



Parent Handbook

2025-2026 School Year

Camellia Waldorf School

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Waldorf Education & Camellia Waldorf School

Purpose of Handbook

Welcome to Camellia Waldorf School! We are delighted that you have selected Camellia for your child's education. Each child, parent, and family is an integral part of the Camellia community, and it is our honor to work together to create a successful year of growth and learning for every student.

This handbook is intended to support your understanding of our school's objectives and policies. If you have questions about any topics in this handbook, or about the school, please see your class teacher. If the teacher cannot answer your question, they will be able to direct you to someone who can.

Mission Statement

Camellia Waldorf School honors childhood, appreciates individuality, and inspires responsibility through an education that builds capacities for lifelong learning and creative thinking.

Our School's History

Founded in 1989, Camellia Waldorf School is an independent school proudly serving families of all religious beliefs and diverse ethnic and economic backgrounds, with children from toddlers through eighth grade. After more than 25 years in the Land Park area, our campus now resides on three acres in Sacramento's Pocket neighborhood. Once you pass through our gates, the unique beauty of our school truly shines. With our dedicated teachers and staff and the wisdom of a Waldorf curriculum, children receive an academic experience that is much more than just learning facts. At Camellia, children have the opportunity to blossom into their truest and best selves.

Waldorf Education Overview

Taken from Waldorf Education: The Official Website for the Association of Waldorf Schools of North America (AWSNA)

In April of 1919, Rudolf Steiner visited the Waldorf Astoria cigarette factory in Stuttgart, Germany. The German nation, defeated in war, was teetering on the brink of economic, social, and political chaos. Steiner spoke to the workers about the need for social renewal, for a new way of organizing society and its political and cultural life.

Emil Molt, the owner of the factory, asked Steiner if he would undertake to establish and lead a school for the children of the employees of the company. Steiner agreed, but set four conditions, each of which went against common practice of the day:

- 1) that the school be open to all children;
- 2) that it be coeducational;

- 3) that it be a unified twelve-year school; and,
- 4) that the teachers, those individuals actually in contact with the children, have primary control of the school, with minimum interference from the state or from economic sources.

Steiner's conditions were radical for the day, but Molt gladly agreed to them. On September 7, 1919, the independent Waldorf School (Die Freie Waldorfschule) opened its doors.

Today, there are more than 900 Waldorf schools in 83 countries. In North America, Waldorf Education has been available since 1928, and there are now more than 250 schools and 14 teacher training centers in some level of development. These schools exist in large cities and small towns, suburbs, and rural enclaves. No two schools are identical; each is administratively independent. Nevertheless, a visitor would recognize many characteristics common to them all.

Waldorf schools offer a developmentally appropriate, experiential, and academically rigorous approach to education. They integrate the arts in all academic disciplines for children from preschool through twelfth grade to enhance and enrich learning.

Waldorf Education aims to inspire life-long learning in all students and to enable them to fully develop their unique capacities.

Waldorf Education is based on the insights, teachings and principles of education outlined by the world-renowned philosopher and scientist, Rudolf Steiner. The principles of Waldorf Education evolved from an understanding of human development that addresses the needs of the growing child.

According to Steiner's philosophy, the human being is a threefold being of spirit, soul, and body whose capacities unfold in three developmental stages on the path to adulthood: early childhood, middle childhood, and adolescence.

Music, dance and theater, writing, literature, legends, and myths are not simply subjects to be read about and tested. They are experienced. Through these experiences, Waldorf students cultivate their intellectual, emotional, physical, and spiritual capacities to be individuals certain of their paths and to be of service to the world.

Professors who have taught Waldorf students across many academic disciplines and across a wide range of campuses—from State Universities to Ivy League—note that Waldorf graduates have the ability to integrate thinking; to assimilate information as opposed to memorizing isolated facts; to be flexible, creative and willing to take intellectual risks; and are leaders with high ethical and moral standards who take initiative and are passionate to reach their goals. Waldorf graduates are highly sought after in higher education.

Teachers in Waldorf schools are dedicated to generating an inner enthusiasm for learning within every child. This eliminates the need for competitive testing, academic placement, and rewards to motivate learning and allows motivation to arise from within. It helps engender the capacity for joyful life-long learning.

Waldorf Education is independent and inclusive. It upholds the principles of freedom in education and engages in independent administration locally, continentally, and internationally. Waldorf Education is truly inspired learning.

Early Childhood; Parent-Toddler, Preschool, Kindergarten

Waldorf education recognizes that the young child learns primarily through imitation and example and that imaginative play is the child's work. Great care is taken to provide an atmosphere that brings nurturing warmth, guidance and cooperation to a young child's world. Play is guided to encourage constructive fantasy and imagination. The child is taken into a nurturing environment surrounded by natural objects such as wood, shells, stones, cotton, wool, and silk fabrics that forms the basis of their play. Poems, songs, circle games, fairytales and nature stories provide a foundation for reading and academics. The week is rhythmically structured to include storytelling and puppetry, painting, creative play, singing, crafts, and movement. From grating cheese to kneading bread to washing dishes, the children actively participate in all aspects of daily life, including helping to prepare their own healthy snacks. The young child's day at Camellia is filled with song and learning, not merely of academics, but also the social skills that are vital to success in life.

Elementary (Grades One to Five) and Middle School (Grades Six to Eight)

Main Lesson

In a Waldorf school, the first two hours of each school day, when the children are the freshest and ready to learn, is called the Main Lesson and is designed to immerse the child in an academic subject theme over a period of three to four weeks. For example, a four-week block of history becomes an artistic and imaginative learning process supported by such activities as the recitation of poetry, singing, drawing, and writing, all of which are integrated with that theme. The daily review of the previous day's main lesson presentation allows concepts and ideas to develop and expand the child's thinking capacities. Reading and writing, science, mathematics, history, and geography are all taught by the class teacher in a main lesson block. Main lessons are structured in a threefold way to incorporate thinking, feeling and willing.

In the lower grades especially, because children naturally need to move rather than sit for hours at their desks, the amount of time the children spend in writing at their desks is relatively minor, with artistic activities and physical movement, all geared toward learning, taking a significant portion of the morning's activities.

Reading and Writing

The process begins with storytelling, a daily activity in various forms throughout all the grades in a Waldorf school. In preschool and kindergarten, nature stories and fairy tales are told every day. In first

grade, the teacher nurtures and develops a love of language in the children by telling a fairytale and introducing writing to the children pictorially. By drawing a picture of part of the fairy tale on the blackboard and drawing the letter M, for example, out of mountains in the picture, the teacher introduces the letter forms of the alphabet to the young child. This process is also accompanied by phonetic work in songs, poems, and games that establish a living experience of language. The concept is introduced with the story, and the details are drawn from it. From the story to the picture to the sentence to the word, children develop a deep love for language, subsequently putting the whole process together as they learn to read and write.

The students make their own individual books for each subject taught in main lesson, recording and illustrating the substance of their lessons. These books, often artistic and beautiful, are an important way in which art is integrated into every subject.

From this beginning, the students develop skills through writing sentences and then compositions about mythological, literary, and historical themes that have been presented in main lesson. Grammar is taught creatively through drama and composition. Each advancing stage of syntax is offered at the appropriate age.

Reading is encouraged by the teacher's efforts to introduce inspiring authors to the students through group reading and individual assignments. Spelling and dictation are interwoven throughout every subject.

Science

The child's first introduction to the sciences takes the form of nature stories. The facts of nature are presented in vivid and dramatic form, as in the travels of a raindrop from cloud to earth and back. Between fourth and sixth grades, animal studies, botany, and earth sciences are introduced to answer the child's questions about the world. In seventh and eighth grades, when the child's ability to think abstractly develops, Waldorf education increases the intellectual challenge with the introduction of chemistry and physics. Unique to Waldorf schools, the sciences are taught experientially. The teacher sets up an experiment, calls upon the students to observe, ponder and discuss their observations, which then allows students to discover for themselves the law or principle illustrated by the phenomena.

Mathematics

In the teaching of mathematics, the Waldorf teacher makes use of the musical aspect inherent within this discipline to introduce and learn the facts and tables of arithmetic using rhythm. When children are learning their times tables, the more rhythmic the movement – chanting, clapping, walking, stamping – the better they will learn.

Waldorf teachers work from the whole to the parts in teaching and this is especially evident in teaching the basic concepts of arithmetic. It makes a great difference whether you fill the child's mind with the idea that "One and one and one make three," or whether you start with the whole and break it into parts. The difference is as subtle as it is profound.

From this start, the children are led through the two branches of mathematics – geometry and algebra. Geometry is approached first through drawing and modeling and then through courses of study leading to pictorial proofs of the Pythagorean theorem, geometrical constructions, proofs of basic axioms, perspective drawing, and solid geometry. In mathematics, the children embark on their journey through the four processes, fractions, decimals, the theory and application of equations, and algebra. The Waldorf teacher emphasizes skills in problem solving and in the practical application of all skills that are learned. Our middle school students are further supported by our math specialist, who teaches separate math classes to the sixth, seventh, and eighth grades.

World Languages

Through learning another language, the child gains a glimpse into another culture and its wisdom; thinking becomes more flexible and the child's horizon is widened. At Camellia Waldorf School, the primary foreign language that is taught is Spanish. Our students are also introduced to Hebrew in third grade, Greek in fifth grade, and Latin in sixth grade. In first through third grade, foreign language is presented through songs, poems, and dramatic play. By doing finger games, young students learn numbers, colors, names of the seasons, and so forth. Through recitation, they are encouraged to begin conversation. Beginning in fourth grade, the children are introduced to writing, starting with utilizing the poems they have learned. As their skills grow and they move upwards through the grades, they study grammar, spelling, and verb conjugations.

Music

The experience of music accompanies students throughout their time at Camellia and is treated as a significant and vital part of their development. The curriculum integrates singing in a variety of ways, as well as learning to play pentatonic flute in first and second grades. In third grade, students learn to play the C flute and are introduced to singing and playing in simple rounds. In fourth through eighth grade, students learn to play soprano, alto, tenor and bass recorders, violin or cello, participate in choir, and increase their understandings of rhythm, harmony, ensemble and rudimentary music theory, sight reading skills and composition.

Movement

The Movement curriculum assists the development of the child's sense of bodily movement, spatial awareness, sense of balance and inner equilibrium, and fine and gross motor control. The activities of Movement classes bring inner mobility to thinking, feeling, and willing, as well as providing a basis for developing appropriate social skills.

The Movement program includes special events, such as the fifth-grade pentathlon, the fifth-grade circus, the sixth-grade Medieval games, the seventh-grade orienteering meet, the eighth-grade track meet, and the Middle School ski trip.

Gardening

Formal gardening classes are taught at various points during the elementary years. These classes provide experiential learning, with students able to connect main lesson subjects with real hands-on

processes. The gardening program allows students to develop a deeper appreciation for (and an awareness of) the human being's relationship to the natural world. By caring for the garden, experiencing the growth of plants, and harvesting what the garden gives us, the students deepen their understanding of nature, ecology, and agriculture.

Handwork

Camellia's Handwork curriculum begins in kindergarten with very simple projects, such as finger knitting and sewing. In first grade, the children make their own knitting needles and begin to knit. The curriculum for elementary and middle school includes crochet, embroidery, sock knitting, hand sewing, and machine sewing. The Handwork curriculum develops in the children a sense of reverence for handmade articles, and the transformation of materials, such as wool yarn into something both beautiful and practical.

Woodworking

Camellia's woodworking curriculum in the elementary school years. Students create functional, beautiful objects like wooden toys, knives, spoons, and bowls. The culminating project in eighth grade is the creation of a wooden stool by each student. Throughout all of the classes, students are taught the safe and proper use and care of tools, as well as an appreciation for the gifts of the forest. The result of their hard work with each project is a cherished item of beauty, practicality, and durability. The fundamental tools used in the woodworking program include hand saws, chisels, gouges, rasps, files, and sandpaper. With these tools, the students learn to shape, smooth, and polish wood. The underlying goal is to teach the students patience, perseverance, and pride in their work. In completing a woodworking project, students gain the experience that they can make things happen, and that they can be a creative and transformative force.

Cyber Civics - Digital Citizenship Literacy

Cyber Civics is an award-winning, in-classroom program that equips students with essential digital life skills. In 2017, Camellia joined schools in 41 states, the United Kingdom, Canada, Africa, and New Zealand in bringing weekly classes to our sixth through eighth grade students. The aim is to create thoughtful, ethical, and smart digital citizens. Students are given weekly face-to-face lessons on digital citizenship, information literacy, and media literacy to help them learn to use tech wisely and confidently.

The curriculum is based on academic research published in the "Journal of Media Literacy Education" (JMLE). The program provides students with strategies to protect themselves from online dangers, and focuses on behaviors associated with positive digital media use. Since providing this program, schools have reported reduced administrative time spent dealing with social media issues, and the feeling of an all-school community supportive of new digital skills and norms.

School Organization & Governance

School Organization

Waldorf schools differ from public and other private schools in that they are collaboratively governed and self-administered. Decisions by the faculty, the board of trustees, and all committees strive to follow a consensus model of decision-making. The Camellia Waldorf School organization includes the administration, the board of trustees, the faculty, and the Camellia Community Circle parent association. Each of these groups has specific roles and responsibilities and work together in an integrated manner to serve the school.

Camellia Waldorf School is a 501(c)3 tax-exempt organization. Camellia Waldorf School is open to all children without regard to race, color, religion, gender, or national origin.

Administrative Team

The administrative team is collectively responsible for admissions, business transactions, facilities, general communication, maintenance, records keeping, and safety. Some management and business decisions, particularly those that directly affect students, are made in collaboration with the faculty. The administrative team includes the school director, the admissions and advancement Manager, the operations manager, the office manager, the administrative coordinator, and the groundskeeper.

School Director

The school director is responsible for the overall administrative functions and operations of Camellia Waldorf School and serves as supervisor to the administrative staff members. The school director works to ensure strong communication, coordination, and execution of job responsibilities among the school's administrative staff members. In addition, the school director works collaboratively with the faculty and board to help provide coordination and leadership among the three sectors of the school (faculty, administration, and board) to ensure the smooth and ongoing operation of the school, as well as the overall health of the school. The school director is a member of the Leadership Team (LT) that oversees pedagogical and faculty issues, ensuring administrative interface, especially with decisions that affect the whole school. The school director is an ex-officio member of the board and works with the board on the overall strategic direction of the school, as well as on any financial or legal related matters, as appropriate.

Director of Admissions and Advancement

The director of admissions and advancement guides inquiring families through the enrolment process from first contact through enrolling in our school. The director of admissions and outreach also organizes and runs our many outreach events, including walking prospective and current parents through classes, holding group tours of the early childhood program, holding open houses and hosting workshops and curriculum events.

A key member of the advancement committee, the admissions and advancement manager also oversees fundraising and development activities, including Camelliapalooza, Annual Fund, and grant

writing, as well as engaging with new and returning families to support the social life of our school community.

Creating the Messenger and managing the school website are also the responsibility of the admissions and advancement manager.

Student Accounts and Advancement Coordinator

The student accounts and advancement coordinator works closely with the director of admissions and advancement to support admissions and fundraising work, as well as managing tuition and billing and student files. Duties include scheduling tours for prospective families, tracking admissions documents, supporting fundraising and outreach campaigns, maintaining the donor database, tracking immunizations, managing student files, and handling all tuition and billing.

Extended Care and Administrative Coordinator

The extended care and administrative coordinator oversees all aspects of extended care (aftercare, vacation care, and parent meeting child care) including scheduling, procedures, and supervising staff. In addition, the coordinator provides operational support to the front office and daily school operations including assisting with buildings and grounds and office management.

Administrative Assistant

The administrative assistant handles front office activities including answering the phone, assisting parents with questions, student first aid, receiving mail, and managing supplies, as well as assisting with student and parent records, including field trip drivers' documentation, student emergency forms, immunizations, and student records.

Director of Operations

The director of operations facilitates communications and daily needs, manages buildings and grounds maintenance, health and safety considerations, human resources, maintaining school policy documentation, and assisting with the financial operations of the school.

Coordinating health issues like pandemic response, managing student medications, and providing first aid, as well as supporting facilities plans for school-wide events like Winter Faire, producing the school calendar, the Parent Handbook and other school-wide communications are just some of the operations and front desk manager's daily and annual activities.

As part of maintaining Camellia's buildings & grounds, the director of operations documents needed repairs, schedules maintenance, and makes sure the school is in compliance with health and safety

requirements. Safety planning and arranging for safety training are also the responsibility of the operations and front desk manager.

Groundskeeper

The groundskeeper repairs school buildings and equipment and improves the campus, as well as helps with custodial tasks as needed.

The Board of Trustees

The Board of Trustees holds legal and fiduciary responsibility for the school. The board at Camellia Waldorf School is made up of parents, alumni parents, community members, and two faculty representatives. The board's primary responsibilities are to support facilities, manage finances, and handle matters concerning the nonprofit corporation that is our school's legal entity. The board also sets tuition and fees, develops the budget, and oversees the development and implementation of the strategic plan. The board is empowered to establish committees and create task force groups in order to support their work. Board meetings are held the first Monday of each month and are open to all members of the Camellia community. A current list of board members is included in the school directory and on the website.

Questions and/or concerns can be brought to the attention of the board by emailing boardpresident@camelliawaldorf.org.

Faculty

The faculty are professional educators with training and experience in Waldorf education. They, along with the Leadership Team, are responsible for all the pedagogical aspects of the school, including: the development and implementation of the curriculum, pedagogical leadership, acceptance of new students for enrollment, and hiring of faculty. With support from parents, the faculty also plans and implements the festival life of the school. Continuing professional development is a high priority for our faculty and includes peer mentoring, working with outside mentors, and weekly anthroposophical study. Camellia faculty participate in professional development opportunities during the February in-service week, Art of Teaching workshops during the summer and a variety of other Waldorf conferences, workshops, and lectures throughout the school year.

Faculty Chair

The faculty chair is the chair of the Leadership Team and the central faculty representative in all school

matters. The faculty chair should be an experienced Waldorf teacher with a strong connection to Camellia Waldorf School (5+ years). The faculty chair is selected by the Leadership Team from among its members and serves a term of 2-3 years.

Leadership Team

The Leadership Team is the body responsible for the pedagogical life of the Camellia Waldorf School. While the full-time faculty are responsible for the daily practice of the curriculum and has an essential role in shaping the pedagogical life of the school, the full-time faculty mandate the Leadership Team with the ultimate responsibility as a governing body for the school overseeing all educational programs (like the hub in the center of the wheel). This includes the authority for establishing, monitoring and overseeing pedagogical programs and policies; endorsing candidates for hire; setting operational policy in coordination with the administration; and overseeing the activity of all other Leadership Team committees.

The Leadership Team consists of the faculty chair, school director, a senior grades teacher and a senior EC teacher. They work in close collaboration with the faculty and administration group to ensure the smooth running of the school.

Leadership Team members for the 2025-26 School Year are:

Martie Fine (Preschool Teacher)	Denis Fitts (5 th Grade Teacher)	Joshua Wilson
Sarah Casebeer (2 nd Grade Teacher)	Joshua Wilson (School Director)	
Shane Jewell (alternate member)		

The Leadership Team can be reached by email at leadershipteam@camelliawaldorf.org.

Committees

The board of trustees, administration, faculty, and parent association are involved in a multitude of committees and may form additional task force groups or committees to support their work. Parents actively participate in the Building and Grounds and Advancement committees. If you are interested in serving the school by joining a committee, please speak with your class teacher or administration staff.

Board Committees (including Chair) are:

Advancement	Personnel
Buildings and Grounds	Safety
Finance	Tuition Assistance (Meredith Johanson)
Governance	

Leadership Team Committees (including Chair) for the 2025-26 School Year are:

Festivals and Ceremonies (Amber Fitts)	Concerts and Assemblies (Shane Jewell)
Diversity, Equity, and Inclusion (Courtney Wilson)	Hiring Search (Martie Fine)

Student Support (Olga Morozova)

Contact Information

You may contact all members of our faculty and administration through the official Camellia Waldorf email system. Email addresses consist of the first initial of the first name, and the complete last name followed by: @camelliawaldorf.org.

Parent Association

The Camellia Community Circle is Camellia's newly formed parent association. All parents/guardians are member of the circle, who's mission is to strengthen the social life of the school, encourage engagement with the community, and nurture relationships between parents. Each teacher will choose a class liaison, who will facilitate communication between teachers, parents, and the circle by gathering and sharing out information between parent meetings and CCC meetings.

Everyday Quick Facts

Arrival and Dismissal

The official school day for children in elementary and middle school begins at 8:30 a.m. Kindergarten begins at 8:15 a.m. and Preschool begins at 8:45 a.m. Parents are encouraged to bring their children to campus beginning at 8 a.m. in order to allow adequate time to transition and prepare for the start of the day. For reasons of safety, children may not play unsupervised in the play areas or classrooms at any time and should not be dropped off before 8:00 a.m. Elementary and Middle School students who arrive after 8:30 a.m. and Kindergarten students who arrive after 9:00 a.m. should come to the Front Desk of the Redwood Building (Building A) for a tardy slip.

A drop off lane is available for students in second through eighth grade beginning at 8 a.m. Limited parking is available in the parking lot with additional parking located in front of the school, on neighboring streets, and at Garcia Bend Park.

Extended Care is available for students in Preschool through 8th grade immediately following dismissal. Extended Care is available for a fee and can be used on a consistent basis or as needed. For more information about Extended Care billing, please contact the extended care coordinator.

The following are the dismissal times for each class:

- Preschool: dismissal at 12:45 p.m., extended care available for fee until 4:30 p.m.
- Kindergarten: dismissal at 12:45 p.m., extended care available for fee until 5:15 p.m.
- First Grade: dismissal at 1:15 p.m., extended care included until 3:15 p.m., available for fee until 5:15 p.m.
- Second Grade: dismissal at 2:15 p.m., extended care included until 3:15 p.m., available for fee until 6 p.m.
- Third through Eighth Grade: dismissal at 3:15 p.m., extended care available for fee until 6 p.m.
- Every Thursday, all students in third through eighth grades have early dismissal at 2:20 p.m., with extended care available without charge until 3:15 p.m.

Nutrition

It is important that all children begin the day with a nourishing breakfast before arriving at school.

A nutritious morning snack is provided in preschool and kindergarten. These children should bring a healthy lunch daily. All children in Elementary and Middle School should bring healthy foods including a daily snack, lunch, and water bottle.

Please use a simple, media-free lunch bag or basket. Snack and lunch should include a variety of healthy and satisfying choices for your child. Sugary snacks or drinks, as well as processed foods, will not support your child's nutritional needs and should not be included. Lunch and snack ideas can be discussed with your child's teacher or during a Class Meeting.

Clothing

A change of clothes is necessary for all children in preschool, kindergarten, and lower grades. Dressing in layers is suggested as it is often cool in the morning with warm temperatures in the afternoon. Rain gear including a jacket, rain pants, and rain boots are essential for all students. A warm coat, hat, and mittens or gloves are necessary on cold days. A sun hat with a wide brim is necessary on sunny warm days.

Festivals and Celebrations

Opening Day Assembly

On the first day of school in September, the first through eighth grades gather in our outdoor space for an Opening Day Assembly. Faculty and staff are introduced, and new families are welcomed. The eighth-grade students assemble and are introduced as student leaders in the school. The first-grade class is called forward, and each child receives a rose as a welcoming gift from an eighth grader. Students then go to their classrooms as their school year begins.

Michaelmas

Michaelmas, which marks the passage into the darker, colder half of the year, is usually celebrated at Camellia on the last Friday of September. Parents, families, and friends are all invited to attend. The event includes banners, class presentations, costumes and enormous puppets in a pageant that artistically portrays the human inner struggle between dark and light. After the pageant, everyone enjoys a picnic lunch, beautiful cakes baked by parents from each class, and community games.

Michaelmas is a faculty-led event. The Francis Guild arranges for parents to provide support by baking cakes, organizing the cake procession, cutting, serving and clean- up, and helping the faculty with games and in other areas as needed.

Martinmas

Martinmas is named after St. Martin of Tours, a deeply religious man who shared his cloak with a beggar and represents the attitude of brotherliness. According to old customs at this time, as days become shorter and the stars appear earlier, children would walk with lanterns through the streets singing. At Camellia, children in our preschool, kindergarten, first and second grades participate in lantern walks, sharing light, tending to their light, and singing during the dark time of year. Martinmas is a faculty-led event.

Winter Spiral

The Winter Spiral brings the experience of moving from darkness to light to the children in a simple way. At dusk, the children walk to the center of a spiral path of evergreens, carrying an unlit candle in a red apple. When they reach the center of the spiral, there is a single burning candle, from which they light their own. They then carefully place their candle down on the path as they walk back out. The festival begins in darkness but ends brightly lit by the many candles. We have a moment to sit in silence together before we leave. Winter Spiral is a faculty-led event.

Winter Faire

The Winter Faire is a popular annual event that is open to the public and includes holiday crafts, foods, shopping, and entertainment. The Winter Faire's highlight is a variety of crafting opportunities for children and their parents with materials and instruction provided. Entertainment includes storytelling, puppet shows, a gallery of student work, and live music. Vendors offer a wide variety of unique quality gifts including handmade toys and dolls. The Children's Store, where fifth grade angel guides chaperone younger children through the shopping experience, is stocked with treasures designed for the young shopper and to fit a child's budget. Homemade baked goods and warm beverages are also available.

Winter Faire is a parent-led event which benefits from "all hands on deck" school- wide participation. Opportunities to help include: all aspects of planning and organizing, as well as a variety of fun ways to volunteer on the day before and the day of the Faire.

Camelliapalooza

Camelliapalooza, an evening of laughter, great food, and exciting silent and live auctions, is a dinner

event held every spring. This is our biggest fundraising event of the year for the school. Auction items include vacations, weekend getaways, private wine tours and tastings, event tickets, and much, much more. The primary purpose of this event is fundraising, and the money raised plays a large role in our annual budget. It is also great for community-building and a lot of fun!

Camelliapalooza is a parent-led, parent driven event, and one which truly needs “all hands on deck” to be successful. Parents can participate in a number of ways, including all aspects of organizing and planning, making and/or soliciting personal, family and business donations of goods or services to the auction, and contributing to a class gift for the auction, and of course, attending the auction.

May Day

Camellia’s May Day festival is an outdoor celebration of spring and also honors the parents of the graduating eighth grade class. Parents, grandparents, and friends gather round as the May Queen enters and the students sing, dance, and play musical instruments in her honor. Students in first through seventh grade offer a gift to the May Queen in the form of a song or music and the eighth-grade students perform traditional dances around the Maypole. Later, there is strawberry shortcake, and classrooms are open with student work on display.

May Day is a faculty-led event supported by parent volunteers who provide and sell delicious strawberry shortcakes.

Closing Day Assembly

On the last day of classes in June, the students in Elementary and Middle School (first through eighth grade) gather in the Eurythmy Room and then our outdoor space for a final assembly. Children from each class share presentations of music, singing, speech, or eurythmy. In a mirror image of the Opening Day assembly nine months before, each first-grade child presents a rose to one of the eighth-grade graduates as a going away gift. All students and teachers then line up in the center of the school for a hand-shake line, as each student and teacher shake the hand of every other student and teacher in the school, and all are wished a “happy summer.”

Attendance

Consistent attendance is important for effective learning and fosters an attitude of respect for our school. With the exception of illness or emergency situations, children should not be absent from school. It is important that family vacations are not scheduled when school is in session.

Absences

All absences should be reported to the Front Desk and your child’s teacher by 9 a.m. on the day of the absence. Attendance reports will be shared with teachers on a monthly basis so that they are aware of how absences may be affecting school performance and can proactively communicate with parents as needed. If a student reaches **10 absences** in a school year, the teacher will work with the parents to assess if additional support may be needed.

When students reach **15 absences** in a school year, a letter of concern will be sent home and school

leadership will be notified. If it is found that the student's school performance is being affected by high levels of absence, a meeting will be required and additional support plans or attendance agreements may be put into place.

Absences will be carefully monitored going forward to ensure appropriate academic progress and class participation is taking place. Beyond 15 absences, students may be subject to disciplinary action, including formal notices, meetings with school leadership, probation, and in extreme cases dismissal. For Preschool and Kindergarten students, no automatic attendance notices will be sent. Teachers will reach out to parents directly if absences are affecting a student's participation in class.

Missed School Work

Class work, homework, and assignments are not generally excused because of absence. The student is responsible for making up missed work. This will be arranged with teachers, who will consider the individual circumstances. This may include mandatory lunchtime study periods to make up work. Assignments missed due to unreported absences may not be given extended due dates. It is important that you communicate with your child's teacher (and report absences to the front desk) to ensure appropriate academic progress is taking place.

Long Term Absences

If a child is absent for more than three days due to illness or family emergency, arrangements should be made with the class teacher to set up a plan for making up missed assignments. For students with long term or reoccurring health issues that result in extended or repeated absences, a Student Support Plan, including a note from a doctor, may be required. Please contact your child's teacher to initiate this process.

Family Time

Camellia Waldorf School recognizes the importance of family time and the need for occasional downtime. While we believe that this policy makes ample allowances for an occasional absence for non-medical reasons, if your family has unique circumstances that lead to more frequent absence, it is important that you communicate with your child's teacher as soon as possible. Regular, consistent attendance in class is a core part of Camellia Waldorf School's curriculum, and while occasionally assignments can be made up or adjusted due to special circumstances, Camellia Waldorf School does not offer long term independent study or homeschool curriculum.

Tardiness

Students are expected to arrive on time for school each day. Students who arrive after the start of their school day should go to the Front Desk to sign in and receive a tardy slip to give to their teacher. Students who do not sign in at the front desk may be marked absent for the day.

Arriving after class has started is disruptive to the class and causes the student to miss out on important classwork. Tardy students may be asked to wait outside the classroom if late entrance is disruptive to class activities. Excessive tardiness, defined as more than 15 tardies in a school year, will result in a letter of concern and students may be put on a support plan.

If your child will not be able to attend school, please contact the Front Desk at 916-427-5022 or frontdesk@camelliawaldorf.org.

Animals on Campus

Service animals are welcome on our campus. Please refrain from bringing any other animals onto campus without receiving special permission. Prior to the arrival of an animal on campus, please notify the front desk.

Cell Phone and Electronic Device Policy

We encourage parents to consider waiting until 8th grade or beyond to allow students to have cell phones. Students who do have their own cell phones are required to turn them off and leave them with their class teacher upon arrival to campus and will not have access to them until dismissal. Student cell phone use is not permitted at any time during the school day (including recesses). If students need to make a phone call, they may request permission from their teachers to use the office phone. Exceptions may be made in specific medical situations.

If a student is found using a cell phone, the phone will be confiscated and turned in to the office where it must be retrieved by an adult. After dismissal, students may be permitted to use cell phones to check on the status of their transportation, only with the permission of a supervising teacher or staff member. Students may not use mobile devices including iPods, tablets, hand-held video games, or similar electronic devices at school.

Parents are asked to be mindful of cell phone use. Please finish phone conversations before coming on campus. All phone conversations, email, and texting should be done where children are not present. Parents may, at the discretion of the teachers, use cell phones on campus to record or photograph special events.

Parents are asked to get permission from their child's teacher before taking any photos.

Annual Parent Survey

The faculty and administration are dedicated to providing an outstanding educational experience for every child and family at Camellia Waldorf School. It is our practice each year to ask parents to provide feedback through our parent satisfaction survey. This survey may ask for information concerning communications, parent participation, campus development, your child's learning experience, and parent education. Parents have the option to remain anonymous when answering the survey.

Behavioral Expectations

Our Approach

At Camellia Waldorf School we approach student discipline holistically, recognizing that physical

health, emotional well-being, and academic success are interrelated, and students need support and understanding in all areas to flourish in our school community. We also recognize that students come to us with varying needs and capacities, and we strive to create an environment that respects each student's unique situation. Parents are encouraged to communicate with teachers about their child's needs to work in partnership with the school to address them.

Waldorf curriculum is inherently designed to meet the developmental needs of the student, offering rhythm, modeling, opportunities for movement, and content intended to address the intellectual, physical, and emotional needs of the students. We believe connection is an essential element in inspiring student success and actively work to build strong relationships between and among teachers, students, and parents. Classroom culture and environment is carefully crafted to proactively address student needs and create opportunities for success to manage behavior challenges before they become a problem. When issues arise, we strive to look at the whole child and their unique circumstances to determine the best course of action, and value the input of students, families, and faculty in our approach to discipline.

When disciplinary action is needed, we focus on opportunities for connection and growth rather than punishment whenever possible. Every child is honored and there is no place for humiliating punishment. The child's individual worth is respected, and the teachers make every effort to integrate problem solving in a challenging situation.

Responses to conflict or inappropriate behavior may vary according to a student's age, abilities, and the behaviors involved. All disciplinary measures will be considered with respect for the diverse needs of our student body and will continue to hold all students in the highest regard.

Though we understand that children are still learning to control their physical reactions to frustration and stress, we do not permit physical aggression of any kind. If a student behaves in a physically aggressive manner, we will work with families to create a support plan that addresses that child's immediate needs while also providing them with longer term strategies to encourage their success in an educational environment.

The goal of our behavior guidelines and procedures is the development of self-awareness in our students, fostering their emerging ability to build social and emotional capacities, develop empathy, learn to recognize and communicate their feelings and needs, and to behave in ways that promote a safe and healthy school community.

Early Childhood

In the Early Childhood classrooms, the teachers strive to create a consistent daily schedule which allows the child to know, through habit and routine, what is expected of them at any given time. Because young children learn best through imitation and example, teachers model appropriate behavior and conflict resolution skills among the children. When required, problematic behavior will be redirected. For example, the teacher may take a child by the hand as they pick up scattered toys or comfort another child who has been hurt. It is sometimes necessary for a child to be a helper to the assistant teacher or to sit, watch, and learn while the rest of the class engages in a group activity with the teacher. For ongoing disruptive behaviors, the teachers work closely with the parents to develop age-appropriate strategies for dealing with the situation.

Often physical behaviors such as biting or hitting can be a sign of stress or frustration in young children. When instances like this arise in our Early Childhood classes, we work to support everyone involved by addressing the underlying causes of the issue. Minor physical interactions, such as pushing, pulling, or hitting that do not result in serious harm and are not a pattern of aggressive behavior are usually addressed in school, without the need to call the parents/guardians. If physical reactions become frequent, parents will be made aware in order to work with families and determine the best way to support the child at school and at home.

If a student hurts other students or staff, another teacher or school staff will assist with the situation and call home if needed. If the child is unable to reorient themselves with the support provided, the child may go home for a day of extra care. The goal is always to heal the dysregulated behavior while protecting the emotional and physical safety of all the children. Serious behaviors, such as hitting, biting, aggressive verbal threats and other excessively aggressive behaviors will warrant a phone call home from the teacher and/or a meeting with the teacher and parent/guardians to establish a support plan. For intentional and/or repeated physical misconduct that seriously harms another student or teacher (i.e., biting that breaks the skin or leaves a clear red mark), children will be sent home for the day.

Behavior Reports

The policy at Camellia Waldorf School for both preschool and kindergarten is that faculty and staff are required to document in a student's file any incidents in which a child causes significant harm to another child or adult at the school, as well as other serious incidents that could endanger the student. Parents will be notified if a behavior report is filed with the school director and a copy of the report will be provided upon request. Parents may contribute to the report in the file; this must be done within 30 days of the original report. [For preschool, incident reports are required to be completed for any serious injury or unusual incident and sent to State licensing.](#)

If a child receives three behavior reports, a meeting with the teacher or aftercare coordinator will be requested. If the behaviors continue to the point that six behavior reports have been made, a meeting will be required with the teacher and the parents and other Camellia representatives. If incidents continue and there have been nine reports, the teacher will meet with the parents to decide if Camellia is the right fit for the child. Depending on the severity of the issue, certain incidents may require different treatment, including an administrative referral to the grades process, which is outlined below.

Grades

Camellia Waldorf School is committed to creating a safe and nurturing learning environment for every child. Our approach encourages us to consider the developmental stage of a child, particularly in how we communicate expectations and provide consequences. Discipline at CWS in the grades classrooms is to be considered an aspect of social skill development and student accountability with a focus on providing classrooms conducive to learning and promoting character development. The purposes of disciplinary consequences are to increase self-control, strengthen community, and develop empathy. Camellia Waldorf School takes a comprehensive approach to behavior management including focusing on engaging academics, community building, classroom management strategies, and developmentally appropriate expectations. Waldorf education includes an approach that integrates

academic and social emotional skills in the classroom and creates an environment where students can thrive.

When difficult behaviors arise, the adult responsible for the supervision of the children (i.e., the teacher, school support staff, or administrator) will decide how best to address them, with options including reminders and redirection, restorative practices, conflict resolution, loss of free time, etc. Specific examples of responses are offered in the tables below. At times, taking a break from the group is necessary to help the student reset or to protect students and/or the learning environment of the school. Some indications that a break may be needed are if a student:

- consistently disrupts other students' learning,
- is excessively disrespectful,
- or could pose a danger to the student or others around them.

More serious, repeated behaviors (confirmed/identified acts of bullying, defiant behavior, willful disruption) are given firm consequences (including suspension) while the cause of the behavior is investigated and support for the student is put into place. The goal is to meet the needs causing the behavior while protecting the emotional and physical well-being of all the children. Grades teachers use classroom meetings, instructional and literary examples, and a variety of techniques (role playing, conflict resolution, pedagogical stories, etc.) to address these social problems.

Camellia's approach is to focus on positive behavior, teaching new skills, and encouraging community building, understanding that a focus on children's highest potential will draw out their best behavior. However, we understand there are times when a child's behavior may be disruptive or when rules are not followed, and consequences may be implemented. Disciplinary strategies available to the faculty include, but are not limited to:

- Conversation between the child, children, and teacher.
- Behavior Report Form.
- Telephone or written conversation with parent.
- Taking a break from the classroom, ranging from a brief time at school to a longer period of rest at home.
- Loss or reduction of recess time.
- Additional work or written assignments.
- Payment for repair of damages to property.
- Probation (see below).
- Temporary suspension (see below).
- Dismissal from school (see below).

Discipline Levels for the Grades

Level I Age appropriate, though undesirable, behaviors that can be handled in the classroom	Actions to be taken by teacher Teacher addresses behavior and handles communication with students and parents
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<ul style="list-style-type: none"> • Disrespect, Disruption or Defiance, including: • Talking back • Mocking • Note Passing • Inappropriate voice level • Inappropriate language/comments • Out of seat • Calling out • Talking or non-verbally communicating with classmate at inappropriate time • Noisemaking • Inappropriate voice level • Noncompliance with classroom instructions • Incomplete work or not working 	<ul style="list-style-type: none"> • Remind <ul style="list-style-type: none"> - Refer to class agreements or rules • Redirect <ul style="list-style-type: none"> - Assign task, refocus on work, etc. - Connect – slow down, make eye contact, offer empathy, listen, etc. • Relocate <ul style="list-style-type: none"> - Take a break in the classroom - Take a break in another classroom • Reflect: What changes could be made/what needs of the student could be met? <ul style="list-style-type: none"> - Role play - Skill practice - Check in • Restore/mend: <ul style="list-style-type: none"> - Are there actions the student can/should take to repair? - Logical Consequence(s) <ul style="list-style-type: none"> o Acts of service o Practicing desired behaviors • Other supports & coping strategies
<p>Level II</p> <p>More serious or chronic behaviors that require documentation, parent communication, and potentially involve school leadership. Level II behaviors advance to Level III if they are persistent.</p>	<p>Actions to be taken by teacher</p> <p>Behavior Report form describing events/consequences submitted to administration, and parent/guardian notified by teacher.</p>

<ul style="list-style-type: none"> • Repeated Level I behavior: <ul style="list-style-type: none"> - Disruption, Disrespect, Defiance: - Chronic (multiple days) disruptive behaviors - Put-downs/low level teasing - Name calling - First offense of behavior that could become lying or sexual harassment - Minor vandalism - Chronic disruptive behaviors - Dishonesty - Not following rules/directions - Running away/hiding • Physical Contact (Unintentional or begins as play): <ul style="list-style-type: none"> - Invading others personal space (bodies and belongings) - Wrestling or horseplay with another student without consent - Physical Harm: Pushing, shoving, kicking, grabbing, jumping on, biting (with no mark) • Emotional harm (i.e., repeated hurtful language, start of bullying, low level harassment, etc.) 	<p>(Not a sequential list—action & sequence are based on the circumstances)</p> <ul style="list-style-type: none"> • Student meeting • Take a break outside class or in another classroom (supervised as appropriate) • Sending students to the front office (must include a Behavior Report) • Loss of free time • Logical consequence(s) • Notify parent/guardian • Meet with parent(s)/guardian(s) • Reparative action (Restore/Mend) • Observable tracking system to inform students when expectations are or are not being met • Response, support or meeting with designated school leadership • Additional classroom support (i.e. teacher noticing, proximity to student, etc.) • Identify support and coping strategies • Referral to outside resources if the disruption is severe or persistent.
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<p>Level III</p> <p>Behavior has risen to an unacceptable level (3+ Behavior Reports submitted). School leadership is involved in decision making</p>	<p>Actions to be taken by school leadership</p> <p>All events and actions will be documented Behavior Report form.</p>
<ul style="list-style-type: none"> • Repeated Level II Behaviors (Must be documented) • Chronic disrespectful, disruptive, or defiant behavior directed toward someone (adult or child) including: <ul style="list-style-type: none"> - Repeated talking out - Refusal to follow rules or redirection - Non-compliance - Disruptions - Inappropriate voice level - Arguing 	<p>Note: Depending on circumstances, certain behaviors may result in more severe consequences than those listed for each step. Steps can be skipped depending on severity of behavior.</p> <p>First Administrative Referral (May move directly to removal from class and/or suspension if behavior warrants it):</p> <ul style="list-style-type: none"> • Meeting with an administrator and/or Faculty Chair

<ul style="list-style-type: none"> - Inappropriate or rude gestures - Disrespectful language - Threats - Abusive language - First time incidents of racial, ethnic, sexual, or religious harassment, slurs, or intimidation - Walking/running away while the adult is talking - Leaving supervised area - Vandalism - Petty theft or theft • Physical Contact or Aggression (with intent): <ul style="list-style-type: none"> - Hitting, pushing, shoving, pinching, kicking, grabbing, tripping, slapping, punching, spitting, hair pulling, biting, throwing objects, etc. - Fighting/ physically hurting another person (not severe assault, which is Level IV) • Verbal, relational, or online aggression: <ul style="list-style-type: none"> - *Intimidation/Bullying or harassment, including sexual (repeated behavior, despite warning)* - Cyberbullying* - Teasing, taunting, name calling, insulting, verbal threats, intimidation, inappropriate or rude gestures, rumor spreading, planned exclusion, social alienation, cruel notes or online posts, etc. • Risky Behavior that jeopardizes the physical or emotional well being of themselves or others • Plagiarism <p>*Reports of bullying or harassment include a separate investigative process.</p>	<ul style="list-style-type: none"> • Attempt to understand needs behind behavior and find ways to meet needs while also meeting needs of teacher and rest of class • Review in-class steps/agreements, calm warning, clear instructions • Temporary removal from class/activity • Repair damage(s) • Address harm to individuals • Reiteration of supports & coping strategies • Possible conflict mediation • Contact parents to inform and enlist support <p>Second Administrative Referral:</p> <ul style="list-style-type: none"> • Includes above consequences • Possible team meeting with parents, student, teacher, other relevant staff, and administration • Behavior contract specifying what student needs to do, and the consequences if agreement is not followed • Possible student suspension (1-2 days) <p>Third Administrative Referral:</p> <ul style="list-style-type: none"> • Possible student suspension (1-2 days) • Meet, review and revise contract/agreement as needed • Possible Probation Agreement <p>Fourth Administrative Referral:</p> <ul style="list-style-type: none"> • Includes above consequence • Possible suspension (1-5 days) • Possible meeting to discuss a different school placement. If all efforts fail and the student continues to present conditions that interfere with another's rights to physical and emotional safety and an environment that allows others to learn, then expulsion procedures may be initiated.
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<p>Level IV Behaviors</p> <p>Serious infractions that may include intervention from law enforcement.</p>	<p>Actions to be taken by School Leadership</p> <p>Level IV can only be determined by school leadership. Must be accompanied by Behavioral Documentation Form.</p>
<ul style="list-style-type: none"> • Illegal activities: drugs/alcohol use or possession • Assault, sexual assault, or abuse • Fighting/Physical Aggression (Intent) 	<ul style="list-style-type: none"> • Includes above consequences from Level III. • Conference with parents, student, teacher(s), school leadership • Possible consequences include:

<ul style="list-style-type: none"> • Severe physical acts: Hitting, pushing, shoving, kicking, grabbing, tripping, slapping, punching, spitting, hair pulling, biting, throwing objects, throwing objects with intent to do harm • Weapons/Dangerous Items • Theft of items of value • Major damage to property • Racial, ethnic, sexual, or religious harassment, slurs, or intimidation. 	<ul style="list-style-type: none"> - Suspension (1-5 days) - Expulsion - Notification of law enforcement officials
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Probation

If, in the school's opinion, the well-being of the child or the class is at risk, a probationary period for changing behaviors and attitudes may be established at any time in the discipline process. Probation is an evaluation period, during which a plan for the correction of unsatisfactory behavior or a negative attitude will be developed and implemented.

If major changes have not been made by the student during probation, the student may be dismissed from school. The conditions of any probationary status will be communicated to the parents both in person and in writing.

Suspension

Suspension will be considered when a student's presence causes a safety risk or direct harm to people or property. A student may be suspended in-school or suspended from attending school and school activities for a period of time from one to five school days (generally 1-5 days). Where applicable, students are expected to do schoolwork from home during the suspension.

The student and parents will be informed of the reasons and terms of the suspension, both in writing and verbally. The student and a parent/guardian will be expected to attend a re-entry meeting upon return from suspension. Depending on circumstances, there are times when this meeting may be permitted to occur with the student only.

Dismissal from School (Expulsion)

Students who violate specific behavior expectations or have accumulated suspensions may be considered for dismissal from the school. A single serious incident, including drug possession, assaulting another person, or sexual behavior may, at the discretion of the school leadership, result in dismissal.

Withdrawal Due to Parent Behavior

All members of the Camellia community are expected to conduct themselves in accordance with Camellia's values and actively contribute to making Camellia a safe and welcoming community. In rare cases, when a parent or guardian is consistently uncooperative, disruptive to school operations, or disrespectful toward faculty, staff, students, or other parents, Camellia Waldorf School may limit that parent's access to the community, including limiting communication with faculty and staff, limiting access to campus, restricting participation in events and volunteer opportunities, or disenrolling the student.

Harassment and Bullying

Students, faculty, and family members have the right to feel safe and respected, and to work, socialize and learn in an environment that is free from harassment and bullying. All members of the school community are expected to refrain from harassment and bullying, during school hours, during after school activities, and at any school-sponsored or affiliated trips and events, as well as on any mode of transportation provided for by the school. Any off-campus conduct between members of the school community that is sufficiently serious to interfere with in-school activity is also prohibited and will be addressed at school. It applies to harassment and bullying between students, between adults, and between students and adults (including teachers, administrators, staff, contract workers, visitors, and family members).

One of our goals at Camellia is to help all students develop an understanding of the differences between developmentally typical behavior, rough play, and destructive bullying behavior. Bullying is the repeated intentional aggressive behavior from one person towards another which involves a difference in the balance of power. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Camellia expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, staff, and volunteers.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of this behavior, and protect the victim of the act.

Camellia Waldorf School requires the school director and/or the school director's designee to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the school director or designee. All other members of the community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be anonymous, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Cyberbullying

Cyberbullying is defined as bullying that happens through digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through messaging/text, apps, or in social media, forums, or gaming where shared content and live communication are available. Cyberbullying includes sending, posting, or sharing harmful, false, or mean content or sharing personal or private information about someone else that causes embarrassment or humiliation.

While cyberbullying is most likely to happen off campus and outside of school hours, Camellia Waldorf School specifically prohibits cyberbullying behavior among students and will implement conflict resolution and/or behavior consequences for incidents that impact students' ability to learn or feel safe in the classroom or other school activities, or that affect classroom or community social dynamics.

Birthday Celebrations & Invitations

Teachers often arrange a special day to honor each child's birthday during class. In preschool and kindergarten, this special ceremony is integrated into the morning circle routine. In elementary and middle school, birthdays are observed much more simply. Each class teacher has a special way of celebrating birthdays. You may be asked to bring a special treat for your child to share with the class on the designated day. Parents may be invited, and the children may share special drawings or gifts with the birthday child. Your child's teacher will provide specific information.

If you are holding a birthday celebration outside of school, it is appropriate to invite all the children in the class or a small group of children. If all of the children in the class are invited, invitations and thank you notes may be distributed at school. If the celebration is not for all children, please privately mail invitations and thank you notes to the children's homes.

Campus Safety

Fire Drills

Camellia Waldorf School acts in compliance with state and local fire safety regulations. Fire drills, either a testing of the system or an actual drill, are held monthly when school is in session. All students, faculty, staff, volunteers, and visitors are required to leave the buildings during a fire drill. The Operations Manager maintains a record of all fire drills and keeps this information in the office. Evacuation plans are displayed in every classroom.

There is an established protocol for fire drills and all faculty and staff, who are trained in these procedures. The faculty review the fire drill and evacuations plans with the students on a regular basis. It is important for students know how to behave and where to go in the event of an actual emergency.

When the fire alarm is sounded, all students, faculty, staff, volunteers, and visitors gather in the designated area at the back of campus. If it is necessary to evacuate the campus completely, our exit route is through the back gate to either the levee or to Garcia Bend Park.

Early Arrival

There is no morning care available, and no adults will be on duty to supervise students prior to 8 a.m. Please do not leave students unsupervised before 8 a.m.

Parking Lot Procedures

Limited parking is available in the parking lot. Families with young children (defined as anyone with a child in preschool, kindergarten or first grade) may park in the parking lot during morning drop off. Families with children in second grade and older are asked to park on the street outside the campus.

Beginning at 8 a.m., students in second through eighth grades may be dropped off at the parking lot unloading zone. All traffic enters the lot through the street entrance gate. All traffic exits the lot through the exit gate, which is next to the trash receptacle. When dropping off, please drive into the lot and pull forward to the unloading zone, which is indicated by orange parking cones located in front of the Redwood Building (Building A). A faculty or staff member will be there to direct traffic and provide assistance. Children need to walk into the Redwood Building (Building A), to their classroom, or to their designated class play area. Unloading children in areas outside of the unloading zone creates a safety hazard for everyone. It is extremely important that we are all patient and respectful in the parking lot.

Those who wish to park in the parking lot should use the center lane, marked with orange cones. If the lot is full, cars will be permitted to wait in the line until a space becomes available. Please understand that parking is limited and there may be a long wait for a spot and plan extra time into your morning to allow for this possibility.

Staff will be on duty to direct traffic during drop off, including directing cars to exit the drop off lane, proceed to a parking spot, or exit the lot from the third lane.

At the dismissal time, all children in preschool, kindergarten, first, second, third, and fourth grade are to be picked up from their classrooms. Their teachers will wait with them until it is time for extended care to begin. Children in fifth, sixth, seventh and eighth grade will be brought to the front of the Redwood Building (Building A) following dismissal. They will be with their teachers until pick up is completed. We ask that you refrain from engaging in significant conversations with our faculty during this time so they can focus on the safety of the children.

On days that include large gatherings on campus, such as Opening Day Ceremony or class assemblies, the parking lot will be more crowded, and you will need to allow extra time to get your child safely to class. It is our recommendation that you park on the side streets or at Garcia Bend Park and use our drop-off procedure for your children, as necessary.

Emergency Notification System

Camellia Waldorf School uses an emergency notification system through our student database, TADS/Educate as well as through ParentSquare. The emergency notification system allows us to notify you of urgent or emergency situations such as a school closure, power outage, or other significant problem on campus.

Notification options include email, phone messages, and text messages using the information you

submit during the enrollment process. You may opt out of any of these options by emailing the operations manager with your preferences.

Field Trip & Class Trip Driving Requirements

Field trips are an important component of Camellia's curriculum. All classes take regular levee walks near campus as part of the standard curriculum, and some classes walk to nearby parks or the library. Day trips to other locations begin in 1st or 2nd grade, and overnight trips begin in 3rd or 4th grade. These experiential learning trips are an integral part of the curriculum as well as an important opportunity for class bonding. It is important that families prioritize their student's participation in these trips and support the process through planning, preparation, and when possible, volunteering as a chaperone. Teachers will communicate about volunteer needs, permission slips, packing lists, and other expectations prior to the trip. In most cases the cost of the field trips is included in tuition. For overnight trips, families will be charged for food at a rate of approximately \$10/meal.

All drivers involved in transporting children enrolled at Camellia Waldorf School on either a field trip or overnight class trip are required to comply with the following requirements:

- A signed, current Camellia driver's contract is required each year.
- Documentation of driver's license and proof of insurance, both of which must be current.
- A current DMV driving record must be on file at the Front Desk.
- Chaperones on overnight trips must complete a background check.
- The driver and all passengers must wear properly fitted seat belts at all times.
- Children younger than 13 must meet all California Occupant Protection Law requirements and have written parental consent on file with the front desk, for the given school trip via the field trip permission form for the given trip, before a child can be allowed to ride in the front seat of a vehicle during a school trip.
- California's Occupant Protection law requires all children be properly secured in the back seats, and in proper child restraint systems, until they are at least eight years old and taller than 4 feet, nine inches.
- The National Highway Traffic Safety Administration (NHTSA) recommends that all children 12 and younger ride in the back seat.
- Drivers must adhere to all current California laws regarding seat belt and car seat safety.
- It is recommended that any child requiring the use of a car seat or booster seat be provided with one from the child's family.
- Occasionally, a driver may be able to provide an appropriate car seat or booster seat.
- Drivers must adhere to all applicable traffic laws, including speed limits.
- Consumption or possession of alcoholic beverages at any time during a school trip is not permitted.
- Medication that impairs one's ability to operate a vehicle is not allowed. Parents or guardians who take this type of prescription medication may not drive on school trips.
- In order to support Waldorf philosophy and to respect the practices of Camellia families, drivers may not play the radio or any type of streaming or recorded media (music, podcasts,

video, etc.).

- Student use of electronic devices is not allowed during a school trip.
- Drivers must limit cell phone use while driving. If necessary for communication between vehicles, hands free use is required by law.
- Drivers are not to make extra stops while driving on a school trip.

When the number of parent and guardian volunteers exceeds the number of needed chaperones, the class teacher selects the drivers.

The class teacher assigns student and parent placement in specific vehicles.

The 8th Grade Trip

The 8th Grade trip is an important rite of passage at Waldorf grades schools. The Eighth Grader is on the cusp of a great change as they prepare to enter a new high school community. They will be separating from their group of peers and class teacher who have been their extended family for many years. The 8th grade trip is the culmination of their journey at Camellia, and is an important rite of passage. As they embark on the grand adventure of the 8th grade trip, full of new experiences and challenges, they will solidify the bond formed throughout their time at Camellia and prepare for the many adventures to come.

The 8th Grade takes place in the spring as students begin to look toward graduation. The trip has a strong service element, as well as an emphasis on connecting to nature, physical challenge, and outdoor experiences. Parents support the trip through fundraising efforts throughout the Middle School years but are not invited to chaperone the trip in order to create a sense of independence among the students. Trips in the past have included river rafting, hiking, swimming, and climbing. The service elements have included trail maintenance, building, repairing, and farming. The trips are organized by programs who have longstanding relationships to Waldorf schools in California and throughout the country and understand the importance of this rite of passage and of the values and core principles of Waldorf Education.

Some of the goals of the 8th Grade trip include:

- teambuilding, group bonding, and deepening relationships
- self-esteem building
- providing closure for the student's time at Camellia
- wilderness, safety, and survival skills
- brand new experiences
- cultivation of gratitude
- opportunities for self-reflection
- hard work and physical challenge
- community service
- be away from modern conveniences, materialism, and connect to nature

Faculty & Staff Training

Many of the Camellia faculty and staff have current training and certification in first aid and CPR. In addition, our faculty and staff participate in ongoing training and preparations concerning campus safety, including procedures for evacuation and stay in place emergency situations.

Parent Meetings

Every class teacher leads parent meetings at least four times each school year. These meetings are an integral part of school life, and it is important that at least one parent from each family attends. Student work is often displayed and reviewed, and there is an opportunity for discussion of the curriculum and class events. Class meetings also provide an essential opportunity to nurture community among the parents. Parent education is integrated into these meetings and may include topics like the importance of imagination and creative play, the influence of media and screen time, the importance of nutrition, puberty, or preparation for middle or high school.

Parent meetings provide opportunities to learn about the foundation and principles of Waldorf education. They sometimes include activities in which parents experience some classroom activities such as Spanish, movement, handwork, and painting. The faculty work with tremendous dedication to make class meetings enjoyable and worthwhile, and to strengthen the social fabric of the parents and class through these gatherings.

Communication & Conflict Resolution

The faculty and administration take parent communications very seriously, value your commitment to our school, and appreciate your willingness to work together with us as we honor that commitment through open communication. The following principles provide a foundation for communication:

- All persons in the school community including students, parents, administrators, teachers, and staff, have a right to be treated with respect and courtesy.
- In all matters, the educational well-being of the students is the first priority.
- The person involved in the concern is informed of the substance of the concern.
- Parent concerns need to be investigated speedily, efficiently, fully, and fairly.
- Confidentiality is maintained as much as possible.
- Concerns and their management will be monitored so as to reduce the occurrence of systemic and recurring problems.
- We acknowledge that some concerns are not resolvable.

Based on a commitment to open and honest communication for our Camellia Waldorf community, the faculty and administration have established an effective procedure to follow when there is a problem or concern. If you have a concern regarding your child, we ask that you begin with direct

communication. This simply means that you communicate directly with the person with whom you have the concern. If the concern is with your class teacher, then speak directly to him or her. If the concern is related to a subject class, your first communication would be with that subject teacher. If your concern with the subject teacher is not resolved after the initial conversation, your next resource is your child's class teacher.

If additional support is necessary, and you have attempted to speak to your class teacher, you may arrange for additional support, including a mediated conversation, through the Leadership Team, which can be reached by email at leadershipteam@camelliawaldorf.org.

The interests of the children are primary to the health of the school. The goal of our communication process is to help resolve issues as effectively as possible, with as little interference as possible to the life of the school and the education of the children. When a conflict does occur, parents are asked to schedule a conference in advance rather than request an immediate conference in the classroom.

If this initial conversation does not resolve the concern, a second conference will be arranged. The teacher is requested to invite another teacher, the faculty chair, or the school director to be present at this and any subsequent conferences. Parents can always invite someone to accompany them to a conference. During the conference, both teachers take notes, and a synopsis will be forwarded to the parents after the conference. All present are encouraged to clarify the issues and to agree on concrete steps to resolve the issues. A third conference can be scheduled if it seems that it would be fruitful, and the same steps followed.

Conferences

Parent conferences are scheduled for every child during the first two days of Autumn Break in late November. Conferences are an important opportunity to learn about your child's progress and to work in collaboration with the teacher, and at least one parent or guardian is expected to attend. Additional conferences may be requested by either the teachers or parents if concerns are identified.

Confidentiality of Education Records

All information and records obtained from, or regarding children and their families shall be confidential. Faculty and staff shall not reveal or make available confidential information.

All information listed in the School Directory (including family names, addresses, emails, and telephone numbers) is not considered confidential. The School Directory is only for the use of Camellia Waldorf School parents, faculty and staff, and may only be used for school-related purposes.

Written consent should be obtained before confidential information is released by the school to any person or organization. A consent form for release of information must be signed by either parent, if

parents are married; the custodial parent, if parents are not married; the legal guardian; or the student if s/he is eighteen years of age or older.

Policy Exceptions:

1. Members of the faculty, staff, parent volunteers (for example, given members of the board of trustees), and visiting consultants may share confidential information with each other where there is a legitimate education interest on a "need to know" basis.
2. Whenever a student enrolls in another school, public or private, the student's permanent record, or a copy thereof, will be transferred upon request from the school where the student intends to enroll. This is in accordance with California law.
3. The school will comply with judicial orders and subpoenas which have been served, as well as state and federal laws requiring the release of such information.
4. Aggregate or statistical information about students and/or families may be released, provided individual identities cannot be determined.
5. If a family member is an employee of Camellia Waldorf School, records made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee are not considered part of the education record and are not covered by this policy.

Dress and Grooming Code

At Camellia Waldorf School we work hard to build a cohesive and inclusive community focused on our shared values and dedication to a well-rounded education. We ask that students come to school prepared for the wide variety of activities their day will bring and hope that clothing can support rather than detract from this important work. Our intention is to support students and families in meeting these guidelines by using a gentle, positive approach that avoids shaming.

Please keep the following guidelines in mind:

- **Weather Appropriate** - Layers to keep warm, jackets and boots to protect from rain, sun hats in warmer weather, etc. Students play outside year-round and should be prepared for all weather. Students must wear a complete outfit, including shirt, shoes, dress/shorts/pants at all times.
- **Safe, Clean, and Functional** - Students should have comfortable, closed-toe shoes and socks appropriate for running and climbing, and well fitted clothing and layers as needed to allow for a full range of movement. Rain, dirt/mud, paint, clay, running, climbing, tumbling, unicycling, etc. are an integral part of our curriculum and students should wear practical clothing designed for being active. Hair, hats, and sunglasses should be worn in a way that allows for clear vision appropriate to the activity at hand. Personal care and good hygiene practices are strongly encouraged.

- **Simple** - Solid colors, stripes, and small patterns are preferred. No clothing that depicts video games, television, movies, violence, drugs or any explicit content.
- **Age Appropriate** - Light make up, dangly earrings, etc. are acceptable for students in 6th-8th grade only. At all ages, personal style should not interfere with students' ability to participate in school activities. If style/trends cause distraction in a class, more specific requests may be made.

*Please keep in mind that this is a living document that may be adjusted in the future as community needs and norms shift.

Winter & Spring Concerts Dress Code

The Winter and Spring Concerts are special occasions and students should be dressed accordingly in "special occasion" attire. For any student participating in a eurythmy performance, clothing should not hamper movement or be ill fitting in any manner.

The following guidelines are to be observed for our concerts:

- Dress slacks (dark or khaki, no denim), dress shirt with collar (tie is optional), and dress shoes.
- Dress or skirt (knee length or longer).
- Dressy pants; long or short sleeve top.
- Spaghetti straps, halters, or tank tops should not be worn.
- If shoulders are bare, an appropriate jacket or covering must be worn.

Policy on Gender

Camellia Waldorf School strives to be an inclusive environment for our LGBTQ+ students. Every child deserves to feel safe, respected, included, and able to attend school free from bullying and harassment. Camellia's Policy on Gender is written in accordance with California state law ([School Success and Opportunity Act](#) - Assembly Bill 1266).

California law stipulates that *students are permitted to participate in sex-segregated school programs, activities, and facilities, including bathroom facilities, consistent with the student's gender identity asserted at school, without respect to the gender listed in the student's records.* When such requests are made, Camellia will address them on a case-by-case basis. The school will first attempt to meet with the student and, if appropriate, the student's family to determine the details of how best to accommodate the student. Upon request, Camellia will:

- allow students to use a gender-specific facility consistent with their gender identity,

- allow students to participate in athletics according to their gender identity in a manner that is consistent with the athletic association bylaws,
- ensure that Faculty & Staff use the name and pronoun preferred by a transgender or gender nonconforming student, and
- prepare data systems to list a transgender or gender nonconforming student by their preferred name and gender.

Camellia may provide a 'gender neutral' restroom which may be used by any student who wishes for increased privacy. The use of such a 'gender neutral' restroom shall be a matter of choice for the student, and no student shall be forced or compelled to use such a restroom.

Some students or parents may feel uncomfortable with a transgender or gender nonconforming student using the same sex-segregated restroom or locker room. School administrators and counseling staff will work with students and parents to address the discomfort and foster understanding of gender identity and to create a school culture that respects and values all students. If a student or parent/guardian feels that this policy presents a possible violation of the student's right to privacy or religious expression, then the student or parent/guardian must notify the school in writing to discuss how to accommodate their student.

Names, Pronouns and Privacy

A student that identifies as transgender or gender nonconforming, may not express their gender identity openly in all contexts of their lives. For some students, revealing their gender identity in certain contexts, even in the context of their families, can compromise the student's safety. Faculty and Staff will consult with a transgender or gender nonconforming student to determine who can or will be informed of the student's gender identity status, if anyone, including the student's family. Faculty and Staff with whom the student has confided will counsel the student about the importance of a support network that can include their parents whenever possible. With rare exceptions, however, schools are required to respect the limitations that a student places on the disclosure of their transgender or gender nonconforming status, including not sharing that information with the student's parents. This right to privacy is rooted in California's anti-discrimination laws and disclosing this information without the student's consent may increase the student's vulnerability to harassment.

In those very rare circumstances where the school believes there is a specific and compelling "need to know" (such as risk of harm, including self-harm), Camellia may inform the student that the school intends to disclose the student's transgender or gender nonconforming status, giving the student the opportunity to make that disclosure themselves. Additionally, Camellia will take measures to ensure that any disclosure is made in a way that reduces or eliminates the risk of re-disclosure and protects the transgender or gender nonconforming student from harassment and discrimination.

A transgender or nonconforming child has a right to share their gender identity, chosen pronouns or names, and other aspects of their experience with others at school. This right to freely express their gender identity does not waive the student's right to privacy.

Faculty/Staff Response to Disclosure

If a student discloses their gender identity to their teacher at Camellia Waldorf School, the following process will be followed:

1. The first response will be to thank the child for sharing this part of their identity with us. We want to acknowledge that this student is sharing this personal information with us because they trust us. Our goal as Faculty and Staff is to keep that dialogue open with the child so that they will continue to come to us and experience a sense of trust and acceptance.
2. The Faculty or Staff will ask the student if they have shared their gender identity with their family. If the student has not shared this news with their family, the Faculty or Staff will ask for more information about this. Our goal is to help build a team of support around the student that includes family, Faculty/Staff, and fellow students. When parents, families, and Faculty/Staff can come around the child in an open and supportive way, this will be the best outcome for the child's overall well-being, health, and happiness. If the student feels comfortable sharing this news with their family and would like support, Faculty/Staff can help to facilitate communication with the family.
If the student has not already and decides to disclose to the parents, the Faculty/Staff will request a follow up meeting with the parents to check in about questions, concerns or support that might be needed. Faculty/Staff will also offer to refer parents to support from outside organizations in the community as well as books and articles that may be helpful.
3. The Faculty/Staff will also ask the student which pronouns/names they prefer.
4. If the student would like to share this news of their gender identity or chosen pronouns/names with their classmates, the Faculty/Staff can offer to help facilitate this communication with the class in a way that helps the student to feel comfortable.
5. All Faculty/Staff at Camellia will work to educate themselves about gender identity and will work with the students to promote education and understanding about gender identity, in order to foster a conscious, supportive and kind environment at our school.

Late Pick Up Policy

Students not picked up at the end of the school day will be placed in aftercare and charged an hourly fee. Aftercare ends promptly at 5:15 p.m. If you think you might be late, please call the Front Desk at 916 427-5022 (before 4 p.m.) or the Aftercare phone at (916) 318-1325 (after 4 p.m.) to let staff know and begin making alternate plans for prompt pick up.

There is a late fee of \$1 per minute for students who are not picked up at 5:15 p.m. In addition, aftercare staff will call parents and emergency contacts until they are able to reach someone and confirm an immediate pick-up plan. If staff are unable to reach parents or contacts to establish a pick-

up plan and no one has come to pick the child up by 5:45 p.m., the police will be called to take custody of the child. This will be a last resort implemented only if staff are unable to reach parents or emergency contacts to confirm a pick-up plan.

Extended Care Program

Camellia Waldorf School is dedicated to providing quality care before and after the regularly scheduled day. Our extended care program is designed to support our working parents by providing a nurturing, homelike environment, consistent with the ideals of Waldorf education, including strong rhythms and form in daily activities, as well as a sense of freedom for the children.

The extended care program's goals are designed to complement and enhance the children's regular classroom curriculum and assist the children in developing social skills that allow them to make appropriate decisions about their own behavior. The rhythm includes storytelling, outdoor creative play, nutritious snacks, quiet times, crafts, and seasonal activities.

Children may be enrolled in extended care on a contract basis. Vacation care is available during many days that school is officially closed.

Extended care is available as follows:

Preschool: dismissal at 12:45 p.m., Extended Care available for an additional fee until 4:30 p.m.

Kindergarten: dismissal at 12:45 p.m., Extended Care available for an additional fee until 5:15 p.m.

First Grade: dismissal at 1:15 p.m., Extended Care included until 3:15 p.m., available for an additional fee until 5:15 p.m.

Second Grade: dismissal at 2:15 p.m., Extended Care included until 3:15 p.m., available for an additional fee until 5:15 p.m.

Third through Eighth Grade: dismissal at 3:15 p.m., Extended Care available for an additional fee until 5:15 p.m.

Every Friday, all students in fourth through eighth grade have early dismissal at 2:15 p.m. Extended care is available without charge until 3:15 p.m.

All extended care services end promptly at 5:15 p.m. Parents arriving after the official closing time will incur a late charge of \$1 per minute.

Field Trip Fundraising

Class based fundraising for specific pedagogical activities is organized by grade level and primarily

supported by parents, with age-appropriate involvement from students. The primary reason for fundraising is to support the 8th grade trip, but occasionally classes will host fundraising activities in support of other curriculum goals.

Fundraising for the 8th grade class trip begins when the students are in 6th or 7th grade. Priority is given to the 8th grade class for fundraising, then to the 7th grade class, and then to 6th grade. If the 8th grade has completed their fundraising goal and 7th grade has reached capacity, 6th grade may have more opportunities for fundraising for their 8th grade trip. Priority is given to the 8th grade for event fundraisers, including Winter Faire bake sale and chili at Protected Path. All three classes (8th, 7th, 6th) will have an opportunity to sell hot lunches starting in September, with first choice of food and day going to the 8th grade. If 8th grade has reached their fundraising goals, 7th grade will have an opportunity to take up their lunch spot. Hot lunch should not be offered more than three days per week.

Types of fundraising include selling hot lunches (pizza, burritos, burrito bowls, macaroni and cheese, chili, baked potatoes, etc.), baked good and popsicle sales, holiday sales (Valentines cards/cookies/flowers, Mother's Day gifts, etc.), food at events (Bake Sale at Winter Faire, hot lunch at May Day, etc.), Country Market at Winter Faire or after school (parents make/gather used or handmade items to sell), and fireworks sales. All fundraisers should be coordinated with input or leadership from the class teacher, and then submitted for approval to both the Faculty Leadership Team and the Administrative Team so that fundraising efforts can be coordinated and managed to avoid duplication. Fundraising proposals should be submitted using the Fundraising and Event Request Form at least one month prior to the event. If a class has not submitted a request for a given event/date by one month prior, then priority will go to the next class. Teachers are encouraged to coordinate with parents early in the year to determine which event fundraisers they intend to do.

Fireworks sales are a major fundraising opportunity that can raise most of the funds needed for the 8th grade trip. Traditionally, the rising 8th grade parents are in charge of managing fireworks sales. Camellia is fortunate to have an assigned booth near Walmart in Delta Shores that is saved for us each year. If the rising 8th grade is not able to manage the process themselves, other classes will be given the opportunity to participate. Profits have traditionally been calculated based on the percentage of carefully tracked volunteer hours over the course of the event and distributed to each class accordingly.

Health and Illness

Illness and Communicable Diseases

Children are not allowed to attend school when ill or if they have a communicable disease, such as measles, lice, chicken pox, etc. When children are ill, the best remedy is always proper care at home. When children become ill at school, they are cared for by teachers or the administration staff, and the parents are contacted to pick them up.

If your child has a communicable disease, the child may not return to school until the child's health care professional provides written documentation that the child is no longer contagious. Please note that some alternative therapies may require a longer period before the child is not contagious. When a child is diagnosed with a communicable disease and there is a concern that other children in the class may have been exposed, the administration will send a notice to all parents in the class. If necessary, other classes with siblings may also be notified. All information about the child with the communicable disease will be strictly confidential.

Medical Condition Notification and Planning

Any information about food allergies, use of an EpiPen (epinephrine injection), type 1 diabetes, seizure disorder, or other significant medical conditions must be shared with both your child's class teacher and the front desk. In some cases, emergency medical care plans must be in place before a child can attend school. Please be sure to report any medical conditions or dietary needs in the appropriate fields when completing enrollment.

Peanut Allergy Policy (Peanut-Free Campus)

To protect students who have life-threatening peanut allergies, no peanut products, or products containing peanuts may be brought onto campus, including during festivals and celebrations. Some classrooms have children identified with milder allergies to various other nuts. Please adhere to specific rules set forth by the class teacher.

Resources:

- Answers to frequently asked questions about food allergies: www.foodallergy.org
- Basic guidelines for being a PAL (Protect A Life) to your food allergic schoolmates: <https://www.foodallergy.org/education-awareness/be-a-pal>
- Children's book about peanut allergies: *Allie the Allergic Elephant*
- Five alternatives to peanut butter: <https://coolmompicks.com/?s=alternatives+to+peanut+butter>

Note: Just because a product was safe the last time you purchased it doesn't mean the ingredients have stayed the same. It is very important to read labels for all ingredients and to avoid bringing to school items containing peanut protein, such as peanut butter, peanut oil, and peanut flour.

If you have any questions or concerns, please contact the administrative staff.

Medical Information

Every family is required to complete a series of forms including medical information, emergency contact information, and vaccination information. This information is legally required by the state of California and is maintained by the operations manager. If you do not have the necessary paperwork or have any questions, please contact the front desk in the Redwood Building (Building A) or email frontdesk@camelliawaldorf.org.

Medication

Parents or guardians must give permission for the administration of any medications (other than basic first aid) to students while at school, including details about method, amount, and schedule. Permission must be updated annually, or more frequently if there is a change in method, amount, or schedule.

Permission to administer first aid medications (including arnica, rescue remedy, bug bite cream, and antibiotic ointment) will be given by parents during the enrollment process.

For Early Childhood students, licensing requirements indicate that written permission from the parent, written instructions from the child's physician detailing method, amount, and schedule for administration of medication, including over the counter, must be on file. There must also be written verification that the designated licensee or staff has completed training required by the physician's orders and that at least one designated and trained staff person will be always at the facility when the child needing services will be in care. All information about medication needs should be included in the Plan of Operation submitted to licensing.

All medications (other than basic first aid) must be provided by the parent or guardian in the original container labeled with doctor's or manufacturer's instructions. Students are not permitted to deliver medication to school staff – a parent or guardian must deliver it.

Medications will be stored in a locked cabinet at the front desk, or in the refrigerator if required. In some cases, students may carry medications and self-administer if indicated by a physician. Written permission is required.

Students, with support from parents and teachers, are responsible for going to the front desk to receive medication.

For as-needed medications (like pain medications), parents will be contacted before administering to confirm when the last dose was administered and keep them informed of current dose being given.

All medications administered by school employees are logged, including date, time, and dosage of medication.

If medication must be given while a student is on a field trip, the teacher oversees transporting, administering, and logging the medication.

Parents are responsible for retrieving medications at the end of each school year, or when they are no longer needed. Any medications not picked up are disposed of after 90 days.

Vaccinations

California state law requires that children entering schools receive certain vaccinations. Under SB277, parents may be eligible for exemption if a licensed physician has provided a medical exemption through the CARES online database and all necessary paperwork is on file with the front desk. All medical records are kept in the office and are part of the student's permanent record.

Weather and Air Quality Policy

Extreme Heat

When the temperature reaches 102 degrees or higher, modifications will be made to student activities to help mitigate the possibility of Heat Related Illness, including the following actions:

- Strenuous activity, including sports practice and Movement class, will be cancelled or moved indoors
- Teachers and staff will be on alert for signs Heat Related Illness and will encourage ample hydration
- Time spent outdoors may be limited or kept to shady areas, and courts and blacktop areas may be closed.

Air Quality

When air quality is in question, staff will consult AirNow.gov and PurpleAir.com to monitor AQI levels. Adjustments to outdoor activities will be made according to Sacramento County Public Health Recommended Actions chart, as well as student needs. Adjustments may include limiting strenuous activities, shortening recess, or keeping students indoors completely.

When AQI reaches Level 5 (Purple/Very Unhealthy) or Level 6 (Brown/Hazardous) school closure may become necessary, especially when conditions persist for multiple days. If school closure is necessary, families will be notified as soon as possible.

Winter Weather

The Camellia Waldorf School faculty recognizes the value and importance of outdoor play and other outdoor activities, and teachers will take the children outside in rain or shine. Therefore, parents need to provide their children with appropriate rain gear and cold weather gear:

- Rain gear includes waterproof boots, slicker with attached hood or separate cap.
- Cold weather gear includes warm pants, warm jacket, warm boots or shoes, a warm hat that covers the ears as well as the upper head, and warm gloves or mittens.

Sometimes a child will get wet despite the good gear, so please send your child with an extra set of clothes.

Students will be kept indoors, and off campus walks will be cancelled if conditions outside are deemed unsafe, including:

- High winds (continued gusts over 32 mph, or strong enough that debris could pose danger)
- Thunder/lightening
- Hail

High School Preparation

Rudolf Steiner envisioned Waldorf education as an experience that continues from first through twelfth grade. Opportunities to continue with a Waldorf education include Sacramento Waldorf High School and George Washington Carver Waldorf Inspired High School. In addition to Waldorf high school, some of our students continue with outstanding options at public schools, magnet programs, and private schools.

Our graduates most frequently attend Sacramento Waldorf High School, George Washington Carver Waldorf Inspired High School, the HISP program at McClatchy High School, Christian Brothers High School, Jesuit High School, West Campus, Natomas Performing Arts Charter School, and St. Francis High School.

Camellia Waldorf School students are eagerly recruited and welcomed at these high schools and many others. It is widely recognized that our students are exceptionally well prepared, enthusiastic learners, well rounded, and demonstrate outstanding work skills as well as character.

High School Application Process

Many private high schools and specialized programs at public high schools provide opportunities for open house experiences or campus visits. In addition, representatives of various high schools may visit our eighth-grade class during the school day.

Camellia Waldorf faculty and staff are dedicated to supporting every child and family during this exciting and sometimes challenging transition period. All application materials for high school should be submitted to the eighth-grade teacher. The administration and the eighth-grade teacher work closely together during high school admission season to complete and coordinate all necessary paperwork and submit completed paperwork prior to deadlines. All required documents, Terra Nova test scores, and report cards are submitted directly to the appropriate school.

Standardized Testing

The Terra Nova Comprehensive Test of Basic Skills (CTBS) is administered to our students in seventh and eighth grade. Our seventh-grade students generally complete this test in the spring, while our eighth-grade students complete the test in the fall. These tests measure student achievement in reading, language arts, mathematics, science, and social studies. Camellia Waldorf School students participate in Terra Nova testing only because many private high schools and specialized programs in public high schools require these scores as part of the high school application process. Our students are well prepared for this experience, and their scores generally reflect knowledge and ability at least two to three grade levels ahead of their actual grade.

More information concerning Terra Nova testing for our seventh and eighth grade students will be shared by these class teachers.

Graduation

Plans for the Graduation Ceremony are organized by the eighth-grade teacher and the festivals committee. Parents and families in the sixth and seventh grade support our graduation

ceremony by providing and preparing refreshments, flowers, and decorations, and directing the set up and cleanup efforts. The graduation ceremony is offered as a gift to our eighth-grade students and their families. These families and students may participate in the planning but are not expected to be involved in any role other than as honored guests.

Lost and Found

Please label clothing and items, such as jackets, sweaters, lunchboxes, water containers, with your child's name, in case they are misplaced or forgotten. Valuable items such as jewelry and watches are best left at home.

All clothing items and other possessions that are found on campus are brought to the front desk in the Redwood Building (Building A). These items are organized on a clothing rack in the hallway. Items such as jewelry, watches, and keys are stored at the Front Desk in Redwood Building. Items are stored for a reasonable time. If not retrieved, they are donated to a local thrift store.

Media Policy

as of September 2016; subject to revision

In order to cultivate your child's imagination and reinforce the work that is done in the Waldorf school, we recommend that children not engage with electronic media (video, games, tablets, smart phones, music players, computers, and TV).

Modern science is validating what Waldorf educators have known for a long time: the consumption of media by infants, children and young people inhibits their healthy development. It is not only the content that is harmful. The physical and psychological processes involved in screen watching itself are of utmost concern. The fast pace and fragmentation of television works against the cultivation of capacities for concentration and imagination. Waldorf education achieves its best results with children who do not engage at all with electronic media.

We understand and acknowledge that the decision to engage with electronic media resides in the family. Considering this, we offer the following guidelines, based on the developmental stages of the child. We work to educate parents and the community about the negative effects that electronic media have on children, and trust in parents' decisions in this area. If you would like some advice in weaning your child from electronic media, please ask any member of our faculty and staff.

Early Childhood

We recommend children in the Early Childhood programs be given the gift of a media-free childhood. Teachers are available and willing to assist with transitions to a media-free environment.

Elementary School

We recommend children in the lower grades (first through fifth) be allowed to develop new ideas and attitudes based on real personal interactions, without the distortion of mediation through technology. We recommend children in the lower grades not be exposed to electronic media in their daily lives (at a very minimum, not on school nights).

Middle School

During sixth, seventh and eighth grade, it is appropriate for students to have a gradual, guided introduction to the applications and use of electronic media. Use should be clearly guided by parents and should not work to the detriment of the social and educational climate of the class. Media exposure can be a socially divisive influence in these years and may work directly against what is taught in the classroom. We recommend children in the upper grades not be exposed to electronic media during the school week and have (at most) limited exposure on weekends and vacations.

Specific support for parents who are introducing electronic media to their older child can be provided by the teachers.

Mid-Year and End of Year Reports

Parents of students in fourth through eighth grades receive a mid-year report, usually in late January. This report is an indicator of how the child is progressing and includes any recommendations for the remainder of the year.

Parents of all students in preschool through eighth grade receive comprehensive end of year reports. The creation of these reports is a significant process, led by the class teacher in collaboration with the specialty teachers and supported by the Faculty Executive Leadership Team.

The end of year report in a Waldorf school is unique. In these reports, the teacher characterizes the child with an expressive picture and describes how the child learns and lives in the social structure of the class. From this picture flows the teacher's insight into what and how the student learned, grew, and flourished and also how the student struggled. The teacher might then describe highlights of the successes and struggles in the block studies of the year. Finally, the teacher might describe activities or pictures for the summer that the family can use to support what the teacher might see as necessary to the child's particular point of growth, in preparation for the coming year. The end of year report includes shorter reports from the student's specialty teachers, as well as a description of the year's curriculum.

More in-depth and nuanced than a simple letter grade or report card, the end of year report holds the teacher's deep experience of the child's striving, struggles, successes, and accomplishments. Teachers pour the essence of their relationship with each student into writing the reports. The year is encapsulated in the report and the promise of the child's next phase of development is affirmed and pictured for the child's future as a learner, a striving individual, and a member of the class and school community.

These end of year reports represent many hours, days, weeks, and months of reflections from our dedicated faculty. Many parents keep these reports for years and count them as treasured memories of these precious childhood years.

Nutrition Policy

as of August 2018; subject to revision

Nurturing and healthy nutrition is an essential element of the culture at Camellia Waldorf School. Whenever possible, we support the use of organic food sources, as well as locally grown produce.

It is important that all children begin the day with a nourishing breakfast that includes proteins, whole grains, and healthy fats, before arriving at school. A nutritious morning snack is provided in preschool and kindergarten. These children should bring a healthy lunch daily. All children in elementary and middle school should bring a daily snack, lunch, and water bottle.

If your child has any special food requirements, food sensitivities, or food allergies, it is important that you communicate this to your child's teacher. This information must also be documented in the appropriate fields in TADS during the enrollment process.

Please use a simple, media free lunch bag or basket. In the interest of conservation, consider using reusable food containers and water bottles. Snack and lunch should include a variety of healthy and satisfying choices for your child. Sugary snacks or drinks, as well as processed foods should not be included and will not support your child's nutritional needs. Lunch and snack ideas can be discussed with your child's teacher or during a class meeting.

Thanks to the generous support of our parents, our sixth, seventh and eighth grade classes offer a hot lunch program, available to our students in first through eighth grade.

Our hot lunch program strives to support our nutritional values.

Parent Education & Family Events

Guest Speaker Presentations

Parent education opportunities are financially supported by the Francis Guild parent association and guided by the faculty and administration. Periodically, guest speakers are invited to Camellia Waldorf School to lecture and discuss topics of Waldorf education and anthroposophy.

Parent Circle Meetings

Parent education is also offered at each grade level parent meeting. It is very important that at least one parent from each family attends the parent meetings, in order to stay informed about their child's education and to participate in ongoing parent education.

Festivals

Just as there is a rhythm to each day with different tasks appropriate to different times of the day, there is a larger rhythm to the year. Observing the changing seasons fosters a sense of harmony with the rhythmic life of nature throughout the year.

The cycle of the festivals, celebrated by the whole school community, begins in autumn with the Michaelmas festival, which inspires qualities of courage, initiative, and steadfastness. The Winter season brings a celebration of light and darkness with the Advent spiral. In the Spring, we celebrate rebirth as we gather together for May Day. Our faculty will provide important information about each festival through parent meetings, ongoing parent communications, and pedagogical experiences with the children.

In addition, throughout the year, individual classes celebrate festivals that are age-appropriate or closely related to the curriculum such as Sukkot (the Jewish harvest festival), St. Martin's Day, St. Nicholas's Day, Chanukah, Dia de los Muertos, and Valentine's Day.

Winter and Spring Concerts

Each year, Camellia Waldorf School presents a Winter Concert and a Spring Concert. The children in fourth through eighth grade dress in their finest clothes and present a lovely selection of choir and instrumental music performances. These concerts provide an important and inspiring opportunity to enjoy the progression of work through the elementary and middle school as well as the development and maturation of our students.

Parents, grandparents, other family and friends are encouraged to attend to celebrate our students' outstanding work.

Assemblies

Throughout the year, students from our elementary and middle school grades present Friday morning assemblies showcasing their work. These assemblies are open to the community and take place in the Community Room or the Outdoor Stage. These presentations are a delightful opportunity to learn about the curriculum and see the progression of learning and growth in the Waldorf curriculum.

Parent Participation

Parental involvement and volunteering are essential elements of Camellia Waldorf School. Parents support the faculty, staff, children, and community in a variety of ways. Becoming involved with the Francis Guild parent association, serving on the Building & Grounds or Advancement Committee, helping to plan a festival, and serving on the board of trustees all provide essential leadership to our school.

Parents also volunteer in the classroom, drive on field trips and overnight class trips, participate in

parent education opportunities, and welcome families that have recently joined Camellia. Many of the faculty members maintain wish lists of items and materials that are needed in the classroom (please check with your child's teacher). Many also have tasks that can be done from home or on the weekend including laundry, sewing, cooking, or garden work. Volunteering is a rewarding way to participate in the life of the school, and by working together towards a common goal, parents, teachers and children experience the strong sense of community that is present at Camellia. We hope every family finds ways to participate in this important aspect of school life.

School Communication

Every other Wednesday during which school is in session, Camellia distributes a newsletter via email called The Messenger. Print copies can be available by request from the front desk. The Messenger provides important information about the school calendar, upcoming events, fundraising events, meetings, hot lunch, volunteer information, and school operations. Additional information may also be sent via email, including Health Notifications, some teacher communications, and time sensitive updates.

Camellia also uses ParentSquare for class level communications (at the teacher's discretion), photo sharing, and parent to parent connections. Each class has its own ParentSquare Class where teachers have the option to post updates, request volunteers and donations, and share resources. In addition, each class has a Parent Group where parents are invited to ask questions, create social events, and upload photos from school events. This group will carry over from year to year so that parents have a consistent place to communicate.

Teachers may choose whether to use ParentSquare or email for class level communications. A list of which option your child's teacher has chosen for the year will be shared at the beginning of the year and posted in ParentSquare.

School Visitation

Anyone arriving at the school, at times other than those established for arrival and dismissal, needs to check in at the front desk in the Redwood Building (Building A) before proceeding to the classroom. Unexpected interruptions can bring an abrupt halt to a carefully orchestrated lesson.

Parents are encouraged to visit the school on designated visiting days, scheduled volunteer opportunities, school plays, festivals, and other scheduled activities.

Please contact Admissions and Advancement Manager, Jenny Woods, to schedule a Walk Through the Grades and learn more about other classes at Camellia. All classroom visits must be prearranged

and approved by class teachers. Please do not interrupt a class in progress.

Tobacco, Alcohol, & Drug Use

Camellia Waldorf School is a drug, alcohol, and smoke-free environment. No use of such substances is permitted at any time by anyone on the school grounds. For offsite events, alcohol may be served if children will not be present.

Tuition

Payment Arrangements

The function of tuition is to enable your child to benefit from a Waldorf education, and to support all aspects of the school's operations in a healthy and sustainable manner. Timely payment of tuition is essential, and a necessary part of the administrative and pedagogical wellbeing of the school. In order to make Camellia's Waldorf education more financially accessible, we offer monthly payment plans; it is critical that we manage and monitor those payments closely.

Tuition is collected by TADS. At the time of enrollment, parents are asked to select a payment plan. Monthly payments may be made by check or by electronic funds transfer. Parents have a choice as to payment monthly due date. An annual reenrollment fee is required. Please contact Business Manager Kate Burch at kburch@camelliawaldorf.org if you have any questions or concerns about TADS.

Tuition rates are established by the board of trustees and reviewed on an annual basis. Tuition for the upcoming school year is announced in February.

Past Due Accounts

If tuition and/or fees are delinquent more than 60 days, and an acceptable alternative arrangement has not been approved in writing by the business manager, the child(ren) will not be permitted to return to school until all delinquent obligations have been paid in full.

If a family is experiencing financial difficulties in paying tuition obligations, it is essential that they contact the business manager as soon as possible to make arrangements. Whenever possible, Camellia Waldorf School prefers not to compromise a child's education over financial matters.

Failure to fulfill the terms of the alternative agreement will result in the child(ren) being withdrawn from the school immediately. The school has the right to legal action for non-payment of tuition and fees. Parents are responsible for all costs involved in collection, including court costs and reasonable attorney's fees.

End of Year Financial Obligations

Parents whose accounts are past due at the end of the school year will not be allowed to re-enroll their children for the following year until a written payment plan has been approved by the administration.

If a family is experiencing financial difficulties in paying tuition obligations, it is essential that they contact the business manager to make arrangements. Whenever possible, Camellia Waldorf School prefers not to compromise a child's education over financial matters.

Tuition Adjustment

Philosophy

Camellia Waldorf School is committed to building a school whose student body, faculty, staff, and curriculum reflect the economic, cultural, and racial diversity of Sacramento. In addition, we are committed to a tuition program that helps families meet their commitment to a Waldorf education, including a sibling discount and an opportunity for tuition adjustment. At the same time, Camellia Waldorf School expects that the primary responsibility of financing a child's education rests with the family, and we expect families to make this education a first priority in the budgeting of their financial resources.

Because Camellia does not have an endowment currently, the only mechanism for tuition assistance is to reduce a family's tuition annually on the basis of need, carefully weighing a family's capacity to pay in relation to the capacity of all other tuition assistance applicants. The tuition assistance committee strives to be consistent and equitable in assessing each family's ability to pay tuition.

Tuition Assistance

If a family is unable to pay full tuition, they can file an application to be considered for tuition assistance. The tuition assistance application is generally due in January for the coming year. All families requesting tuition assistance are required to submit income and asset information through TADS, a service that helps the tuition assistance committee to make informed decisions regarding offers of tuition support. There is an annual TADS fee to complete the online application.

Tuition assistance is not available for parent-child or preschool.

Families who experience prolonged financial hardship during the school year may apply for tuition assistance for the current enrollment year. Contact the Business Manager for more information.

When completing the TADS application, it is also recommended that families submit an additional letter of explanation if an unusual or exceptional financial situation exists. All information submitted to TADS and included in the application for tuition assistance is confidential and is shared with the tuition assistance committee in a confidential manner.

It is expected that, over time, families will reduce their amount of tuition assistance to ensure that the limited tuition assistance resources are shared equitably among all deserving families as the children

matriculate through school. Tuition assistance is not available for preschool or parent-child classes at Camellia. The sibling discount is not available for any family receiving tuition assistance.

Camellia Waldorf School is not in a financial position to support lifestyle choices that have negative impact on a family's ability to pay tuition. Out of respect for the school's financial health, and for families for whom it is a financial sacrifice to send their children to Camellia, the Board of Trustees expects that parents will seek additional resources when necessary. Many Camellia families receive support from grandparents or find additional work opportunities.

Sibling Discount

A sibling discount is automatically applied to all families with more than one child enrolled at Camellia Waldorf School, so long as the family is not receiving tuition assistance. The sibling discount is a reduction for the second and subsequent children from the same family.

Suggested Reading on Waldorf Education and Parenting

Between Form and Freedom: A Practical Guide to the Teenage Years; Betty Staley & Julie Moyer (1996)

Beyond the Rainbow Bridge: Nurturing Our Children from Birth to Age 7; Barbara J. Patterson & Pamela Bradley

Beyond Winning: Smart Parenting in a Toxic Sports Environment; Kim John Payne (2013)

Childhood's End; Joseph Chilton Pearce

Children Without Childhood; Marie Winn

Creativity in Education, The Waldorf Approach; Rene Querido

Education Towards Freedom; Joan & Siegfried Rudel

Endangered Minds; Jane Healy, Ph.D.

Everyday Blessings: The Inner Work of Mindful Parenting; Myla & Jon Kabat-Zinn

Family, Festivals, and Food; Judith Large

Free to Learn: Introducing Steiner Waldorf Early Childhood Education; Lynne Oldfield

Guide to Child Health; Michaela Glockler

Heart of a Family: Searching America for New Traditions that Fulfill Us; Meg Cox

The Hurried Child; David Elkind

In the Shelter of Each Other: Rebuilding Our Families; Mary Pipher (1995)

Lifeways: Working With Family Questions; Gudrun Davy and Bons Voors

More Lifeways: Finding Support and Inspiration in Family Life; Signe Schaefer, Patti Smith & Gudrun Davy (1997)

Natural Childhood: The First Practical and Holistic Guide for Parents of the Developing Child; John Thomson (1995)

Navigating the Terrain of Childhood: A Guidebook for Meaningful Parenting and Heartfelt Discipline; Jack Petrash

Raising a Daughter: Parents and the Awakening of a Healthy Woman; Jeanne & Don Elium

Raising a Son; Parents and the Making of a Healthy Man; Jeanne & Don Elium

Renewal: A Journal for Waldorf Education; published twice yearly by the Association of Waldorf Schools of North America (www.awsna.org)

School as a Journey: The Eight Year Odyssey of a Waldorf Teacher and His Class; Torin Finser

Set Free Childhood: Parents' Survival Guide to Coping with Computers and TV; Martin Large

Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids; Kim John Payne (2010)

Teaching as a Lively Art; Marjorie Spock

The Soul of Discipline: The Simplicity Parenting Approach to Warm, Firm and Calm Guidance; Kim John Payne (2015)

Understanding Waldorf Education: Teaching from the Inside Out; Jack Petrash (2002)

Waldorf Education: A Family Guide; edited by Pamela Fenner *Waldorf Education*; Christopher Clouder & Martyn Rawson *Waldorf Parenting Handbook*; Lois Cusick

You Are Your Child's First Teacher; Rahima Baldwin

Your Three-Year Old (series available through Ten to Fourteen); Louise Bates Ames, published by the Gesell Institute of Human Development, 1971

Many of these above books can be purchased at the Rudolf Steiner College Bookstore in Fair Oaks, or through Amazon, or a local bookstore.

Please note – Early Childhood has its own handbook and the policies outlined there take precedence for early childhood students.