she began drawing earnestly and also explored clay through the years of an otherwise rather disastrous public education experience. She completed one year at the U. of Iowa as an art major. During Lin's high school years she taught herself to sew and has enjoyed making clothing and home furnishings--even a sprang hammock! 1995-96 was her first experience teaching handwork, making sweatshirts with the 7th grade. The following year she led the 5th grade handwork class, helping each student knit a pair of socks. Lin completed the first year of the Teacher Training program in spring of 1998. Presently she is assisting the 5th grade class in Handwork, and is a student at LCC; singing in the EWS Community Choir is a special interest! Her daughter Livia graduated from the 8th grade at EWS and is now at South Eugene High School. Her son Leif is in the 3rd grade at EWS.

Timothy Forrest Edgar, Woodwork

Timothy was the youngest of three born in a small northern town in New Hampshire called Littleton. After high school Timothy moved out west to attend the University of California at Santa Cruz where he studied Biology with an emphasis in Marine Biology. After college he worked as a fisheries biologist off the Oregon, California and Alaskan coasts. During this time he began homesteading in the coastal mountain range of southwest Oregon and began practicing and studying biodynamic gardening and anthroposophy. The training continues for Timothy at the Eugene Waldorf School where he is in his second year of teacher training.

Hanya Etter, String Instructor

Hanya was born in Eugene, the third of four children. Her early years included school in Berkeley, Calif., where she got started on violin at age nine. In junior high

school she was asked to switch to viola, which from then on has been her primary instrument. The family returned to Eugene where she attended South Eugene High School. She spent her senior year at Interlochen Arts Academy in Milligan, then studied music education at the U. of Oregon.

During her junior year at the University, the Eugene Symphony was founded, and she became the symphony's very first principal violist. The following year she went to Germany as a participant of the Music Education program with Dr. Edmund Cykler, learning about music education in European schools. She met her first husband, a German, during that year, dropped out of school, got married, and lived in Germany for the next 15 years, raising two children and giving violin and viola lessons as well as playing in various amateur ensembles.

Hanya returned to Eugene in 1983, joined the Eugene Symphony again, as well as the Eugene Opera Orchestra. Eventually she became, and remains, violist with the Blue Heron String Quartet, fiddler with Lovin' Friends, and violinist with the Mariachi Nuestro group. She enjoys performing in larger and smaller ensembles, and especially teaching children and adults to play violin and viola.

Since 1993 Hanya has been developing a beginning string program in the Eugene Waldorf School, working with the 4th graders as beginners, and the 5th graders as continuing students.

Erika Finstad, Third Grade

Erika was raised in Gettysburg, PA and is the youngest of two daughters. She moved to Minnesota to attend college, where she completed an undergraduate degree in the arts, with a concentration in music, and a graduate degree in elementary education. Erika's first full-time teaching job was in South India, where she taught middle school language arts and music and traveled to many diverse corners of the country. Erika discovered Waldorf Education when she returned to the States. She began her teacher training in Eugene a year later and completed the training in June 1996. Besides

teaching, Erika loves to travel, to explore other cultures, and hike in the mountains.

Tiger Grinnell, Office Manager

Tiger was raised in Moab, Utah, the fourth of eleven children in an Irish Catholic family. She studied nursing for three years at the University of Utah, then went on to study education for a year at the University of Alaska and now plans to finish a degree in Fine Arts (fibers) in the coming years at the University of Oregon. Tiger lived in Alaska for nine years before moving to Eugene in 1987. She worked as an architectural draftsman for many years and also owned and managed a bookstore. While living in Eugene, she has been a real estate agent. Her three children, Molly, 18, Caitlin Jil, 16, and Quinn, 14 (8th grade) were all born in Alaska, and have attended our school since moving here.

Tiger has served on our Board of Trustees, chaired several Faires, taught handwork and completed the Foundation Year of the teacher-training program in 1985. She serves as a Parent Council representative and served the Parent Council as Chair last year.

Christopher Guilfoil, Sixth/Seventh Grade

Chris was born in Munich, Germany, the oldest of nine children. He received his BS in Fine Art; Painting, from the University of Wisconsin at Madison. Later, while studying and practicing art in the light of anthroposophy and the indications of Rudolf Steiner, he became interested in the art of education. In addition to class teaching, Chris also is on the faculty of the Waldorf Teacher Training program, teaching drawing, painting and modeling.

Phyllis Helland, Board of Trustees

Phyllis and her two brothers were the sixth generation to live and work on their family farm in central Iowa. When she finished college she moved to Eugene to pursue her career in graphic design. Later she and her husband Ray moved to northern New Jersey, where she worked in the design

department for Sony America. She became friends with several people involved with the Steiner community in Spring Valley. Within the rampant commercialism of the New York metropolitan area, she was impressed to find the biodynamic farm, including sheep the Waldorf children would see shorn. The wool would be spun by people in the community, the children would make their own needles and begin to knit while the sheep grew new fleeces. Since returning to Eugene, Phyllis has been involved in Waldorf education with her sons Andrew and Jeremy. She has been active as a representative on the Parent Council, as a participant and facilitator in Morning for Parents, as a singer in the Community Choir, and as a member of the Board of Trustees. She and her family live on a farm outside Eugene where they raise sheep and cattle.

Kim Hyland, Board of Trustees

Kim was born in Tacoma, Washington, the youngest of three children. Her family moved often, taking them to Idaho, California and New Jersey. After graduating from Ithaca College in upstate New York with a degree in Business Management, Kim settled in the Boston area where she met her husband, Kevin. Kim worked for nearly ten years in the hospitality industry with jobs ranging from Catering for the Red Sox to corporate sales in an oceanfront resort to restaurant ownership. After their second child was born, Kim and Kevin decided to expand westward and left the beaches of Cape Cod for the mountains of Oregon. After moving to Eugene in 1995, Kim has been at home with her two children, Brynna (1st grade) and Nicola (Kindergarten). She became involved with the Waldorf School in September of 1996. Before joining the Board in spring of 1998, Kim was a member of the Parent Council. She continues to be active on various committees as well as the Anthrosox softball team.

Jelena Jaehnig, Second Grade

Jelena was born in Stuttgart, Germany and was later joined by two younger

brothers. When she was four, her family moved to Denver, Colorado where her father worked as a Christian Community priest and her mother helped found and taught at the Denver Waldorf School. Jelena attended Waldorf schools through the eighth grade, first back at the original Waldorf School in Stuttgart and later at the Denver Waldorf School. After high school she attended colleges in Denver and Bochum, Germany, receiving a bachelors and masters degree in history from the University of Colorado at Denver. It has been Jelena's intention to become a Waldorf teacher since she was in first grade, and in 1992 she began to teach at the Denver Waldorf School, working intensively with several experienced teachers there. In 1993 Jelena moved to Eugene to teach history at the newly founded Waldorf high school, as well as German in the lower grades. In her first year here she attended much of the Education Year of the Teacher Training. Jelena is now enjoying the challenge and richness of taking a class through the grades.

Ilse Kolbuszowski, Therapeutic Eurythmy

Ilse was born in the Black Forest, Germany, where she stayed until high school when she moved to Stuttgart to attend the original Waldorf School. Some of the first Waldorf teachers still taught at that time, which offered her the opportunity to experience quality teaching. Her nurse's and midwife's training in England opened the door to travel to other countries, where British-trained nurses were in great demand. In New York City she reconnected with Anthroposophy and the Waldorf Movement and began her Eurythmy training while still working as a nurse. After the regular training, curative training followed in Dornach, Switzerland; then work in the Rudolf Steiner School in NYC as the therapeutic eurythmist and the school nurse. Twelve years of that ended with the cross-country move to Eugene and her work with the new little school forming here in 1981. German and handwork besides class Eurythmy were needed there. Now, 15 years

later, she offers therapeutic Eurythmy to the children and the community, and teaches the adults in the Teacher Training Program.

Judi Lamb, Rosebud Preschool Assistant

Judi was born in Denver, Colorado in 1956 and has one older sister and one younger brother. She moved to Oregon in 1975, bouncing back and forth between Portland and Eugene, and graduated with a BA in Graphic Design from U. of O. Judi freelanced graphic design work for about a year. She met her husband in 1980. Judi then got a "regular" design job. She quit that job to welcome her oldest daughter, Shalea (7th grade), and then continued being a full time mother as Kalaena (5th grade), Skyland (3rd grade), and Danica (Kindergarten) entered her life.

Judi has served on the Board as the Parent Council Representative to the Board, on the Parent Council as a class representative and on the Teacher Search Committee. She also taught handwork to the third grade and was the Lower School librarian; currently Judi is very active on the Golden Goose committee, and various other school fundraisers. Judi cared for young children in the Ring O' Roses Playgroup in her home for 2 years before becoming the Assistant in the Rosebud Preschool.

**Marie Christine Lhomond,
Preschool Teacher, Faculty Co-
Chair, Kindergarten Assistant**

Marie Christine was born in France, the oldest in a family of four children. She spent a happy childhood in different parts of France and also in North Africa, mostly in semi-rural areas. After graduating from the Institute of Social Work in Paris, Marie Christine worked as a Social Worker with an MSW in Chateauroux (France) where she met with people of all walks of life, and created a school for illiterate women from Maghreb and Turkey. She also studied and is still practicing natural healing and macrobiotic. Now a 16-year resident of Oregon, she is raising four healthy children who all went to Waldorf School; Saul and Arianne are still members of the EWS. Prior to moving to Eugene, Marie Christine had opened her home to young children in her "Waldorf-inspired" play group, and then became the assistant to one of the kindergarten teachers in the Ashland Waldorf School. During her two years in the Teacher Training in Eugene, Marie Christine has worked as the After-School Care Provider for the kindergarten children, then assisted Ingeborg Schipull for three years in the Kindergarten. This year Marie Christine is teaching the Rosebud Preschool three days a week and assisting Linda Marooney in the Kindergarten, as well as serving as Faculty Co-Chair. She loves sharing with parents and young children the joy-filled life of the kindergarten.

Linda Marooney, Kindergarten

Linda spent her childhood growing up in a small town in Wisconsin. She is the youngest of three children and especially enjoyed the times they shared together each summer with their grandparents on an island in Lake Michigan. Music lessons were always a part of her life and led her to major in music and elementary education at San Jose State University.

Later, when her children began to attend school, Linda followed two inspired friends into the Teacher Training Program at Rudolf Steiner College in Fair Oaks, California. She then joined the Santa Cruz

Waldorf School and took a class from First through Eighth Grade. She also taught Kindergarten and Music classes there. Currently Linda is teaching in the Teacher Training Program and the Kindergarten at the Eugene Waldorf School. She has taught first and second grade here and has given support to the Eugene and Corvallis Waldorf Schools through mentoring.

Tim Marsden, First Grade

Tim was born and grew up in Blackburn, England, the youngest of three brothers. He received an MA in Engineering Science from Oxford University and went on to work in the electronics and computer fields. He has lived in the USA since 1985, managing his own computer consulting business in New York, Los Angeles, and Portland. He met his wife Alice in Los Angeles, and their first child Samantha was born in Portland. Tim graduated from the Eugene Waldorf Teacher Training program in the summer of 1996, and taught for half a year in the third grade until his second child, Rebecca, was born.

Ross Mickey, Board of Trustees

Ross Mickey is the second of three children. He was born on the Naval Air Station in Coronado, California where his father was stationed as a Marine aviator. Through high school, he moved every two to three years mostly between Washington, D.C. and southern California with a three-year interlude in Hawaii. After spending two years in college, he left school to delve into his spiritual life. He spent the next ten years practicing eastern spiritual tenets within monastic settings in Hardwar, India, Boulder, Colorado, Toronto, Canada and San Francisco, California.

The direction of his life then turned to the practice of melding spiritual insights and ways-of-being into "normal" day-to-day life. He purchased and ran an ice cream store in San Francisco while getting his degree in forestry from the University of California at Berkeley. He then spent the next ten years working for the U.S. Forest Service in northern California. During this time, he

married, had one son and pursued his lifelong love of flying. Ross holds a commercial, instrument-rated pilot's license.

He left the Forest Service and moved to Eugene in 1989 where he works in the field of forest policy in the private sector. This time period saw the birth of his daughter and the beginning of another long-term project: the building of an airplane. Ross' children started attending the Eugene Waldorf School in 1996. He has been a member of the Board of Trustees since early 1997 in the capacity of Treasurer.

Robin Morris, Fifth Grade, Faculty Co-Chair

Warmth and sunshine filled Robin's early years in San Rafael, California. Always one for contrasts and experience, five years of College were spent in Fairbanks, Alaska. She graduated in 1973 with a BA in Music. The following year, she attended the Conservatory of Music at the University of Pacific, receiving her Music Therapy degree. The following 7 years, she worked as a Music Therapist, raising a family and helping her spouse through medical school. Robin came to the Eugene Waldorf School 15 years ago, enrolling her son in 1st grade and her daughter in kindergarten. Five years later, Robin's family adopted a child from Trinidad. Robin was the school's eurythmy pianist for 6 years. She finished the Teacher Training Program here in Eugene, in 1993, hoping to do support work for those students that need extra help. However, destiny wove a different pattern and she finds herself being a class teacher to a delightful 5th grade!

Tricia O' Neill, Handwork Program Leader, Handwork Teacher

Tricia was raised in the Bay Area of California, the third of three girls. She has lived in Eugene since just after her marriage in 1972. Tricia first heard of Waldorf Education in 1976, when her first child was 1-1/2. Tricia was one of a small group of parents who founded the Eugene Waldorf School. Tricia started teaching handwork in 1983 and has taught handwork to grades 1-7. She was a Board member for 10 years, Board

president for three years, and has served on the Tuition Assistance Committee since about 1989. She has four children who will all have attended the Eugene Waldorf School from kindergarten through 8th grade.

Theresa Orange, Parent Council Chairperson

Theresa was born in Mt. Angel, Oregon and lived in Portland until 1996. She was the ninth of ten children, raised in a Catholic family, and attended Catholic schools. She holds a BA in Diagnostic Ultrasound from Seattle University and has been practicing general and cardiac ultrasound since 1984. After moving to Indiana for one year in 1996, Theresa and her family returned to Oregon but settled in Eugene in order to live in a smaller community yet be close to a Waldorf School.

Since moving to Eugene, Theresa has worked at Sacred Heart Hospital, continued the family's ten year association with the Religious Society of Friends, and become active with the Eugene Waldorf School community - first as a Parent Council Representative, now as Parent Council Chairperson. Theresa's husband Peter Schnabel is a Psychiatric Nurse Practitioner with Lane County and South Eugene High School. They have three children - Kieran, a 16-year-old at South Eugene H.S., Emily, a second grader at EWS and Liesl, a kindergartener at EWS.

Theresa hopes to continue to encourage the openness and cooperative spirit among the parents, Faculty, and Board which contributes to the strength of our school and our community.

Darby Partner, After School Care and Rose Kindergarten Assistant

Darby was born in Boston, MA and lived in towns near Boston and in rural Massachusetts for the first 12 years of her life. Blessed to be born into a home without a TV, she spent her time drawing, reading, dancing, singing and playing with her sisters, brothers and friends. She is the oldest of four children.

The summer before she began 8th grade, Darby moved with her family to Old Saybrook, CT, a small town on the Long Island Sound. There she spent her high school years. She enjoyed the summers on the beach, learning about Marine Biology, studying and experimenting with art and being with her friends... still dancing!

The summer of '92 Darby graduated from high school and moved to Olympia, WA where she attended the Evergreen State College. There she made her home, among the tall trees, ferns and rainclouds for the next 5 years. On June 19, 1995 Darby became a mother. Her son Uriah was born at home. Two years later Darby graduated from Evergreen with a Bachelor's of Arts. Her studies at college included Printmaking, ceramics, costuming, Native American Basketry, Herbalism, Botany, Creative Writing and Early Childhood Education. It was at a class in college where Darby began to learn of Steiner's method of education. She was able to observe and volunteer at the Olympia Waldorf School.

Darby moved to Eugene in the fall of 1997 to attend the Teacher Training. She plans to graduate in the Spring of 1999. Uriah attends the Rosebud Preschool.

Darby is happy to be part of the Eugene Waldorf School, and to be caring for the children in the after care program and helping in the Rose Kindergarten...singing again!!

Nancy Pattison, Handwork

Nancy was born in Colorado and moved to Oregon at the age of 16. She is the middle of four children, with older twin brothers and a younger sister. Her interest in handwork began with her grandmother who raised a family of 12 and was an avid seamstress and made quilts and braided rugs from scraps. She made dolls and animals for Nancy and her sister from old socks and towels, which were some of Nancy's most treasured possessions. Nancy's interest and knowledge in handwork has grown over the years to include a wide range of handworking abilities, the most recent being doll making through workshops with the

master dollmaker, Ingeborg Schipull. Teaching handwork is a new experience for Nancy, one which she finds challenging and enjoyable. Nancy is a professional photographer and the mother of Hannah and Sophie.

Robin Emily Retherford, Art

Robin Emily Retherford grew up in a little California town near the sea called Carmel Valley. She spent her time there with one younger brother wading in rivers exploring the mountains and making plenty of art. In high school Robin formed a close bond with two of her art teachers who helped her discover that textiles is her specialty.

In 1994 she arrived in Eugene to attend college at the University of Oregon. After two years she decided it was time for new ways of learning. Since then she has been exploring a variety of activities in the community - most of which allow her inner artist to thrive.

She volunteered as an educator in schools through BRING Recycling for one year, teaching waste reduction and making art out of trash. In 1997 and '98 she instructed art at a drama camp in Eugene where she helped to design and construct sets and costumes for plays. In 1998 she went on a travelling road show tour of the Pacific Northwest to sing for the Coho Salmon. She is now a volunteer in the Family Community Leadership Program through the OSU Extension Service.

Robin was magnetically drawn to the artistic and homey environment of the Waldorf School. She enjoys teaching art and sharing the company of others with open minds for alternative education.

Shelly Porter Richardson, Spanish

Shelly has her BA in Philosophy from the University of Oregon. After spending two years working and studying in Spain, she attended Lewis and Clark College to earn her teaching certificate. She worked in the public schools for 5 years.

Peggy G. Rubinstein, Orchestra Conductor

Peggy was born in Ponca City, Oklahoma, and has one older brother. She received her BME from Indiana University, MM and also BA in German from University of Oregon. She played violin in the Houston Symphony for four years, and has been a member of the Eugene Symphony for 25 years. She also performs with the Eugene Opera Orchestra, and has played in the Eugene Bach Festival and the Oregon Festival of American Music conducted by Marin Alsop. This past summer, she performed for the third year in the Bloch Festival at Newport, OR.

Peggy taught strings in Eugene School District 4-J for four years. Then she decided to devote her teaching time to private violin students, which she has done for the past 23 years (and continues to do) so that she could be at home to raise her three children. Josh, Seth and Shanna.

Peggy joined the Waldorf faculty in 1995. This year she is very much looking forward to teaching the orchestra and having fun making beautiful music with the very talented and wonderful students at Waldorf.

Ingeborg Schipull, Rose Kindergarten

Ingeborg Schipull was born and educated in Germany where Waldorf education is a household word. The middle child in a family of three, she helped her mother take care of young foster children to nurture and cherish. At age 25 she came to the U.S. in the spirit of adventure, married and raised a son. In her search for "meaning of life," she came across Rudolf Steiner's work of Anthroposophy. Looking for a second career, she met with the founders of the Seattle Waldorf School. After a visit to the

kindergarten, she began to do volunteer work and to assist in the kindergarten. It was during that time that she decided to become a kindergarten teacher and take the training. She sent her son, then 16, to a Waldorf high school in Germany, packed a bundle of belongings (no more than would fit into a small car), and drove off to Sacramento, CA to attend Rudolf Steiner College for two consecutive years. She received her credentials in the spring of 1988 and came to teach at the Eugene Waldorf School in the fall of that year. She has been working as a kindergarten teacher for the past eight years. Her special interests have been dollmaking and puppetry work.

Susi Sessions, Language Program Leader, 5th Grade Assistant and German

Susi was born and raised in Solingen, a small town in Germany, as the second daughter of a teacher and an architect. She grew up in an extended family with her grandparents and several relatives living adjacent to their house. Her childhood was mostly spent outdoors playing around the meadows, the forests, and the creek behind her house with her friends and cousins.

During middle school and high school Susi became very interested in music, art and literature. Throughout these years and into her college years she traveled extensively through Europe. After completing high school she went to study Art History, French and Archeology in the southern German town of Tübingen and later in the northern town of Kiel. During these years she spent one summer studying art at the anthroposophical college in Vienna, which was founded by her brother-in-law. Another summer was spent as a caregiver in a village for disabled people which was guided by the principles of Rudolf Steiner. She completed her undergraduate work after studying for one year in France in the town of Poitiers.

Susi came to the United States in 1987 and continued her studies in the master's program in French at the University of Oregon in Eugene. She received a secondary

teaching certificate in French and German and then moved to Portland where she taught German and French at the Portland Waldorf School for five years and the Beaverton Montessori School for two years. In 1995 Susi decided she wanted to deepen her understanding of Anthroposophy and become certified as a Waldorf teacher. She graduated from the Eugene Waldorf Teacher Training in 1997. Susi started working as a German teacher at the Eugene Waldorf School in 1995. Her focuses in life are her two wonderful daughters, music, art, teaching and the outdoors.

Marcia Seymour, Handwork Teacher

Marcia was raised in Palos Verdes, California, the youngest of three children. She holds a BA in Ceramics from UC Santa Barbara, which included 1-1/2 years at International Art School, Institute Allende in Mexico. She has two daughters who attend Waldorf, Ali and Laura.

Bonnie Stambaugh, After Care and Summer Arts Program

Bonnie Stambaugh was born in Seattle, Washington. Being the middle child with two older sisters and two younger brothers, she learned early on the art of listening and the challenges of teaching.

Her family moved to Chinook at the mouth of the Columbia River when she was 12 years old. Growing up at the beach, she came to love her alone time with the big shy, bare feet and even a good strong storm once in a while. She fished commercially for five years and learned to respect tides, channels and big ships!

As an exchange student in college, she went to Norway for a year where she discovered her love for weaving. She returned and continued her studies, ending up in Eugene at the University of Oregon Fibers program.

For the next two years she spent her time juggling the U of O studies with the Waldorf Teacher Training and with her small son Ponce. Bonnie completed both programs

and went to Breitenbush Hot Springs to begin a small school for the community children. After a few years it was time for her son to have his own teacher, so they moved to Eugene.

Andy Traisman, Journalism, History Teacher

Andy is the second son of a second son. He was raised in suburban Chicago where he and his three brothers were bathed in the optimism of post-1950's America. As a Junior High student in 1968, Andy watched the democratic convention on television and was deeply affected by the deaths of Robert Kennedy and Martin Luther King in the spring of that year. Between 1970-1974 Andy attended a liberal, open-campus High School, which allowed him to pursue his true passion; sitting in the bleachers at Wrigley Field. In 1975 Andy took his first western road trip and in the summer of 1976 moved out west to stay. Andy graduated from Northern Arizona University in Flagstaff in May of 1976—his third college in four years. After moving to Seattle in March of 1981, he returned to school and earned his teaching credentials from University of Washington. Between 1982-1993 Andy was a Junior High Social Studies/Language Arts teacher and coach. In 1988 he took a semesters leave of absence to be a stay-at-home Dad with his first born child (Nate). After moving to Eugene in 1993, Andy worked for two years as the owner/operator of his own business—Second Base Espresso. Andy discovered Waldorf Education in Seattle where Nate attended the Waldorf Kinderhaus. Andy is a part-time teacher, coach and writer. Andy lives in the Mohawk Valley in a very large house with many four leggeds. The light of his life are his two, beautiful two legged children; fifth grader Nate and first grader Calla Rose.

Molly Wilson, Finance Manager

Molly grew up in Eugene, the second of two children and the daughter of two teachers. After spending parts of Junior High and High School in Turkey and Nigeria, she graduated from South Eugene High School in 1974. After a year abroad in Kyoto, Japan, Molly graduated from Williams College with a degree in Comparative Religion and settled in Seattle. After several years working in a collective restaurant, Molly returned to school where she earned her masters and doctorate degrees in computer science. Molly has two children who attend Waldorf, Nate and Calla. They first experienced Waldorf education in Seattle where Nate spent a year at the Seattle Kinderhaus.

School Songs

In Gladness Let Us Sing

In gladness let us sing, our joy for all creation.
The gifts from heaven on high, bestowed on every nation.
To all mankind, God's love, in glorious harmony,
Beams forth with radiant light and may we thankful be.
Then let our hearts each day, with warmth and joy be filled,
That all the deeds we do, in truth, shall be God-willed.

Of All Created Things

Of all created things of earth and sky, of God and man, things lowly and things high.

We sing this day, with thankful hearts and say, Alleluia, Alleluia.

Of light and darkness and the colors seven, stretching their rainbow bridge from earth to heaven.

We sing this day, with thankful hearts and say, Alleluia, Alleluia.

Of sun and moon, the lamps of night and day, stars and the planets sounding on their way.

We sing this day, with thankful hearts and say, Alleluia, Alleluia.

Of man with hands outstretched for service high, courage at heart and truth in his steadfast I.

We sing this day, with thankful hearts and say, Alleluia, Alleluia.

Quick Reference Page

If you have questions concerning.....

Curriculum, discipline, homework, progress reports, class books, academic standards, class parties, class trips, class meetings, or a school festival....

Speak to....

Your class teacher

If you have questions concerning.....

Volunteering ...

Speak to....

Your Parent Council representative, the School Office, or a member of a particular committee you are interested in

If you have questions concerning.....

School site and operations, policies and procedures...

Speak to....

The Office Manager or the Finance Manager

If you have questions concerning.....

Financial matters including tuition and the tuition adjustment program, admissions and withdrawal...

Speak to....

The Finance Manager

If you have questions concerning.....

Disputes, or questions concerning a dispute or other unresolved issues with a teacher...

Speak to....

The Faculty Chair

If you have questions concerning.....

Disputes, or questions concerning a dispute or other unresolved issues with a staff member...

Speak to....

A Board member

If you have questions concerning.....

General information about events, the calendar or any other question that you don't know who to ask....

Speak to....

The office staff