

PARENT HANDBOOK

Harbor Waldorf School

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PHONE **631.725.1520**

We welcome your family to the Harbor Waldorf School (HWS) community and look forward to a strong partnership with you. This handbook will be your guide to our program, its policies and its philosophy of education. It contains our suggestions for making your family's experience here a warm and successful one. Our early childhood curriculum differs in some ways from many preschools and kindergartens. Please read this booklet completely; we hope that it will be the beginning of a rich and rewarding relationship for your entire family with HWS.

Contact Information

FACULTY

Children's Garden Lead Teacher (5 day program): Deedra Wright / deedra@harborwaldorfschool.org / (316) 880.3150

Nursery Lead Teacher (2/3/5 day program):
Ashley Wade / ashley@harborwaldorfschool.org / (631) 495-4779

Nursery Assistant and Parent + Child Teacher: Manuela DeMattei / Manuela@harborwaldorfschool.org / (631) 379-3031

School Administrator: (631) 725-1520 school
Cholena Smith-Boyd / Cholena@harborwaldorfschool.org / (631) 356-3605

Summer On the Farm Administrator:
Maggie Touchette / Maggie@harborwaldorfschool.org / (518) 265 - 9423

OUR CURRICULUM

Our Early Childhood curriculum develops the growing child's senses, imagination, and

awareness of self and others, in a nurturing, rhythmical, and homelike environment. Harbor Waldorf School is a full member of and accredited by the Waldorf Early Childhood Association (WECAN) and is a licensed elementary school, chartered by the New York State Department of Education. We are also a registered 501(c)3 not-for-profit organization.

Our Waldorf Early Childhood Program is structured to provide a gradual transition from the life of the home to the structure of an elementary school. It is based upon the simple yet profound concepts of imitation, repetition, and creative play. We use the name “children’s garden” as an image that we choose to carry on behalf of the young child: a place where childhood is considered a valid and honorable experience, not a time to be rushed toward adulthood.

Our classes are mixed-age, play-based, pre-academic programs focused on supporting and guiding the social, emotional and physical capacities of our children ages 2.5 to 6 years old. The curriculum helps them to progress developmentally in preparation for their next stages of schooling. We engage in the work of Rudolf Steiner, his view on human development, and adhere to Waldorf Pedagogy with a specific lens on the needs of the young child. A day in the Waldorf early childhood class includes activities such as painting, drawing, handcrafts, cooking, cleaning, indoor and outdoor free play, circle time, and stories or puppet plays. This variety of daily artistic, social and movement activities allow the children to experience themselves in relationship to others and their environment, develop fine and gross motor skills, and strengthen their proprioceptive and vestibular senses. Through active participation in caring for themselves, one another and the classroom, engaging in meaningful work and through daily free play, children develop leadership skills, cognitive and critical thinking skills and a sense of confidence.

Here are some of the core activities of the Waldorf Early Childhood Program and the significance of each in relationship to lifelong learning:

Birthdays. Your child’s birthday is a most intimate personal festival. Each teacher has a slightly different way of honoring your child and your family. Some of the different components include a story, verse/poem, singing, birthday cake, cards made by the children, and a special gift given by the teachers to the child. Parents are asked to participate in this special celebration. Your teacher will contact you, close to the birthday, to choose the date and discuss all of the necessary preparations.

Circle Time. The class is brought together to sing songs and recite verses with the teacher. These may be connected with the seasons, a particular fairy tale or story, or just part of the general lore of childhood. Circle time also includes developmental movement activities with the songs and verses.

Repeating and remembering verses sets the stage for the more intense memory work

that will be required in elementary school. Repetition is lauded as a foundation for healthy brain development. Rhyming sounds and alliteration found in poems and songs educate the ear, forming the beginnings of spelling and phonics. Directed movement is a basis for healthy brain development.

Craft and Artistic Activity. Wet-on-wet watercolor painting, beeswax modeling, crayon drawing, as well as various forms of handwork such as finger knitting, simple sewing, and woodworking are done as group activities or at the individual initiative of a child. High quality, organic materials are used for these activities. These activities encourage the child's natural sense of beauty, color, and form, as well as laying the groundwork for artistic techniques that will be needed later. They also aid in the development of fine motor skills.

Creative Play Time. The children have a long period of time during which they are encouraged to imagine and play with a wide variety of natural materials and playthings, following their own initiative. During this time, the teacher is involved in preparing the snack, sewing, cleaning, making toys or any of a number of practical activities in which the children are welcome to participate. An atmosphere of work and play permeates the room. Within the activities of play, children integrate the world and practice their life skills such as movement and balance, sensory integration, speech and language capacity, social and emotional interactions, and imaginative and cognitive development.

Festivals. We mark the rhythms of the year through the changing seasons and the coming and going of festivals. As the year weaves from one festival to another, we are provided with a true reason for preparation and celebration. For the young child, the preparation is half the joy. They love decorating the room, creating handcrafts, baking special treats, and learning songs and verses chosen just for that particular festival. The stories that are told give the children a pictorial understanding of the festivals, and speak deeply to them, so that we do not need to make explanations. Each room has a nature table which changes with the seasons, bringing into the room a way for the children to celebrate these changes. You might like to let your child have a small table, shelf, or windowsill to create his or her own nature table at home with treasures from walks and outings. Your teacher will bring a better understanding of the festivals to you at parent meetings or in newsletters, for the celebration of festivals in our community is one of the most deeply fulfilling experiences for both young and old.

Life Arts. Part of the daily experience is tending to the domestic life (cleaning, gardening, cooking, repairing) and self care (toileting, hair brushing, hand washing). It is a process-oriented approach. For example, the children may grind the grains that they will later mix into their flour for bread making. Involving the children in practical activities and care of their materials, their environment, and themselves lays the groundwork for organizational skills needed in adult life.

Music. Singing is woven throughout the day and is often used for transitioning from one activity to another. Sometimes simple instruments, such as chimes and

kinders-harps, are also available for the children's use. Simple singing games provide songs and rhymes for parents and children alike to enjoy. The children learn to mark the seasons, develop their sense of rhythm, and enhance their memory skills through the singing of specifically chosen songs. Music lays the foundation for future math and engineering skills and can be a soothing influence throughout life.

Outdoor Play. The nurturing of a child's senses through outdoor experiences and activities is cherished in the early years. Children deeply experience sunlight and darkness, sparkling frosts, muddy puddles, and clear blue skies. You will find our children's garden class outside in all but the most formidable weather. A child's experience of outdoor play lays the foundation for later studies of plants and animals, the weather, geology, astronomy, and other natural sciences. Extensive outdoor experiences also hone the child's observation skills.

Snack Time. This is another group activity where the children eat together family-style with their teachers. It is likely that they have also helped to prepare the food and set the table. Afterwards, they clear the table and wash their dishes.

An emphasis on gratitude for the food and on table manners sets the stage for lifelong social skills. Expression of gratitude for the simple gifts of everyday life builds a foundation of appreciation and respect for our environment.

Story Time. Children hear a special story each day told directly by the teacher. The ability to sit and listen to an adult for a sustained period of time is a skill that is gradually developed. The oral tradition of language arts development in the Waldorf school and the content of the stories expose the children to the beauty of language and literacy.

Rhythms. Children are carried along by the rhythms of the world they live in, from the rhythms of breathing in their bodies, to the daily rhythms of sleeping and waking. The yearly cycle of the seasons, and the rhythmic procession of stars across the heavens, are both part of life's experience for adults and children. The Waldorf view is that children flourish when their daily activities reflect the natural order of life with a rhythmic arrangement of the day. Just as children are carried along by the regular rhythms of the school day, they are also nourished by the regular routine at home. As difficult as it is in modern life to establish regular mealtimes and bedtimes, we strongly encourage you to do so. It is very important for young children to have an early supper and go to bed at the same time every night. We recommend that bedtime be as early as 7 pm, and no later than 8 pm. Please feel free to contact your teacher if you would like some ideas for making this transition a happy one for parent and child.

Verses and Blessings. If you are interested in learning more songs, verses or blessings, or if you would like to find out the words to a tune your little one comes home singing, the teachers will be happy to help you. The following verses are often spoken in the classes.

Verse 1

Down is the earth, up is the sky
Here are my friends, and here am I.
Good morning dear earth, Good morning dear sky
Good morning dear sun , And flowers everyone
Good morning dear animals and the birds in the trees
Good morning to you and good morning to me.

Blessing 1

For the golden corn, for the apples on the tree,
For the golden butter and the honey for our tea,
For fruits and nuts and berries that grow beside the way
For birds and beasts and flowers, we give thanks today.
Blessings on our meal.

Six Year Olds : How we support the kindergarten students in our mixed age Children's Garden

One of the most important aspects of Waldorf education is its commitment to understanding child development, and creating a curriculum that meets the children where they are, while respectfully guiding them toward the next phase. With this in mind, we wait until the child is six-turning-seven to begin formal academic schooling. We decline to follow the cultural panic of *forcing* early developmental expectations and academic tasks upon young children. We know that early childhood has unique tasks to complete that can be accomplished only in the first seven or so years of life. When the child is allowed to grow a strong physical body, integrate the senses, and strengthen their emotional development, the tasks of the grade school years will be accomplished more successfully.

There is a change of consciousness- the beginning of a new phase of development- between ages six and seven that makes the child truly ripe for the challenges of academic learning. We see them slowly turning toward a new recognition for authority; verbal information becomes more accessible. The child can hold onto a thought, an idea, a play, a plan, over longer periods of time. Memory begins to become free and independent; thinking takes on a new form. Even the physical body shows signs of change: the limbs lengthen, gross and fine motor skills mature, baby teeth are replaced by adult ones. They are now able to sit, and focus with prolonged attention-- essential skills for learning in an academic setting.

In our mixed age children's garden, the six year olds are known as elderberries, and have special privileges and responsibilities specifically developed to support this period of transformation. Learning to work with their hands in a new way is especially satisfying at this stage: there are more sewing projects, building projects and the

preparation and performance of puppet shows. They use real tools: sharp needles, hammers, and nails and learn to manage these things carefully. Activities begin to become project-based, rather than the process-based activities typical of early childhood.

This is “First Grade Ready” work: the children build their stamina for sustained focus as they work for days, or even weeks, to complete their tasks. These activities provide important practice of hand-eye coordination and fine motor skills, which are imperative for writing. They train the eye to follow left to right, as in reading. Additionally, patience, persistence and independent problem-solving must be practiced. Self-confidence is gained, as they become masters of these tasks.

Literacy and numeracy work begins each Spring: a playful and imaginative introduction to conceptual learning. These lessons are a bridge from our play-based kindergarten into first grade, supported by the artistic and imaginative nature of Waldorf education.

POLICIES AND PROCEDURES

Arrival/Dismissal. Please make an effort to be on time. You may enter and exit through the gated entrance that opens into the play yard.

Please note that only persons whom you have authorized at the beginning of each year may pick your child up at the end of the day. If you wish someone other than you or the person(s) you have previously authorized to pick your child up at the end of the day, you **MUST** provide notice to your child’s teacher. At dismissal time, please be prompt, as the children will be eager to see you and so that we (and especially the child,) do not wonder or worry.

The day begins with designated drop-off times between 8:30 and 8:45, and ends at 12:30. For children enrolled in AfterCare, pick up will be at 2:30.

Drop-Off Time. It helps children to know how drop-off time will go. For example, you may inform them ahead of time, something like this: “When we get to school we will skip to the gate. Then I need my 3 hugs and 3 kisses to last me through the day. I will pick you up after school, and we will...” Then give 3 hugs and 3 kisses, and leave with confidence, knowing that your children are in good hands. If they cry for long, we promise to call, but that is a rare event. Usually the anticipation of you leaving is the worst part. Soon your child will be happily playing or helping the teacher.

Illness. The best place for your child to be properly nursed through a sickness is at home. The children’s garden is a busy place and not the right environment for a sick

child. Please do not send your child to school with colored discharges, a fever (100.4), deep cough, rash, diarrhea, or any infectious condition. Please allow your child 24 hours of rest after fever or illness before returning to school. **Further information will be shared in relation to COVID-19 illness policies.**

A school nurse is assigned to our school by the Sag Harbor School District.

What to Keep at HWS.

Children's cubbies should always contain:

- a) 2 complete changes of dry clothing, including socks, underwear, a shirt, pants, and a sweater. Please check often for completeness and update seasonally. For girls who wear dresses, it is important to include a pair of warm leggings or pants for outdoor play in cool weather.
- b) A pair of indoor shoes or slippers, which should fit firmly on their feet and not be too slippery. Firm soled slippers are fine, but we do not recommend slipper socks, which tend to fall off children's feet. Sierratradingpost.com and Softstarshoes.com are good resources for children's indoor shoes.
- c) Sturdy outdoor shoes, boots are best, (please no open-toed sandals or open backed-shoes/clogs).
- d) Rubber rain boots are strongly recommended, as it is often muddy.
- e) Raincoat and rain pants (please no umbrellas). Oakiwear is a great resource for rain gear: <https://oaki.com/>.
- f) snowsuits, snow boots, mittens, and hats.

Remember to label all clothing and belongings with your child's name.

Your help in dressing the children appropriately is extremely important. What they are wearing influences their mood and their play. They need simple practical clothing that does not interfere with climbing, running or just playing. Please be aware that outdoor play can also be a messy activity, and dress them in clothing that can get dirty and wet while they are outside.

Warmth is most important—layers of clothing can always be removed, but we can't clothe with what we don't have. We are outdoors each day in rain or shine.

We request that the children do not have any media paraphernalia, writing or pictures on their clothing since it is distracting from the imaginative play we encourage.

Natural Fibers such as wool, cotton and silk absorb moisture from sweat and prevent a feeling of coldness on the skin when moisture evaporates. Smart wool is a good product that does not seem to be itchy, but if you look for Merino Wool (a good resource is Nordicwoolens.com) it will help the children remain warm and dry throughout the cold months.

The following is a checklist, which may help you plan for clothing needs:

<p>Cool weather: Wool hat and gloves/mittens* wool or cotton undershirt* wool socks or tights* outdoor jacket or coat with hood* snow pants* snow boots* rain coat, rain boots and rain pants or rain suit</p> <p>2 complete changes of clothes: underwear, socks, pants, shirt</p>	<p>Warm weather: Sunhat * wool/cotton sweater* outdoor jacket and rain gear* socks* rain coat, rain boots and rain pants or rain suit</p> <p>2 complete changes of clothes: underwear, socks, pants, shirt</p>
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What Not to Bring to School. We ask that you do not bring toys, books, or other playthings from home. Children love to exchange treasures with one another, but it is better if this activity takes place in your home, with your approval. Please be sure that the children do not bring cough drops, candy, gum or treasures of any kind as this often creates unhappiness.

Food/Nutrition. The morning program includes a healthy and wholesome snack prepared by the teachers, and often children. Preparing and enjoying morning snack are essential activities in your child's preschool day. Food is more than just calories. In addition to providing nourishment for the body, food also nourishes the senses as well as the soul. As a young child's senses are still developing, we hope to stimulate the senses without overwhelming them. Wholesome foods provide a myriad of subtle flavors, colors, textures, and aromas, unlike processed and artificially flavored foods. The senses are further nourished with a beautifully set table, a verse of thanks, and a quiet, yet joyful mood. In this warm space, a child can take in the social and nutritional value of snack time.

Lunch. Children enrolled in AfterCare should bring a simple and wholesome lunch, in a box free of commercial logos, photographs or animated or cartoon characters. Lunch should be well-balanced and healthy. We request that food does not contain artificial flavors or dyes. **HWS is a peanut-free school.** Please do not send sugary sweets or desserts of any kind.

Parent Conferences. Communication is an essential ingredient in the success of your child's participation at HWS. We will keep you informed of both general activities we do and about anything of a special nature that may concern the child, we both welcome and expect you to do the same. If you have any concerns or questions of any kind, or if anything changes in your home life or routine, please share this with your child's teacher. Time for annual parent conferences is set aside on the calendar, but conferences may be scheduled at any time, at the request of the parent or of the teacher.

It is our hope and expectation that you will participate in the life of our community in as many ways as you can. You will receive notices throughout the year about events and activities for the whole community.

Media. We have found that media screen time is counterproductive to what we, in the Waldorf schools, are trying to nurture in the young child. We ask that all families make a commitment to protect their growing children by limiting these activities in their children's lives. We encourage you to explore the many alternatives to media. Examples may be found in any domestic work (washing dishes, gardening, carpentry, polishing shoes or tables, spraying water on plants). Drawing or beeswax-modeling are good alternative activities. And, of course, play is the best possible work for children of this age.

The teachers would be happy to share ideas, or suggest other alternatives for your family. It isn't easy, but the rewards are great and last a lifetime! For more information on the effects of television watching, the following books have been found helpful: *Four Arguments for the Elimination of Television* by Jerry Mander, *The Plug-In Drug* by Marie Winn, and *What To Do After You Turn Off the TV* by Frances Moore Lappe and family.

Some parents have concerns about the 'media policy' recommended by Waldorf and find limiting a child's exposure to media to be challenging. This is particularly so if the child constantly seeks adult attention whilst the parent or caregiver may be attempting to do something else, such as cooking dinner. This is a common issue among parents with young children.

But children are remarkably flexible and can get as used to having the TV off as they may have become to having it on. They are excited by their own capabilities, which they can discover through their own active play, and not by watching a TV that often renders them numb and "glued" to the set. Television, videos, and computer games are a barrier to creative play because they present the child with fully manifested 'shows' that leave no room for the young mind to contribute. So, if we seek to support the development of a child's own initiative and creativity, we need to limit anything that dampens the discovery of their own abilities, imaginative powers, and enjoyment.

At HWS, we seek to support parents in striving toward these ideals of encouraging children's play and freedom. We recognize that our world is media-rich and parents may find it hard to be 100% 'compliant' with this approach. But working together, we can support one another at home and at school. Feel free to talk with us if you want help with free play and weaning a child from media.

Discipline for the Young Child. Discipline for the young child can be approached on several levels. At HWS we strive to create a positive, emotionally calm atmosphere where the adults are setting consistent limits. Children learn through imitation. We strive to provide an environment worthy of the child's imitation. Warmth, humor, and

predictable daily rhythms are just a few tools that help create an atmosphere where children can learn and grow. We strive to be present with all the children at all times throughout the day, ready to redirect a child to prevent a difficult situation before it begins. Children are helped to right a wrong situation and care for a child whom they might have harmed. The children experience being a part of a family where everyone is respected and everyone is expected to be caring and respectful of others.

We are dedicated to working with parents to help create a home life where discipline and calm prevail. We know this can be a challenging task. We are happy to share our impressions and experience with individual families. The young child needs a healthy rhythm and a simple, slow pace to develop healthy habits. When the world feels safe and predictable, children feel more secure, less stressed and less likely to act out. We are in partnership with you to help your child grow and develop into a self-disciplined person.

If a child displays ongoing aggressive or disruptive behavior, your child's teacher will arrange for a meeting to discuss this behavior. Challenges are best met when there is collaboration between parents and teachers. Parents are asked to share with teachers any circumstances that might affect the child's behavior such as family issues, visitors at home, illnesses, etc. Teachers will work with the family to understand the child's difficulties and come together to form a consistent plan to address issues at home and at HWS.

Please do not hesitate to contact your child's teacher with any concerns or issues.

Potty Training. From a pedagogical perspective, we understand independence in the bathroom to be a part of school readiness: independence in the bathroom translates to a wider ability for independence and self-control in the classroom. Children who have not completed the potty training process are welcome to begin the program once they have done so. The cut-off date for beginning enrollment for any given year is February 1.

Our policy requires children to come to school in traditional underwear (not pull-ups), and we are committed to helping support this process at school. We expect young children to have accidents, and are happy to help them when this happens. For the children new to potty training, we take regular potty breaks, and occasionally accidents happen (even with children who have been potty trained for a while). Sometimes the excitement of being in a new place can be an extra distraction for a while. No worries about accidents here! We are here to offer support in this realm; please contact your child's teacher if you have any specific questions or concerns about this.

Snow Days. We follow Sag Harbor School District's snow closures. Parents will be notified of Weather Related Closings through email. Please check local radio and TV stations or the internet during inclement weather. We do not follow Sag Harbor in regard to make-up Snow Days.

ADULT COMMUNICATION GUIDELINES

*“What is more splendid than gold? “Light.” “What is more refreshing than light?”
“Conversation.”*

-- Johann Goethe

Our school is committed to positive adult communication. When a question or issue arises concerning another person (a teacher, administrator, a board member, or another parent), as soon as possible, please have a direct conversation with that person. Asking a clarifying question is often all that is needed to solve an issue. Face-to-face conversations help lead us away from one-sided views and toward understanding and informed decisions.

Where should I bring my concern?

- **Is this concerning your child or class?** Schedule a time to speak with your child’s TEACHER. Teachers are always available to talk through matters big and small! Please email to schedule a time to talk. Teachers are not available to discuss concerns during classroom hours (including pick- up and drop off), as they are focusing their attention on the children in their care.
- **Is this an unresolved class or child issue? Ideas to support the school? Concerns regarding school-wide policy? Your tuition invoice?** Email or schedule a time to speak with the ADMINISTRATOR.
- **Is this an unresolved issue after going to the administrator?** Email the BOARD OF TRUSTEES. Board member contact information is at the end of the handbook.

If parent concerns are not satisfactorily met after following the above protocol, the board will take up the issue and decide to either handle the issue itself (if it is deemed to be in scope of the board's domain) or work as a mediator between the conflicted parties (if it's a concern of pedagogical nature). Generally, the board does not concern itself with classroom matters or individual student issues, rather, works on big picture planning, focusing on the legal and financial health of the school.

ORGANIZATIONAL STRUCTURE

As a developing community, HWS functions through the joint efforts of our faculty, Administrator, the Board of Trustees and the Parent Community. We are deeply dependent upon the efforts of families in our community to maintain and grow our school, and realize our mission. We are literally building this school together. Participating in the life of the community enriches your own experience, as well as that of your child. If you are interested in serving our community, please contact the school's Administrator.

Administrator. The Administrator works in service of the mission of the school. In collaboration with the faculty as a whole, s/he facilitates teacher evaluation and mentoring, and admission work. S/he implements policies approved by the Board, plans and budgets, manages human resources, and facilitates and ensures the smooth daily operations of the school. Cholena Smith-Boyd currently serves as the administrator of the school.

The Board of Trustees. The Board meets regularly to oversee the management of the business side of HWS, including all financial, legal and facility matters. The Board works in collaboration with faculty and parents to ensure the mission of the school is carried out. The Board typically meets monthly to review the financial and legal state of the school. We seek to create an open community where information and decision-making is transparent to all. We encourage families with questions, concerns or suggestions to speak directly to members of the Board so they can be addressed straightforwardly.

Current board members include:

Chair, Allison LaBarbera: allisonla19@gmail.com

Secretary, Ou Wang: ozhi.wang@gmail.com

Treasurer, Zeynep Gunduz: zeynepkocdur@gmail.com

Faculty Representative, Deedra Wright Deedra@harborwaldorfschool.org

Karen Wang

Whitney Ellis

Kristen Seidle Leonard

Haim Mizrahi

Fundraising Committee. The fundraising committee is composed of parent and staff volunteers to collaborate with and support the school's administrator in fundraising projects, and in achieving the fundraising goals established by the Board of Trustees.

Tuition. The Parents understand that their obligation to pay fees for the entire annual program year is unconditional and that no portion of such fees paid or outstanding will be refunded or canceled or excused in the event of the child’s absence, withdrawal, dismissal from, or temporary closure of HWS.

2022/23 Tuition:

Children’s Garden Program	ANNUAL TUITION
2 Day Nursery Morning Program	\$11,000
3 Day Nursery Morning Program	\$11,000
5 Day Nursery and Children’s Garden Morning Program	\$13,000
2 Day Aftercare (additional to morning program tuition)	\$1,800
3 Day Aftercare (additional to morning program tuition)	\$2,500
4 Day Aftercare (additional to morning program tuition)	\$3,250

Supplies Fee: Additional to the tuition, the supply fee is applied to the cost of healthy, organic food and natural, high quality art materials. The supply fee, annually, is as follows: 2 Day: \$200; 3 Day \$200; 5 Day \$300.

Sibling Discount: A discount of 15% is offered toward one tuition when enrolling more than one child from your family.

Tuition Assistance: We feel strongly that a Waldorf education should be available to any child, regardless of financial circumstances. Approximately 40% of our students each year receive some kind of Tuition Assistance. Please see our Tuition Assistance policy, posted on our website, for more information.

Questions regarding tuition should be directed to the School Administrator.

Arrears Policy

In the event that payments are not received according to the tuition agreement, or other agreed upon payment arrangements, the following guidelines will be adhered to:

- 1) Families are responsible for all late and NSF (non-sufficient funds) fees
- 2) Academic or school records will not be released until all tuition and other financial obligations are met
- 3) All tuition balances must be paid by June of the respective academic year. Students may not start the next academic year if the prior year's tuition is not paid in full without authorization from the Administrator.
- 4) Any other past due financial obligations incurred by students during the academic year may be added to the tuition agreement (i.e. extracurricular participation, after school care, etc.)
- 5) Any delinquent tuition accounts or other past due financial obligations may be placed with a collection agency. If necessary, these accounts will incur an additional 30% fee of the balance being collected in order to cover collection expenses
- 6) Families who are not current with tuition agreements at any time during the school year may be asked to find other academic accommodations for their children.

NOTICE OF NONDISCRIMINATORY POLICY

Harbor Waldorf School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. HWS does not discriminate on the basis of race, color, national and ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

More Resources:

For more information on Waldorf Education:

WECAN (Waldorf Early Childhood Association of North America):

www.waldorfearlychildhood.org

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

Booklist:

You are your child's first teacher, Rahima Baldwin
Your Baby and Child from Birth to Age 5, Penelope Leach

In a Nutshell, Nancy Foster
Free to Learn, Lynne Oldfield
The Incarnating Child, Joan Salter
Work and Play in Early Childhood, Freya Jaffe
A Child's Work: The importance of fantasy play, Vivian Gussin Paley
Navigating the Terrain of Childhood, Jack Petrash
Dear Parent, Magda Gerber
Children of the Cyclops, Keith Buzzard
Simplicity Parenting, Kim John Payne

Recommended Articles:

The Huffington Post: *Teaching the Whole Child: Waldorf Schools and Exemplary Teacher Engagement*

Waldorf School of Lexington: *Why This Skeptical Engineer Trusts Waldorf Education*

New York Times: *Let Kids Play*

New York Times: *W.H.O. Says Limited or No Screen Time for Children Under 5*

New York Times: *In Britain's Playgrounds, 'Bringing in Risk' to Build Resilience*

New York Times: *The Case for Creative Play in a Digital Age*

Materials and Toys:

NOVA NATURALS: www.novanaturals.com

MAGIC CABIN: www.magiccabin.com

SMART WOOL: www.smartwool.com

DANISH WOOL DELIGHT: www.danishwool.com

NORDIC WOOLENS: www.nordicwoollens.com

KIDS KONSERVE (lunch boxes): www.kidskonserve.com

OAKI KIDS RAIN GEAR: <https://oaki.com>

INDOOR SHOES: www.softstarshes.com

