



Santa Fe Waldorf School Community Handbook

Early Childhood 2020-21



Santa Fe
WALDORF

Global K-12 for Unstandardized Minds

Santa Fe Waldorf School Community Handbook Early Childhood Edition 2020-2021

Physical & Mailing Address

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Website

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Primary School Office Fax: 505.983.7416

Early Childhood Office Hours

7:45 a.m. - 3:30 p.m. Monday through Friday

Snow Delays and Closings: 505.983.9727

Please listen to the recorded message, find updates on our website, or watch local media stations for current school closure information.

COMMUNITY DIRECTORY INFORMATION is always available on the Santa Fe Waldorf School Parent Portal: <https://santafewaldorf.bigsis.com/portal/>

For questions about access to the Parent Portal, please contact the Business Office at 505-467-6443.

COVID-19 Changes: Due to the unusual, and ever-changing nature of the current school year resulting from the coronavirus pandemic, certain sections of this handbook may not apply. Wherever possible, these inconsistencies are anticipated and indicated by section or subsection within the handbook.

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Campus Closures Due to COVID-19 Community Outbreaks

The Santa Fe Waldorf School will, in case of a government-mandated campus closure, not offer any classes in the Early Childhood section for up to four weeks. This time will be made up through an earlier school start date and a later end date. If a mandated closure extends past four weeks, the Distant Learning Program (DLP) will start in week five for kindergarten and will continue until restrictions are lifted and in-person classes can resume. No DLP will be offered for Pre-K.

If a positive COVID-19 case happens in our community (a student, faculty, or staff member), the school will announce a full closure for one week. We will ask the groups and individuals with whom the infected person had contact with to be tested (with the support of the NMDOH, the tests will have no cost). If we have enough reasons to support the idea that it is safe to open certain sections or grades, we will reopen those sections one week later. Otherwise we will extend the full school closure for a total of two weeks.

A 50% tuition discount or refund will be offered for children in kindergarten and a 100% tuition discount or refund will be offered for students in Pre-K starting in the 5th week of school closure, while the distant learning program is in place.

College of Teachers

Daisy Barnard, Chair
Micayla Durán
Katy Eagan
Brenna Farrow
Thomas Keppel
Molly Mackinnon

Jill McCormick
Gerson Pérez
Chris Sciarretta
Karleen Whitcomb

Section Chairs

Karleen Whitcomb, Early Childhood
Micayla Durán, Grades 1-8
Chris Sciarretta, High School

Board of Trustees

Andy Smith · President
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Angie Rubottom
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Ex-officio (non-voting) Members

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Carole Cressman · Campus Manager
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Thomas Keppel · Business Manager
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Gerson Pérez · School Administrator
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Kate Pavuk - Admissions Coordinator &
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Faculty

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Staff

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Flavia Purpura-Pontoniere · Middle School & High School Office Coordinator

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Greg Sammis · Faculty & Staff Support

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Cynthia Shore · SFWS Community Magazine Editor

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Juliana Werner · Communications Manager & Administrative Support

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Note: Faculty and staff have different schedules for checking school-related email. Please check directly with your child's teacher for his/her schedule and protocol for email correspondence.

Who To Contact - At A Glance

Accounts Payable	Lucie Bureau
Accounts Receivable	Thomas Keppel
Admissions Information & Materials	Kate Pavuk
Advertising & Communications	Janine Pearson
Aftercare	<i>N/A at this time due to COVID-19</i>
Alumni Relations	Cynthia Shore
Annual Fund	Kate Pavuk
Athletics	Daniel Wendland
Board of Trustees	Andy Smith
Bus Reservations	Carole Cressman
Campus Manager	Carole Cressman
Campus Facility Rental	Carole Cressman & Thomas Keppel
Care Group	Elliot Ryan
Class Fund Inquiries	Thomas Keppel
College of Teachers Chair	Daisy Barnard
Community Magazine	Cynthia Shore
Development	Kate Pavuk
Early Childhood Aftercare Liaison	Katy Eagan
Early Childhood Licensing	Carole Cressman & Katy Eagan
Early Childhood Section Chair	Karleen Whitcomb
Early Childhood and Elementary School Office	Devon Corbet
Employment Postings	Juliana Werner
Facebook Postings	Juliana Werner
Fundraising Events	Kate Pavuk
Grades 1-5 Section Chair	Micayla Durán
High School College Guidance	Taylor Romens
High School Faculty Chair	Chris Sciarretta
High School Office	Flavia Purpura-Pontoniere
High School Student Support	Elliot Ryan
Human Resources	Thomas Keppel
Immunization/Exemption Records	Devon Corbet & Flavia Purpura-Pontoniere
International Exchange Program	Chris Sciarretta
Library	<i>N/A at this time due to COVID-19</i>
Media Relations	Gerson Pérez & Carole Cressman
Outreach	Kate Pavuk
Parent & Child Program Leader	Erin O'Neill

Parental Concerns	Class Teacher or Academic Advisor (HS), Section Chair, College Chair
Payments (tuition & fees)	Thomas Keppel
Purchasing	Lucie Bureau
Reimbursement Requests	Lucie Bureau
Scrip	Janine Pearson
Student Contracts	Thomas Keppel
Student Records/Transcripts	Christopher Sciarretta
Substitute Teaching in Elementary School	Devon Corbet
Theater (Costumes & Props)	Brenna Farrow
Website Updates	Juliana Werner
Website Updates (Athletic)	Flavia Purpura-Pontoniere
Wilderness/Outdoor Education	Matthew Burritt & Carole Cressman

Welcome to the SFWS Community

As members of the Santa Fe Waldorf School community, parents, staff, and teachers work together from the inspiration set forth in the founding of the first Waldorf school in 1919. Then and now, the timeless ideals of the good, the true, and the beautiful guide us in raising our children at school and at home. It is a shared labor of love, and we, your teachers and staff, express our gratitude for the trust you have bestowed on us in choosing a Waldorf education for your children.

We hope that this handbook will facilitate your understanding of the arrangements surrounding the daily rhythms, organization, and policies of the school. Equally important, we hope it will help you understand and support the Santa Fe Waldorf School. Ultimately you and your children contribute significantly to the vitality of this community; we invite and encourage you to explore the foundations upon which this education was developed.

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

Statement Of Purpose

Based on the pedagogical principles of Rudolf Steiner, the mission of the Santa Fe Waldorf School is to cultivate the intellectual, social, emotional, physical and spiritual capacities of the developing individual through an age-appropriate early childhood through twelfth grade curriculum.

We educate the whole child in a balanced and healthy way. Our students engage in rigorous academics and gain a fundamental connection to the natural world, an appreciation of themselves and others, and the ability for moral discernment. Waldorf graduates become thoughtful, fulfilled citizens who think imaginatively, communicate effectively, relate compassionately, and initiate healthy change in the world.

Diversity Statement

The Santa Fe Waldorf School is nonsectarian and does not discriminate on the basis of gender, race, color, religion, disability, sexual orientation, or national and ethnic origin in its educational, administrative, admission, athletic, and school programs and policies.

The Santa Fe Waldorf School is committed to working toward a diversified social atmosphere that nurtures understanding and an experience of the common humanity of all the world's peoples. We honor and embrace the palette of differences within humanity and welcome

people regardless of race, ethnicity, gender, creed, religion, sexual orientation, and physical or medical condition. By so doing, we aspire to a peaceful evolution of humankind which honors and celebrates diversity.

Diversity, Equity, & Inclusion Statement

“The purpose of art is to lay bare the questions that have been hidden by the answers.”

— James Baldwin

Waldorf pedagogy, with its emphasis on creativity and imagination, is often described as “the art of education.” But is this art currently going far enough to “lay bare the questions that have been hidden by the answers”? Santa Fe Waldorf School is asking itself this question right now.

Our school’s Statement of Purpose concludes with the following sentence: “Waldorf graduates become thoughtful, fulfilled citizens who think imaginatively, communicate effectively, relate compassionately, and initiate healthy change in the world.” We believe that this is true — seeing it every day in our students and alumni — and are committed to ensuring that it remains true in our rapidly-changing world. However, recent events have brought to light, yet again, the fact that our country is still very far from achieving the kind of society we educate our students to expect. It is becoming clear that far more is required of us than a color-blind, purely idealistic approach to social justice. The very first Waldorf School was founded as a social justice experiment 101 years ago. Looking back to our roots, we see that any authentic Waldorf School must also be a place where social justice — and its critical components of Diversity, Equity, and Inclusion (DEI) — is actively articulated in every aspect of the school. It is not enough to teach students to be thoughtful, compassionate citizens. We must also show them concrete examples of diversity, equity, and inclusion every day.

Santa Fe Waldorf School believes that in order for Waldorf education to remain true to its original purpose and inspiration, it must reflect the spirit of the time. The spirit of our time is calling for a radical embrace of diversity, equity, and inclusion. We intend to align ourselves fully with this spirit, and want to invite every member of the community to join us. Find out more [here](#).

Introduction To Waldorf Education

Excerpted in part from *An Introduction to Waldorf Education* by the Rudolf Steiner College, Fair Oaks, CA

“The first Waldorf school was founded in 1919 in Stuttgart, Germany when Emil Molt, a wealthy industrialist and owner of the Waldorf-Astoria Cigarette Factory, asked Rudolf Steiner to help him create a school for the families of his workers. Steiner was well known at this time for his ideas on education and for his spiritual-scientific research leading to an understanding of the nature of man and the world. This path of knowledge he called anthroposophy, from the Greek, anthropos (man) and sophia (wisdom). Waldorf education is designed to develop the full spectrum of human wholeness — hand and heart as well as mind. It aims to support a harmonious development of the three soul faculties — willing, feeling and thinking — taking full account of the physical and emotional growth phases of the child. There is a particular

emphasis on the development of the will during the first seven years. The children learn most by what is worthy of imitation, through activities. During the grade school years (Grades 1—5), the feeling life of the child is nurtured through the guiding authority of the teacher who integrates artistic and imaginative elements into the learning process. During the middle school years (Grades 6—8), the thinking capacity is just starting to develop. Math and sciences meet the budding intellect which develops further in the high school. During the high school years (Grades 9—12), the faculty of thinking is more directly emphasized by challenging the adolescents to individual judgment and to more conscious participation in their education. Through Waldorf education, Rudolf Steiner hoped to cultivate in young people capacities of heart and mind and the strength of will to enable them to meet the challenges of their own time and of the future. He laid the foundation for an art of education in which the teacher, ever aware of the inherent dignity and individuality of each child, would strive to awaken and draw out the child's individual gifts. This is in keeping with the true meaning of 'to educate' from educere, 'to draw out' rather than to put in. Children are taught in chronological age groups of mixed ability. The school is co-educational and non-denominational, and, by welcoming students of diverse social, ethnic and religious backgrounds, it attempts to reflect and serve the whole of society."

Santa Fe Waldorf School History

The Santa Fe Waldorf School was founded in 1983, following several years of preparatory work by a group of parents and interested community members who wished to see Waldorf education as an option for the children and families of Santa Fe. The school opened its doors with an enrollment of fifty children in two kindergartens, a first grade, and a combined second and third grade.

Although the school was initially located in a rented space on Canyon Road, by Thanksgiving of the inaugural year a group of courageous Board members had negotiated the purchase of the present site – five wooded acres on the southeast edge of Santa Fe with a solar/adobe building, originally designed as a private school. With the exception of one cycle, the school added a new grade each year after its founding until a full eight grade school was established in 1989.

The school's growing enrollment necessitated the construction of two additional buildings that now house two kindergarten classes and two upper grades; an additional classroom and more office space were added to the original building in 1989. Extensive remodeling of the main building and further building and site changes, including a pedagogical garden, a new two-classroom edifice, and the renovation of the upper grades building, were realized from 1993 to 1996. As the result of a tremendous community effort, the school purchased an adjoining five acres to the west of the school in late 1996. Then, in 2003, three acres on the south end of the campus were purchased for the high school building site.

The year 2001 saw the addition of the school's first Ninth Grade and in 2004, its first senior class. A new preschool was initiated in October of 2004. The school's first senior class graduated in June of 2005.

Accreditation

The Santa Fe Waldorf School is fully accredited by the Association of Waldorf Schools of North America (AWSNA), the National Council for Private School Accreditation (NCPSA), and the State of New Mexico. It is also a member of the New Mexico Athletics Association (NMAA) and the Waldorf Early Childhood Association of North America (WECAN). Our school bears the status of *Recognition of Accreditation Candidacy* in the Independent Schools Association of the Southwest (ISAS)

Governance

Leadership and governance at the school is divided among three primary bodies: the Board of Trustees, the College of Teachers, and the Administration. Each body works in a collaborative way, and consensus is the preferred decision-making method.

The Board Of Trustees, Board Committees & the Executive Committee

The Board of Trustees represents the legal and corporate entity of the school and is responsible for overall governance, long range and strategic planning and for ensuring the financial vitality of the school. The Board meets bi-monthly and member profiles are available on the school's website.

In addition to the Board's executive and at-large members, the Board of Trustees oversees a number of strategic board committees and task forces including, but not limited to, the: Governance Committee, Executive Committee, Finance Committee, Philanthropic Development Committee, Alternative Revenue Group, Site Committee and Strategic Planning Committee.

The Executive Committee is comprised of the Board Officers and the School Administrator. It meets bi-weekly to discuss and address issues arising in the areas of marketing, finance, strategic planning, staff, fundraising, and legal compliance. The Executive Committee is mandated by the Board to respond to such issues quickly and/or to determine when issues must be addressed by the entirety of the Board.

School Administrator

The School Administrator provides oversight and leadership to the life of the administration and the school as a whole. The School Administrator works collaboratively to develop and carry out the school policies and procedures. The School Administrator works with the Board, College of Teachers, Section Chairs, College Chair, and administrative team to advance the short and long-term strategic goals of Santa Fe Waldorf School. The School Administrator is the sole employee of the Board of Trustees and reports to the Board.

The College Of Teachers & the Section Chairs

The College of Teachers is comprised of faculty/staff members and concerns itself with pedagogical research and study as well as assuming responsibility for the pedagogical well-being of the school. They provide guidance to the faculty as a whole and are the group responsible for faculty evaluations, decisions about hiring and firing of faculty, and addressing larger concerns over pedagogical policy. The College of Teachers meets weekly and members are listed at the beginning of the Directory in this handbook. The College of Teachers (or College, as it is commonly referred to) also has mandated college committees and working groups regarding the curriculum and pedagogy.

The Section Chairs serve as liaisons to their respective areas of the school. They meet weekly with the College Chair and School Administrator to contend with issues that need immediate attention and to support in the prioritizing of the agenda for the weekly College of Teachers meetings. Additionally, they guide the weekly meetings of faculty within their section.

The College Of Teachers Chair

The College is guided by a chair who not only communicates College business and administer the College meetings, but also takes up the responsibility of supporting the resolution of parent, student, and faculty concerns when they have not come to a successful resolution through prior efforts at direct communication with teachers and section chairs. The College Chair is supported in such work by the members of the College of Teachers, the Section Chairs, and the School Administrator.

Professional Staff

The school employs a number of professional staff members. Senior staff members include the Business Manager, Development, Marketing, and Admissions Coordinators, and Campus Manager. They provide leadership and coordination in their respective areas and are directed to accomplish designated tasks. They also support and advance the work of the Board of Trustees and mandated committees from both the Board and the College.

Additional staff positions include Early Childhood/Elementary School Office Coordinator, Middle School/High School Office Coordinator, Communications Manager & Administrative Support, Bookkeeper, and maintenance personnel. Together with senior staff members, they support the logistics of day-to-day school operations.

Festivals & Events

The Santa Fe Waldorf School does not seek to teach any particular religious view. Students from a wide range of religious, ethnic, and cultural backgrounds are welcomed and differences are respected. Seasonal festivals are observed in the classroom and at school assemblies. The curriculum itself, through the study of different mythologies and ancient cultures, provides many

opportunities to learn about the world's great religious traditions. We strive to bring a universal nature to our celebrations of festivals through their connection with the rhythms of the earth; the associated ceremonies and rituals help reveal the deeper significance of life. The living rhythms of the year, though taken up in each class in different ways, help provide a common foundation for the children. The nature of the festival is universal. The teachers do not seek to explain all this to young children, but allow them to take these things quietly into their hearts. Children love preparing for the festivals by decorating the room, baking treats, learning special songs, etc., all of which can be replicated and reinforced through activities at home. Special stories help bring the deeper significance of the season to the children in a pictorial way. Following are descriptions of the school's major festival celebrations.

Lily Ceremony — August

Waldorf schools around the world mark the beginning and end of each school year with a ceremony highlighting the passage of first and twelfth graders. Here we honor that passage through the exchange of a lily for the first graders from the twelfth graders.

Michaelmas — September/October

In Celtic tradition, St. Michael represents the unconquered hero, fighting against evil and the powers of darkness. The experience of nature during autumn, that of a "passing away" illuminated by brilliant color, heralds Michaelmas time. Celebrating Michaelmas, we strive to stimulate our will to fight for the good so that the children realize that not even the smallest good deed is ever lost, whether it is noticed or not.

All Hallows' Eve — October

All Hallows' Eve is celebrated with a spirit of playfulness and gives the opportunity for roleplaying and make-believe. Imaginative tableaux based on fairy tales, fables, and other curriculum themes are set up outside along a path for the younger children in the school community to view in an evening of magical fun.

Day Of The Dead & All Souls' Day — November

The Day of the Dead and All Souls' Day, November 2nd, are observed in different ways throughout the school to honor and remember those important people in our lives who have crossed the threshold.

Martinmas & Lantern Walk — November

The story of St. Martin, who shared his cloak with a poor man, has inspired the tradition of a lantern walk, the sharing of lantern songs, a simple treat, and warmth with friends. Students in Early Childhood through Grade Three make lanterns in their classrooms and join their families in an evening lantern walk.

Advent, Hanukkah, & Christmas — December

Advent, from the Latin "to come," includes the four Sundays just before Christmas. In Christian tradition, one candle was lit on the first Sunday, two on the second, three on the third, until the light of four candles heralded the coming of Christmas. The Jewish Festival of Lights,

Hanukkah, falls during this time of year as well. We approach these festivals from a wider spiritual context, recognizing all such festivals mark the triumph of inner light over outer darkness. It is a time of preparation and joyful anticipation.

Advent Garden — December

Younger students participate in the walking of the Advent Garden spiral at the beginning of Advent. In a partially darkened room, lit by candles and fragrant with pine, each child goes, one at a time, to the center of the garden. Each child lights his or her candle, then places it somewhere on the pathway to light the way for the next child. It is an outer image of the inner journey each of us makes through the darkness toward the light.

St. Nicholas — December

We remember St. Nicholas and all he did to help people, especially children, by surprising those in need with gifts of food, money and treats. It is traditional for children to leave their shoes outside the door the evening of December 6th in order to receive a golden nut or small gift from St. Nicholas. St. Nicholas often pays a visit to classrooms, giving advice and encouragement to the children.

Santa Lucia — December

On December 13th the Second Grade celebrates the Swedish festival of Santa Lucia by processing through the whole school with a gift of song, candle light, and sweet bread.

Holiday Faire — December

Every year the SFWS holds a Holiday Faire to celebrate the holiday season with the school community and the wider community. Participants are encouraged to dress in holiday attire and to enjoy holiday activities such as making seasonal craft items, playing games of chance or skill, shopping for holiday gifts, and enjoying a meal or a cup of freshly pressed apple cider with their children and friends.

As the annual Holiday Faire is an energetic community outreach and fundraising event, everyone's participation creates the special ambiance of this memorable festival. As Faire goers come from throughout northern New Mexico, a concentrated and extensive commitment of volunteer effort is needed to ensure the success and enjoyment of the event. The Holiday Faire Chair and SFWS staff will contact all Class Parents about their class's activity for each year's Faire in early October, as well as provide a Holiday Faire Handbook with logistical considerations and past inspirations for each activity at the event.

The Shepherds Play — December

The Shepherds Play is one of a trilogy of medieval plays that date back to at least the 11th century. They were originally performed by the villagers of the little island of Oberufer in the Danube, between what is now Hungary and Austria. This unique play, which offers a generous portion of humor and singing, is presented each holiday season by the faculty and staff as a gift to the children and community. Parents are advised that the performance lasts about an hour,

and its language is not always easily understood though the pictures it offers are nourishing for all.

Grandparents & Friends Day — May

Grandparents and Friends Day is scheduled in tandem with May Faire and, when possible, with the Spring Concert. These days allow friends and relatives to learn about the school and keep abreast of new developments on campus.

May Faire — May

May Faire honors an ancient festival marking the changing of the seasons. The tree of life was part of this ritual. The tree of life is today the Maypole, bedecked with ribbons and flowers. The ground is strewn with the blossoms of spring, and the children, many wearing flowers, dance and sing around the Maypole. Songs, dancing, games and food all add to the gaiety of the day.

Rose Ceremony — June

At the end of each year the first grade class bids the graduating seniors farewell with the passing of a rose. This lovely ceremony is the counterpart to the Lily Ceremony that begins each academic year.

Assemblies & Concerts — Various

Children share their work with each other at periodic in-school assemblies. Additionally, music students take part in two annual concerts held off-site at the St. Francis Auditorium at the New Mexico Museum of Art. Both the Winter and Spring Concert offer music students a chance to perform in a public setting and are a celebration of the great diversity of musical offerings at SFWS. Concert dress is required for both the Winter and Spring Concerts.

Class Plays — Various

Each grade in the elementary school produces a play each year. The presentations reflect some aspect of the year's curriculum and provide a vehicle for deepening the work completed in the main lesson. The eighth graders also present a marionette performance with marionettes they created and clothed during their seventh & eighth grade handwork and woodwork classes.

Student Birthday Observances — Various

Student birthdays are often marked with celebration in a Waldorf classroom, following a set ceremony in the early childhood years and then forming into a tradition annually shaped by the direction and discretion of the class teacher in grades 1-8, and the class sponsor(s) in the high school. Parents of the student celebrating the birthday are often invited to be part of the festivities, especially in the younger years.

Further Festival Resources:

Festivals, Family and Food, Diana Carey and Judy Large

Festivals with Children, Brigitte Barz

Celebrating the Festivals With Children, Friedal Lane

The Children's Year, by Cooper, Fynes-Clinton, Rowling

Parent Involvement

Parent Involvement In A Waldorf School

The Waldorf School culture is enlivened by an understanding of the importance of help freely given in the spirit of service. At the Santa Fe Waldorf School, parent involvement includes many indispensable projects and tasks ranging from fundraising, special events and projects, to caring for buildings and grounds, and planning for the future. We encourage parents to be involved, as it is an excellent way to make friends in the community and to learn more about the school and Waldorf education.

The Role Of Class Parents

Each class from preschool to grade 8 has one or two class parents who agree to assist the teacher and class. Class Parents have a great deal of responsibility and require the support of the parents in the class to whom tasks will need to be delegated. The Class Parent can manage and coordinate activities, but not necessarily execute them all. There are volunteer sign-up sheets for the Class Parents in the Grades Office customized for each particular class.

General responsibilities of a Class Parent include:

- Coordinate support for the class teacher in selected activities
- Keep the lines of communication running smoothly among parents and with the teacher
- Delegate specific responsibilities to parents in the class (should a parent in the class be unable to fulfill a responsibility he/she volunteered for, finding a replacement is the job of that parent, not the Class Parent.)
- Attend invitational meetings called by the Administration, including the Philanthropic Development Committee and the Holiday Faire Committee
- Welcome new families and make sure they are informed about class and school events
- Set up the class phone tree and email list and keep them updated
- Sign up families for volunteering responsibilities throughout the year, with special consideration for class meetings, festivals and Holiday Faire
- Contact all parents regarding upcoming events for the class and the school (phone and emails)
- Take notes at parent evenings or delegate someone to do so (usually on a rotating basis)
- Coordinate and delegate support for field trips and class plays (which does not imply themselves being chaperones)
- Coordinate and delegate specific grade commitments as directed by the teacher
- Act as a communication point for school-wide events
- Plan/organize teacher appreciation for holidays and end of year

- Ensure that annual notes are prepared for each event/field trip/festival to be passed along to the next grade class parents
- Coordinate optional snacks/beverages at parent parent evenings

Parent Evenings

Parent evenings enhance familiarity with the Waldorf curriculum and the specific teaching and learning processes for the child's age group. There are parent evening curriculum guidelines which the teachers follow in order to ensure parents are well informed about all aspects of school life. The parent evenings serve as an important bridge between home and school, offering parents an opportunity to talk about their children's work and to participate in the type of activities experienced in class. Not only do these meetings include discussion on various aspects of Waldorf education, but they also serve as social gatherings for parents. Parent evenings are held three or four times a year. Parents are advised of the date and time through a memo sent home with the student or by email. Attendance is vital and strongly encouraged. If you are unable to attend, please notify your child's teacher.

Parent Enrichment

By choosing Waldorf education, Waldorf school parents are encouraged to learn as much as they can about the philosophy and principles underlying the education, the values held therein, and the policies governing the school. Waldorf schools are unique in their pedagogy and governance; parents are responsible to understand these unique features. The faculty provides opportunities to help parents deepen their understanding of the practice and principles of Waldorf education and Anthroposophy, as well as Rudolf Steiner's work in other fields. Adult enrichment lectures, workshops, and seminars are ongoing. Announcements about upcoming courses or lectures will be included in our online school calendar and weekly community e-mail.

Guest Speakers

Periodically, guest speakers from within the Waldorf movement and from wider educational circles visit our school, consult with our teachers and/ or Board members, and meet parents. The themes that they bring to their presentations are reflective of their larger perspective regarding the development of Waldorf education throughout North America and beyond.

Study Groups

Study groups are offered occasionally by faculty members, parents, or friends of the school for those wishing to investigate various aspects of the Waldorf movement: raising children and child development, the overview of Waldorf education, Rudolf Steiner's body of work and other Anthroposophical materials.

Political Activities

Santa Fe Waldorf School encourages community members to accept the personal responsibility of good citizenship, including participation in civic and political activities. We accept the basic

democratic principle that all are free to make their own decisions in civic and political matters. As a 501(c)3 organization, SFWS may not lobby on behalf of any political cause. Participation in civic and political activities is considered a personal matter. Therefore, all such activities or solicitations may not be carried on anywhere on the SFWS premises, or as part of SFWS sponsored events. Santa Fe Waldorf School defines political activities as actions in support of any individual candidate for political office, political party, or political issue.

Charitable Giving

Annual Fund

An independent school's operating budget based upon tuition income alone typically covers 80-85% of the operating budget. Generous donations to our Annual Fund are very important to build the bridge between our revenue and expenses. The funds raised through the Annual Fund are invested right back into our school community in many ways such as financial aid support, program enhancement and development, campus improvements and often where the need is greatest. Each year our school's goal is for 100% participation from our entire school community. We encourage our parents and families, staff, faculty, grandparents, alumni, alumni parents and other supporters in our community to consider making a meaningful gift so that we can continue providing the best curriculum, materials, and training to ensure an incredible Waldorf Education and experience for the whole child.

Gifts to the Annual Fund may be made in cash or by check by delivering your gift to the Development Office, by credit card on the school's donations website, or through appreciated stock. For more information, please contact the Development Coordinator at 505.467.6426.

In-Kind or Tangible Gift Donations

Since the school's inception, parents who own or have connections to local businesses have helped the school greatly by offering services and supplying items such as landscaping, building and classroom supplies, wilderness gear, computers, athletic supplies and items for specific events such as the Holiday Faire. Donations of goods are valued by the donor, and have some tax-deductible advantages. Forms for your personal records are available through the Development Office.

Securities

Gifts of appreciated securities (stocks, bonds and mutual funds) can provide significant tax savings for donors. Contact the Development Office for further details.

Bequests

A bequest through your life insurance, banking accounts, will or estate documents can provide very important gifts in support of the educational mission of the Santa Fe Waldorf School. Contact the Development Office for further details.

SCRIP Program

The SCRIP program is a simple, no-cost way to support SFWS whether you're buying groceries at the neighborhood market or looking to find a gift online. By being mindful of your shopping habits and ordering SCRIP from any of more than 750 vendors directly online from Great Lakes Scrip Center, you can help support the academics, arts, and athletics that make Santa Fe Waldorf School such a dynamic school. SCRIP provides a mechanism by which a percentage of your purchases is rebated to the school. SCRIP never expires and is good at any store location throughout the country. Please refer to the school's website for more information about online SCRIP opportunities.

Rewards Programs

In addition to ordering SCRIP, many other outlets provide reward programs which in turn rebate a percentage of total purchases in a given time frame to the designated organization. While these programs typically take 5-10 minutes to complete your enrollment, once done, each time you shop and 'swipe your rewards card,' you will be helping to contribute to SFWS. Please contact the Development Office for further details.

Special Event and Class Fundraisers

All fundraising events and activities at the Santa Fe Waldorf School are the primary responsibility of the Development and Marketing Coordinators and the Board-mandated Philanthropic Development Committee (PDC). Any event or activity initiated by any other group, class or person must be reviewed and approved by the Development and Marketing Coordinators and PDC in advance of the activity or its promotion.

Communication At SFWS

All-School Emails

The school sends out all-school email announcements weekly during the school year and bi-weekly during the summer months. These weekly eBlasts contain reminders, important notices and a window into the lively life of the school. These are sent to all parents for whom we have email addresses. Those who experience any difficulty in receiving these emails should check their spam settings within their email accounts to identify Santa Fe Waldorf School as a valid contact. Any additional support questions should be directed to the school's Administrative Assistant.

Email Communication

Each teacher and staff member has a school email address to be used for school-related business, consisting of the first initial of the first name, last name, followed by santafewaldorf.org, i.e. tkeppel@santafewaldorf.org.

As a school, we affirm our commitment to face-to-face communication as the best possible method of communication when concerns arise. Emails are very easy to misinterpret, so please do not use email to attempt to resolve conflicts.

Class Parent Emails

Class Parents are periodically called upon to send emails to all parents in a class on behalf of the teacher. It is each Class Parent's responsibility to utilize email addresses only for such communications and, when doing so, remembering to protect other's privacy by using the BCC function for all individuals receiving the email.

School Bulletin Boards

The school has a bulletin board in the Grade School building and in the main parking lot for additional announcements. Materials posted require prior approval by the school office and a date. They will be removed after the event or within thirty days.

Faculty and Staff Mailboxes

Please leave notes or other written materials for faculty or staff at the Grades Office or the Middle School/High School Office. The office staff will see that your messages are delivered.

Letters and Notices Mailed or Sent Home

Clear communication is vital to our school. Important letters will be mailed home and/or sent by email. Your student's teacher may send letters or messages home as well. Ask your child's teacher about his or her procedure in this regard.

Student Phone Messages

Please do not call with a message for your child unless it is an emergency. Students may not use the school phone during the school day except for emergencies or if they have obtained the permission of a school employee.

Contacting Faculty

Please respect each teacher's privacy by directing your phone calls during the appointed times given by the teacher.

Introduction to Early Childhood

A Waldorf early childhood environment is designed to allow for the gentle unfolding of a child's development. During these early years, children learn through imitation; carefully chosen activities in the kindergarten provide opportunities for modeling and direction. Movement is foundational to learning, and both large motor and fine motor skills are encouraged through play and practical activities. We offer two kindergarten classes and a pre-kindergarten class; all the classes are mixed-age. In addition, the school now offers seasonal classes for parents of infants and toddlers who are interested in learning more about child development and how to develop daily rhythms in the home.

Rhythm in the Life of a Child

Strong weekly rhythms provide structure which is both familiar and varied. Each early childhood class has regularly occurring weekly activities such as painting, beeswax modeling, movement, baking, drawing, and sewing. The mornings are full of artistic activity, nature activities such as a long walk into the forest and arroyo adjacent to our campus, music in the pentatonic modality, as well as stories and rhymes. Within the weekly rhythm there is a daily rhythm of expansion and contraction which can be reassuring to the child: activities move from active to focused, and from calm to more active.

Festival Life

In addition to the daily activities described above, there is an ongoing celebration of the seasons. The children will celebrate harvest in the autumn, create an indoor Advent Garden as the winter holidays draw near, plant grass in their own Easter baskets in the spring and dance around a Maypole. Festivals from the various families' religious and social cultures are also honored. Celebrating together lays the groundwork for cultural and social diversity and understanding. The teachers will discuss with parents in parent meetings how parents can be involved in these festival celebrations. Parents are invited to attend, and volunteer to support, school festivals such as All Hallows' Eve, Holiday Faire, Lantern Walk, and the Advent Garden.

This year, due to the public health emergency we are facing, most of the festivals will be either cancelled or modified to adhere to the regulations and restrictions defined by the public health authorities. Given the changing nature of the situation, constant updates will be sent out to our community to inform them about how it affects the upcoming festivals.

Birthdays

Birthdays in a Waldorf early childhood class acknowledge the child's journey into life. Except for in pre-kindergarten, the birthday child's parents attend a birthday celebration during which a special birthday snack and story are offered. Sometimes, the birthday child likes to pass out a

small, simple token such as a shell, pretty stone or a feather to all of the friends in the class. Your teacher will arrange with you the details for your child's birthday.

This year, parent visits on campus are not allowed. The class teacher will inform you about the way in which your child's birthday will be celebrated when the time comes.

Early Childhood Curricular Activities

Creative Play

During their extensive play time, both inside and outside, the children are provided with a variety of natural materials and playthings. Such creative play fosters in the child the ability to focus and concentrate as well as to imagine. During this time, the teacher is involved in preparing the snack, sewing, cleaning, making toys or any number of practical activities in which the children are welcome to participate. An atmosphere of work and play permeates the room or the playground.

Circle Time

The children are brought together to sing songs, recite verses, play games and learn finger plays. These may be connected to the seasons, a particular fairy tale or story, or just part of the general lore of childhood. These activities provide the beginnings of memory work, a foundation for healthy brain development, language and vocabulary development as well as training in listening and observing.

Artistic and Craft Activity

Group activities include: wet-on-wet watercolor painting, beeswax modeling, crayon drawing, finger crocheting and knitting, simple sewing, paper cutting and punching, and crafts with wool and wood. These activities lay the groundwork for artistic techniques, aid in the development of fine motor skills, and encourage the child's natural sense of beauty, color and form.

Music

Singing is woven throughout the day as a soothing and joyful activity. Sometimes simple instruments such as chimes and kinder harps are available for the children's use.

Snack Time

During a regular year, fresh, healthy snacks are served daily, family-style. Very often the children help set the table and prepare the snack. An emphasis on gratitude for the food and table manners sets the stage for lifelong social skills. *This year, due to the pandemic, we are asking families to provide their children with a snack and an extra water bottle in addition to their lunch.*

Outdoor Play

Extensive outdoor play allows the children to experience the natural world. Seasonal gardening is a valued activity. Outdoor experience hones the child's observation skills and breeds a deep, comfortable relationship with nature. Our early childhood program is a forest hybrid program with many hours in the week spent outside exploring the woods and arroyos around the campus. *This year, as long as we have a public health emergency, an additional emphasis will be placed on outdoor activities.*

Story Time

The teacher offers a daily story, perhaps a nature story, a sequential tale, a puppet play or a fairy tale. After two or three weeks of telling the story, the children might "perform" the story for one another. Listening to stories helps children achieve fluid expression and an increased vocabulary. Listening to stories also develops their memory and imaginative abilities.

Life Skills

Children learn through doing by tending to the domestic life of the classroom (cooking, cleaning, repairing and gardening) and self-care (toileting, hand washing and dressing oneself). Involving the children in practical activities lays the foundation for organizational skills needed in adult life. *This year, many of the regular activities done with the children will be adapted to reduce the spread of any infectious disease.*

Readiness

In order to ensure a successful time at school, children need to be ready for our programs. The Parent & Child Program is designed for young children from the ages of birth to five years to attend with a parent or guardian. The preschool is for children who are age three by June 1st of the school year, kindergarten for children who are at least four years old by June 1st of the school year. It is expected that children will spend the year they are turning six in kindergarten before moving into first grade. The faculty will assess the child's readiness for preschool, kindergarten, and first grade.

Bridge From Home To School

Sleep

Sufficient sleep is essential. Children of this age group need 10-12 hours of sleep each day, in addition to a nap. A rhythm of regular bedtime routines with a simple verse or song quietly shared at the end of each day helps calm the child before sleep. There is a "siesta" time incorporated into the afternoon for all of the early childhood classes.

Rhythm

Periods of activity followed by periods of quiet allow children to regulate themselves. Mealtimes at the same time each day following the same activity each time can offer a sense of rhythm and security.

Electronic Media & “Screen Time”

Whenever possible, please be exceedingly conscious of your child’s exposure to movies, television, tablets, monitors and wireless phones. From our observations as educators, children benefit most from an elimination of these elements entirely during these younger years. The school supports the child’s ability to stand harmoniously in the world of nature with a sense of awe and wonder.

In our learning environment, exposure to electronic media can manifest itself in a number of detrimental ways for the child who experiences it regularly, and for the other children as well. Materials related to the influence of electronic media in this critical phase of child development can be obtained by request and this topic will be addressed more fully in parent meetings at which the teachers will provide a bibliography of pertinent reading material.

Home Visits

Early childhood teachers generally visit the child’s home after a child has been enrolled in the school. The visit serves to reinforce the ideal of parent and teacher working together in guiding the child in his or her development. It also assists in creating clear communication between home and school.

Toys

We prefer that during school hours, children play with school toys. Play items are chosen specifically to nourish the young child and foster imagination. Please leave personal toys at home. In the event that a child has something special to share with the class, please notify the teacher and know that the item will be placed in the teacher’s care until the appropriate time. For children who need a comfort from home, please speak with the teacher.

Dress Code

The best clothes are comfortable play clothes made of a breathable fabric such as cotton or wool, which are ideal for layering. Temperatures can vary extremely so layering is very helpful. Warmth and protection are priorities over fashion at this age. Snow pants are required on snow days. Hats are required outdoors. Clothing must be free of animated characters, writing and pictures; small logos or trademarks are acceptable.

Body Ornamentation

We ask parents to support our request that children not come to school with ornamentation such as temporary tattoos, face paint, glitter spray, nail polish, earrings that dangle, sun glasses and removable hair accessories, as these items can provide great distraction for your child and/or others in the class and some of the items can pose safety risks as well.

Hair

We ask that parents please refrain from providing extreme hairstyles such as excessive ornaments, unusual colors or distracting cuts for their child(ren) while enrolled.

Shoes

Shoes for school need to be sturdy to protect the feet. Oxford type shoes, tennis shoes, and loafers are appropriate for school. They allow the foot to flex appropriately, supporting the body's movement. Rain boots or snow boots will be necessary only as weather permits.

The following are not suitable shoes in early childhood: flip-flops, clogs, cowboy boots, sandals, Crocs, fancy dress shoes, any shoe with an elevated heel, Heelies, and shoes that light-up.

Afternoon Rhythm

Lunch

Nutritious foods such as leftovers from dinner, sandwiches, boiled eggs, pastas with vegetables, whole grains, wraps, and burritos make a fine lunch. The food needs to be ready to eat: eggs peeled, apples cut into bite sizes, or soup warm in a thermos. It is the aim of the school to have the early childhood environment free of processed and prepackaged foods. (If you must use a pre-packaged food, please be sure it contains no more than three or four ingredients that you cannot recognize.) Lunches can be brought in a basket or any other container that does not have advertising or media figures on it. It is easiest for children to 'see' their meal when there are minimal containers. One box with multiple compartments works best. Please send a napkin. At this time, the early childhood program does not participate in the lunch fundraisers that are available to Grades 1-12.

Nap & Afternoon Playtime

Naptime needs to be a regular consistent rhythm. Please fill out the *Early Childhood Nap Sign Up and Aftercare Information* form indicating which days your child will be staying for nap/rest time. In the early childhood program, the nap/afternoon schedule is available all days. Our afternoon rhythm consists of rest (as stories are told, songs quietly drifting), crafts and outside playtime.

Aftercare

Please note that Aftercare is not being offered at this time due to COVID-19. During regular circumstances, Early Childhood Aftercare begins at 3:00 p.m. and ends at 5:30 p.m. Monday—Friday. Children not staying for Aftercare should be picked up from Early Childhood by 2:45 p.m., Monday through Friday.

Once the public health emergency is over, and we are allowed again to offer Aftercare, please complete the Early Childhood Aftercare form if you will be consistently using the aftercare option. Aftercare requires a separate sign-up sheet and separate fees apply. Drop in slots are on a space availability basis only, by calling the lower school office coordinator, 467-6430.. Please note that we are required to call the New Mexico State Child Protective Services if a child is not picked up by and left at school after 3:00 p.m.

Parent Participation

Parent Evenings

Please note that Parent Evenings are being held virtually this year.

Parents are encouraged to support the program by taking an interest in their children’s activities. Attendance at parent evenings throughout the year is essential for developing an understanding about Waldorf education as well as building relationships with other parents.

Parent Conferences

Parents are expected to attend individual parent teacher conferences held twice a year. A conference can also be requested at any time during the year as needed. Conferences allow parents and teachers to share observations, experiences, and expectations regarding the child. *Parent conferences will be held via Zoom for the time being.*

Early Childhood “Class Parent(s)”

Each Class Parent helps their respective teacher with organizing parent evenings, starting the phone tree, helping with classroom preparation and cleaning up, seasonal activities and other areas where help is needed, and delegating tasks when appropriate.

Wellness Policy

COVID-19 Related Symptoms

Please keep your child at home if they are presenting one or more of the following COVID-19 related symptoms:

- Fever of 100.4 F or higher
- Chills

- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose (unless derived from a previously diagnosed seasonal allergy)
- Nausea or vomiting
- Diarrhea

Please email the corresponding Office Coordinator of your child's symptoms and when they began. Please schedule a COVID-19 test filling out the form indicated in this link: cvtestreg.nmhealth.org, once you get the date and time of the test, inform the Office Coordinator via email.

Please keep your child home if he or she seems ill (i.e. sore throat, green nasal discharge, productive cough, cold, fever, diarrhea, upset stomach, recent vomiting, conjunctivitis, earache, impetigo, etc.). The school does not have facilities to care for children who are too ill to remain in class. If your child has any communicable conditions such as strep throat, or any childhood diseases such as lice, scabies, fleas, etc., please notify the school immediately. Please do not have your child return to school until he or she has been symptom-free, and non-medicated, for 24 hours.

A child who becomes ill at school will be given a quiet place to rest while a parent is called. In the event of a serious medical emergency, your child will be taken to Saint Vincent Hospital. As part of an annual back-to-school process, parents/guardians are required to sign an emergency medical authorization in case an emergency arises when a parent is unavailable. The same guidelines are in effect when a child is in Aftercare. We must have current and correct phone numbers so that we can reach you in case of illness. Parents/guardians are responsible for correctly inputting and verifying all required contact and medical information in the school's online database BigSIS, and for updating it when information changes.

State law prohibits the school from dispensing any medication to the children without written permission. Permission to dispense medication, including pain relievers, must be indicated by the parent on the student record in the school's online database BigSIS. If your child must take some medication during school, it must be left in the office with written, dated permission from a physician. Homeopathic remedies, cough drops, chewable vitamins are considered medication and cannot be left in lunch boxes for children to self-administer; they must be administered by the teacher and only with a corresponding approval present in the student's online record.

In accordance with state law, the school is required to have each child's updated immunization record or immunization exemption form on file with the school office on the first day of classes.

General Safety

Emergencies

There is a complete *Emergency Procedures Manual* for the use of employees; all Early Childhood teachers have current First Aid and CPR certifications. There are telephones located in each indoor classroom and teachers carry cell phones for emergency use. All teachers have easy access to children's first aid and emergency kits located inside and outdoors. In the case of a major injury, the teachers will call 911 and the parents' emergency contact. Basic first aid will be given until medical help arrives. Children will always be sent to the nearest hospital (Christus St. Vincent Hospital) if such an extreme measure is needed.

Minor Injury

In the case of a minor injury, the teachers may administer basic first aid. The parents will be informed of any notable injuries at pickup (or after school via phone if the child is picked up by another adult).

Bathroom Safety

For the outdoor kindergarten area, the bathroom may consist of both a designated outdoor space (chosen to allow for privacy but located within earshot of a teacher) as well as an indoor toilet. When inside, the children are sent to use the bathroom independently and individually. Diapers and pull-ups are not allowed at school except in very short term transitions for the youngest children to support home to school attendance. If a child needs assistance, there will be a teacher or assistant nearby to respond.

Physical Safety

Safety is of the utmost concern and therefore the children are always within eyesight and/or earshot of an approved adult.

Climbing Trees & Stick Play

Children may climb trees at school while under adult supervision. They may not climb higher than a teacher can reach. The children may not play with sticks longer than their arms, unless used as a walking stick, a tool (digging, for example), or for building. There is no running while holding a stick and no pointing of sticks towards another person. We do not allow children to throw sticks, stones or sand.

Knife & Tool Safety

Teachers have very clear boundaries regarding knife usage during class activities such as snack preparation. The kindergarteners use small serrated kitchen knives for cutting vegetables while under the supervision of their teachers. Six-year-old children may use small whittling knives under the supervision of their teacher(s) only after they have shown proficiency in understanding basic knife safety. Woodworking tools are used in one-on-one situations between a child and a supervising adult.

Driving & Parking Information

Speed Limit On Puesta Del Sol

The speed limit on Puesta del Sol is 15 mph when children are present and 25 mph when children are not present. Your consideration when traveling to and from our school is appreciated, not only for your safety and that of your family, but for everyone, including our neighbors and animals.

Drop off and Pick up Times

In order to coordinate better with the Grades and High School, we will adjust the times for drop off and pick up for early childhood students. Drop off will be from 8:25 am to 8:45 am. (Siblings of older students may come from 8:25-8:35 am, all others may come from 8:35-8:45 am.) Early pick up at 1:15 pm will remain the same. End of day pick up times will be from 2:50-3:10 pm (Later pickup time is to accommodate siblings of older children; please come before 3:00 pm if you only have an early childhood student.)

Parking Lot Guidelines

School drop-off and pick-up times are very busy even though we have staggered dismissals. Please support us in keeping your children safe by following these very important parking lot guidelines:

- Speed limit is a maximum of 5 mph throughout the campus.
- Don't use cell phones while driving anywhere on campus. Please set a good example and avoid accidents—give your full attention to the children/ students and to general safety.
- The Elementary School lot is one way only. No left turn (or going straight) when entering the Elementary School parking lot. Turn right and circle counterclockwise.
- Please do not park in the pick up lane — it creates a bottleneck at the entrance. If your child is not ready, please circle and come back and allow those who are ready to be picked up.
- Keep left lane clear for moving traffic. (No stopping in the left lane — except for pedestrians!)

- For safety reasons, let children in or out of the right side of the car, not on the left (the driver's side).
- When walking, keep your child with you and please use designated crosswalks and pathways. A crossing guard is often at the main crosswalk to help stop oncoming traffic.

No Parking on Puesta del Sol

No parking on Puesta del Sol. County regulations prohibit parking on Puesta del Sol.

Program Licensing Requirements For Early Childhood Student Drop-Off & Pick-Up

Parents will not be able to get out of their cars to walk the children down to the class, there won't be a parking area. We will need to adhere to the regulations that limit adult presence on campus during this first semester of time together. Your child's body temperature will be measured before getting out of the car. In a similar way, when you pick up your child, you will be asked to wait inside your car.

Pick up time is at 2:45. At pick-up, parents must sign out with the time of pick-up. Early Childhood parents are expected to sign children out upon entering the Early Childhood grounds, at which point the parents become responsible for the supervision of the child. Children must be accompanied to the parking lot by a parent or other designated adult. Do not allow children to walk by themselves to the car.

Children may be picked up from school only by designated adults, parents or guardians. Parents must indicate designated adults for drop-off and pick-up within the online student record that is part of the school's BigSIS database and, as a courtesy, should also inform the teacher and grade school office of any change in status around those who are able to drop-off and pick-up their child(ren).

Snow Days, Two-Hour Delays & Closures

We base school closures and delays on the determinations made by the Santa Fe Public Schools, which are available on local TV and radio stations and their websites. In the event of a snow day or delay:

1. There will be a recorded message regarding school closure or delay on the school's main phone number (505.983.9727) no later than 6:30 a.m. on the days in question. The announcement will also be posted on our website: www.santafewaldorf.org

2. If Santa Fe Public Schools cancels school or calls a two-hour delay, SFWS also cancels school or has a two-hour delay. If there is a delay, school will start at:

- Grades 1-4: 10:10 to 10:30 a.m.
- Grades 5-8: 10:00 to 10:20 a.m.
- Grades 9-12: 10:10 to 10:30 a.m.
- Early Childhood: 10:45 to 11:00 a.m.

The Santa Fe Public Schools sometimes switch from “delayed” to “closed,” so check the school closure listings again right before leaving home.

3. Once the school day has begun, if the weather turns bad and public schools decide to close early, SFWS does not automatically close early. On those days, SFWS will end at the normal dismissal time. We encourage parents who are concerned about hazardous travel to pick up their child(ren) early.

4. If there is snow on a day that Santa Fe Public Schools is not in session but the SFWS is in session, the SFWS will make a decision about whether or not to have a snow day or a 2-hour delay. Please call 505.983.9727 for the snow closings on the school’s recorded message, check our website, or the local TV stations or internet for snow closing announcements.

Your safety is important, so make your own judgment about road conditions in your area before setting out for school. We would rather that you are safe than at school on time. A few details on days when the school has a two-hour delay:

- Please do not drop off Early Childhood students before 10:45 a.m., as there will be no supervision.
- Please be sure your child has had something to eat before arriving, as classes will go directly to circle time rather than to snack.
- Always use your own discretion in evaluating your local road conditions when deciding whether to bring your child(ren) to school during hazardous weather conditions.

Discipline Policy

Teachers use example, redirection, and statements of expectations as a means of supporting healthy student behavior. We ask all parents to communicate concerns regarding discipline to the teacher. It is inappropriate for parents to discipline children other than their own while at school.

At least one teacher is always present and works to give form, to inspire and maintain healthy play. Every effort is made to redirect any escalating behaviors. Children who are not playing cooperatively will be verbally redirected, brought closer to the teacher and/or given a “helping

job". If the situation is such that they need to be removed from the group, the child will have one-on-one time with a teacher.

Teachers will complete a *Notice of Concern* and speak with a child's parent/s if the child has ongoing behavioral difficulties; this allows the teacher and parents to cooperate in support of the child and the class. In some circumstances, parents will be asked to provide appropriate professional support. In some cases, the teacher may need to create an interim plan and a long-term support plan identifying underlying developmental needs.

When a child continues to significantly disrupt a class or pose a danger to other children, and has accrued multiple *Notices of Concern*, the Care Group will be informed and the teacher, family and SFWS administration will work together to implement changes to support the child. The school may opt to initiate a probation period or dismiss the student.

Incident Reports

If a child hurts another child or gets hurt beyond the basic first aid support provided in the classroom, an *Incident Report* will be filed with the office coordinator, teachers, and the families involved. Parents will be notified as soon as possible if their child is involved in an incident requiring such a report. The Early Childhood team will review all *Incident Reports* at the next early childhood staff meeting and contact all involved parties regarding action items related to behavior and policy surrounding the issue.

Probation & Dismissal

Eight Week Trial Period

There is an eight-week trial period for all new students at the beginning of the year to allow the teachers to discern how the child collaborates and integrates with the group and if there are any specific behaviors needing attention. Some observations may require a longer time and then a meeting would be arranged for an evaluation.

Evaluating Process

If there are concerning behaviors with a child, the teacher will:

- Initiate a meeting with the parents
- Speak with colleagues about their observations of the child

If concerning behavior continues, the teacher will work from the following options:

- Document certain instances of classroom behavior in a log or Incident Report
- Arrange a way of informing parents about their child (daily or weekly, written or verbal)
- Meet with the parents within three weeks of the first meeting (with a colleague present)
- Document the meeting with the parents
- Ask parents to provide professional support (if needed)

- Bring the situation to a faculty meeting in the form of a child study
- Ask an objective educator (another faculty member, Pedagogical Chair or Care Group committee member) to observe the child

If there is still no progress, the teacher will:

- Inform the College of Teachers
- Meet with parents within three weeks of the second meeting (with a colleague present)
- Document the meeting with the parents
- Notify parents about the possibility of dismissal
- Write daily reports about the most recent developments

What To Bring To School

These items will remain at the school throughout the year. Please label all items clearly with a permanent marker.

Cloth Mask

Please make sure your child brings a mask from home, as kindergarten children will be required to wear a mask at all times with the exception of when eating or drinking. Mask wearing for Pre-K children is not mandatory.

Hat

Children are required to wear hats when outside; a sunhat or warm winter hat, depending on the weather.

Slippers

Simple non-slip styles such as moccasins or ballet slippers are recommended. Slippers should be enclosed at the heel. Please check to make sure that they fit properly and don't go flying with a kick, or fall off with a hop. Besides protecting the feet, they need to support movement.

Change of Clothes

To include:

- At least one (and not to exceed) two pairs of socks,
- Two pairs of underwear,
- Two shirts (at least one is long-sleeved)
- Two pairs of long pants.

We tell the children that these are the "just in case" clothes, not for dress-up.

Winter Wear

These items are critical during colder seasons and during periods of inclement weather:

- Windbreaker/Rain Jacket
- Wind/ Rain pants
- Warm hat
- Waterproof mittens (Consider attaching to the coat. Please label.)
- Snowsuit
- Coat
- Rain boots/Snow boots
- Warm under layers (A snug layer under with a loose layer on top)
- Wool leggings
- Wool socks (Available at sporting goods stores)

Nap Items

- One small blanket from home
- One small pillow-crib size or couch size
- Crib sheet

Outdoor Gear and Considerations

The most important things you can do to ensure your child has a positive experience in our Early Childhood program is to dress them well for each season. Enjoying the seasonal weather conditions is key to our program, as all classes spend a significant period of time outside each day.

Each child is to be fully dressed for the day when arriving at school – teachers will not be responsible for dressing the children. In November, when it is usually time to wear warm winter gear each day, the teacher will inform parents. To ensure your child is comfortable throughout the day, all items should be in good condition. Having clothing at school your child won't wear at home makes it challenging for them at school.

Warm Weather Gear

- On sunny days, please apply sunscreen (if using) before bringing your child to school and remember to send them with a sunhat. **Hats are required at all times outside.** <https://nymag.com/strategist/article/best-baby-sun-protective-clothing.html>
- **Pants** are recommended even in hot weather (instead of shorts or skirts/dresses); during our daily forest adventures, we will walk alongside cactus, goat heads, and brambles.
- **Supportive walking shoes** are required for each day. **Please do not send children in flip-flops or crocs.**

Maintaining Your Gear

- Once it is really **wet and muddy**, waterproof gear can be washed by itself at home on the rinse cycle (without soap - to preserve the waterproofing a little longer), and then either drip dry or put it in a low-heat dryer cycle. Jackets may be slightly less muddy than pants, so you may get a few days of wear out of them before needing to rinse them.
- 'Tear Aid' is a product that Puddlegear recommends for maintaining waterproof gear. This product is much more effective than duct tape in the long run (duct tape gets gummy), but for a short-term fix, duct tape works in a pinch.
- Kookaburra or Eucalan wool wash products protect the lanolin in the wool which maintains the warm-when-wet properties. When aired out at night, wool does not hold odors and when worn under other layers, only needs to be washed every few weeks.
- If you find that your child's boots are damp on the inside, the "Peet Power Cell Boot Dryer" will be helpful.

Cold Weather Gear

- **Wool** is the most effective fiber for layering. *Please do not dress your child in cotton clothing or cotton socks for cool/cold weather.* Wool stays warm when wet and also wicks moisture, keeping children at an even body temperature even if they get sweaty.
- **Silk** being a natural fiber keeps bodies warm despite its thin weight. You may find soft mixtures of silk and wool.
- **Layers!** It is easier to take layers off as needed than to warm children already chilled.
- During winter months waterproof gear is required since we will be outside for extended periods of time. **Various layers under waterproof gear** are easier to regulate with our wide range of temperatures. **Water repellent snow pants get wet** very quickly when the snow begins to melt and are too warm as our winter sun beams down.
- **Abeko PuddleGear** (BEST mittens - you might want to buy two pairs) or for waterproof gear. In the following links you'll find some suggestions, (please note that the school does not endorse or recommend any specific brand),
 - <https://runwildmychild.com/best-rain-gear-for-kids/>
 - <https://talesofamountainmama.com/best-winter-gear-for-kids/>
 - <https://www.polarnopyretusa.com/insulated-cuff-mitten-2-6yrs/>
- Please consider alternatives to the REI Cascade rain gear - it has been noted to fall apart quickly and is not breathable.
- In the wintertime, wearing two layers of wool long underwear underneath a thick wool sweater and fleece pants is the most effective way to layer children under their waterproof gear in order to keep them warm without feeling too bulky.

- If a child is dressed in “overall” (bib-style) rain pants, please pull the bibs **OVER** their clothing layers instead of putting the layers over the bibs. This way they do not have to completely undress in order to go to the bathroom.
- Pants with elastic waists instead of buttons or snaps are more comfortable for children (and easier to pull up and down for going to the bathroom).
- Please consider purchasing the Ruskovilla balaclava (also called the "wool hood"); it fits perfectly under a snug jacket hood, covers their ears, and goes several inches down their shoulders and chest. You can also layer the balaclava under a wool hat when it is really chilly.
- **Bogs boots** (‘high’ style) are the footwear that we recommend and are quite warm when paired with wool socks.

Thank you for your commitment to supporting your child and keeping them warm and dry all year round. This will enable them to enjoy the outdoor environment through all kinds of weather.

This handbook is available to Board Members, employees, and families at the Santa Fe Waldorf School as a resource for better understanding the school. The Santa Fe Waldorf School reserves the right, at any time and without prior notice, to revise, modify, delete, and add to any and all policies, procedures and guidelines stated in this Handbook. Please understand that this booklet only highlights Santa Fe Waldorf School policies, procedures, and guidelines for your personal education and cannot therefore be construed as a legally binding document.