



**RIVERWOOD COMMUNITY SCHOOL**  
EDUCATING THE WHOLE CHILD

# **2020 - 2021 Parent Handbook**

**146 B Buena Vista Drive - Colville, WA 99114**

**[www.riverwoodschool.org](http://www.riverwoodschool.org)**

**[info@riverwoodschool.org](mailto:info@riverwoodschool.org) or [office@riverwoodschool.org](mailto:office@riverwoodschool.org)**

**509-936-0157**

## **EMERGENCY CONTACT INFORMATION**

If you need to contact us while your child is at school, refer to the phone numbers in the *Important Contact Information* section. Call or send a text message to your child's teacher. If you are not able to contact your child's teacher, try calling Courtney Smoke, the office administrator **(509) 680-5258**.

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# Welcome

Welcome to **Riverwood Community School!** We are entering our tenth year and striving to create another educational choice for Stevens County children. We're working hard – for our children, for our community, and for the future. We believe it is an opportunity not to be missed.

Riverwood Community School was founded in 2011. It was the culmination of many dreams and much hard work to create a Waldorf-inspired educational opportunity in our community. Since then, teachers and parents have worked tirelessly to enrich our school life, and for the **school year 2020/21, we are fortunate to provide Early Childhood through 8<sup>th</sup> grade classes** on our campus. This would not have been possible without the support of parents and faculty working toward a common vision for our children.

When you visit our school, you will see that this is a place where imagination comes alive, where children are encouraged to revel in the wonder of their childhood, and where a sense of community is nourished. Riverwood students are learning through integrated daily lessons, which call them to draw upon artistic, analytical, physical and social elements within themselves.

Students, parents and faculty are also called upon to participate in the life and work of our community. Community is at the heart of our school. Festivals, parent meetings, volunteer opportunities and guest speakers provide many options to learn, celebrate with, and support one another. We look forward to sharing this life-changing work with you.

Sincerely,

The Riverwood Community School Faculty and Board of Directors

# Important Contact Information

## FACULTY AND STAFF

- Kelsey Huguenin:** Early Childhood (Chickadee) Class Teacher  
802-989-8400 (cell); khuguenin@riverwoodschoo.org
- Renata Tripp:** Early Childhood (Chickadee) Assistant Teacher  
509-690-1660 (cell); rtripp@riverwoodschoo.org
- Elisabeth Sitts:** 1<sup>st</sup>-2<sup>nd</sup> Grade Class Teacher  
503-984-2628 (cell); esitts@riverwoodschoo.org
- Caite Antoine:** 3<sup>rd</sup>-4<sup>th</sup> Grade Class Teacher, Nature Studies  
509-936-0506 (cell); cantoine@riverwoodschoo.org
- Monica Voltz:** 5<sup>th</sup>-6<sup>th</sup> Grade Class Teacher, Handwork Specialty Teacher, Administrator  
509-936-0157 (cell); 509-935-6317 (home); mvoltz@riverwoodschoo.org
- Kris Grooms:** 7<sup>th</sup>-8<sup>th</sup> Grade Class Teacher  
509-435-6989 (cell); kgrooms@riverwoodschoo.org
- Stazyia Richman:** Singing and Music Specialty Teacher (private lessons available)  
509-684-7761 (home); 509-690-3059 (cell); stazyia@riverwoodschoo.org
- Sara Brown:** Singing Specialty Teacher for 7<sup>th</sup> Grade  
509-690-7228 (cell); sbrown@riverwoodschoo.org
- Mo Oliver:** Violin Specialty Teacher (private lessons and master classes available)  
509-936-1946 (cell); mo@riverwoodschoo.org
- Marci Bravo:** Yoga Specialty Teacher  
415-235-1790 (cell); mbravo@riverwoodschoo.org
- Walter Stichart:** Latin Specialty Teacher  
509-675-9253 (cell); wstichart@riverwoodschoo.org
- Molly LeCaire:** Games and Physical Education Specialty Teacher  
509-680-3712 (cell); mlecaire@riverwoodschoo.org
- Roy Antoine:** Practical Mechanics  
509-936-0536 (cell); rantoine@riverwoodschoo.org
- Denise Seeley:** Pedagogical Supervisor for the Grades, WA State Certificated Teacher  
509-207-8969 (cell); dseely222@gmail.com

## **ADMINISTRATION**

**Monica Voltz:** Administrator  
509-936-0157 (cell); 509-935-6317 (home); mvoltz@riverwoodschool.org

**Courtney Smoke:** Bookkeeper, Office Administrator, Title IX Coordinator  
509-680-5258 (cell); office@riverwoodschool.org

## **BOARD OF DIRECTORS**

**President:** Monica Voltz  
509-936-0157 (cell); 509-935-6317 (home); monicavoltz@yahoo.com

**Secretary:** Kelsey Huguenin  
802-989-8400 (cell); 509-685-0556 (home); kkhuguenin@gmail.com

**Treasurer:** Courtney Smoke  
509-680-5258 (cell); courtneyol22@gmail.com

**Director:** Denise Seeley  
509-207-8969 (cell); dseeley222@gmail.com

**Marketing Director:** Thomas Carpenter  
509-680-0661 (cell); riverwoodschoolmarketing@gmail.com

# Anthroposophy

The word Anthroposophy means “awareness of one’s humanity” and is a philosophy founded by Rudolf Steiner who lived in Austria from 1861-1925. He was a literary critic, philosopher, and founder of the first Waldorf School. Anthroposophy is also a path of knowledge. Steiner described exercises that we can use to increase our awareness and personal development. Anthroposophy is used to nurture a respect for, and interest in other people. Anthroposophy has practical applications such as Waldorf schools, biodynamic farming, curative education such as the Camphill Association of North America, and anthroposophical medicine. The world-wide center of anthroposophy is the Goetheanum in Dornach, Switzerland.

Waldorf teachers study Anthroposophy but do not teach it to the children, just as doctors study medicine but do not teach it to their patients. We use it to inform our teaching and to give us insights into what each child needs at each particular stage of his or her life. Anthroposophy is not a religion. It has no dogma, no profession of faith, no set rituals or practices and no sacred texts. It appeals to anyone, of any or no religion. It doesn’t replace religion. It is a philosophy of freedom.

For more information on Rudolf Steiner and anthroposophy, please visit [WaldorfAnswers.org](http://WaldorfAnswers.org).

## The Waldorf Approach

Waldorf education (often known as Steiner education) is a humanistic approach to pedagogy. The Waldorf curriculum is formulated based upon the developmental stages of childhood and how children learn best in each stage. Learning is interdisciplinary, integrating practical, artistic, and conceptual elements. The approach emphasizes the role of the imagination in learning, developing thinking that includes a creative as well as an analytic component. The educational philosophy’s overarching goals are to provide young people the basis on which to develop into free, morally responsible, and integrated individuals. Schools and teachers are given considerable freedom to define curricula within collegial structures.

The first Waldorf school in the U.S. opened in 1928 in New York City, and there are currently over 1,000 independent, accredited Waldorf schools located in sixty-two countries throughout the world. There are also many public, charter and private schools worldwide that have introduced and utilized Waldorf teaching methods with great success. In addition, thousands home school using Waldorf methods and curriculum.

For 100 years, the Waldorf curriculum has been thoughtfully developed to meet students’ individual developmental needs throughout childhood and into young adulthood. Its aim is to keep wonder alive, to foster joy, and to build a quiet confidence born of creativity realized and challenges met.

In a Waldorf school, there is no pressure to reduce children to test scores or behaviors. The early childhood years are free from formal academics and instead focus on developing the foundational skills

students must master to be successful in school and, most importantly, beyond. The curriculum for grades 1-8 can be represented by an ascending spiral of integrated learning which is built upon year by year. Music, foreign language, the arts, and practical skills such as handwork are an essential part of a meaningful education, and so are infused throughout the entire curriculum. In the Waldorf school the fine and practical arts are understood to be fundamental to human growth. Traditional academic subjects are thus enlivened, and the whole of human accomplishment is presented to children as a foundation they will one day build upon.

## Our Vision

To provide an education that is not merely the transfer of information but is the awakening of living capacities and the ability to think clearly and critically. To experience and understand phenomena in the world and to distinguish what is beautiful, good, and true, which will contribute to the transformation and well-being of the community, society and the larger sphere of life.

## Our Mission

Riverwood Community School endeavors to offer a learning experience which aspires toward the education of the whole human being – mind, body and spirit – by nurturing the artistic, academic, physical, emotional and moral developments of the emerging child. We strive to preserve the wonderment and integrity of childhood and to provide an enlivening environment that empowers children to realize their humanity and potentials while becoming self-reliant and generous individuals capable of meeting and contributing to the future.

## Our Credentials

Riverwood Community School is an approved private school in the state of Washington; an Associate Member of WECAN (Waldorf Early Childhood Association of North America); and a 501c3 non-profit organization. The school is monitored by the Colville Fire Department and the Department of Health to ensure that we are following all local, city and state codes. Riverwood holds a business license from the City of Colville, and we are a member of the Colville Chamber of Commerce.

## School Year

The first day of school is Tuesday, August 25, 2020. The last day of school is Friday, June 11, 2021. A school year calendar is available on our website. The calendar is subject to change. Families will be notified of changes by email. An up-to-date calendar will be posted at school.

# Program Descriptions and Curriculum

Riverwood Community School actively welcomes students, faculty, and staff of all faiths and creeds. We respect and support all individuals' spiritual beliefs and practices. We strive to develop the mind, body, and spirit of each child, encouraging in the process the child's spiritual growth and freedom. As in every Waldorf school, our teaching works toward this aim by drawing on the insights into human development pioneered by Rudolf Steiner. Students develop an understanding and deep respect for the various cultures of the world through their experience in the classroom and in the celebration of the seasonal festivals of the year. We celebrate our common humanity, not our separateness in belief or practice.

Programming is subject to change. Please contact the office administrator for more information.

## **Mixed Age Kindergarten Programs**

**Chickadee I: Tuesday, Wednesday, and Thursday, 9:00 a.m. to 12:00 p.m.**

**Chickadee II: Tuesday, Wednesday, Thursday, and Friday, 9:00 a.m. to 12:00 p.m.**

**Chickadee III: Tuesday, Wednesday, and Thursday, 9:00 a.m. to 3:00 p.m. and  
Friday, 9:00 a.m. to 12:00 p.m.**

For children from 4 to 6 years old (4 years old by August 31, 2020)

*"If young children have been able in their play to give up their whole loving beings to the world around them, they will be able in later life to devote themselves with confidence and power to the service of the world." – Rudolf Steiner*

Play, specifically self-directed play with peers, is a developmental necessity for children. Recognizing this, Riverwood's Mixed Age Kindergarten program provides a wholesome and open-ended environment known to foster self-directed play and build social capacities. In addition to play, children naturally learn through imitation. They imitate our actions, and the very fabric of our being. Riverwood teachers and assistants work in a deeply intentional way to provide healthy and creative models for children to imitate through story, song, movement activities, art and daily purposeful work. Teachers take great care to be worthy of children's imitation and to create a warm, predictable, home-like atmosphere where the will of the child may carefully develop and imagination can flourish. This home-like, secure, and loving place recognizes the young child's need for predictable rhythm throughout the day, season, and school year.

Children may spend up to three years in this special learning environment. The youngest children discover a safe and welcoming first venture into "school." As they get older, the kindergarten gently nurtures the development of curiosity, verbal capacities, sequencing, sensory integration, memory, social skills, and motor skills that are required for later learning and are the foundations for future schoolwork. This is achieved in a supportive atmosphere free from formal academics.

There is a delicate balance between teacher-led group activities, individual attention, and free play.

Children are provided with free play to practice and develop the social-emotional, problem solving, and motor skills that will serve them for a lifetime. An atmosphere of warmth and calm holds the children throughout the day in this natural, gentle, and wholesome environment where children are given a range of activities and the structure to help them prepare for first grade. This program is consciously designed to provide a smoothly flowing transition to first grade at Riverwood.

## **Grades 1 - 8**

### **Tuesday through Friday, 8:00 a.m. to 3:00 p.m.**

For children 6 years old by March 31, 2018. Summer birthdays will be evaluated on a case-by-case basis.

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

The Waldorf curriculum provides a synthesized approach to a wide range of academic subjects including grammar, reading, mathematics, science, history, geography, and foreign languages. These subjects are brought to life through storytelling, drawings, handwork, choral speaking and literacy. Fine and practical arts, music, and movement are infused through all parts of the academic curriculum and are also stand-alone subjects taught by specialty teachers. The developmental needs of the child provide the framework for the curriculum, daily schedule, and the way in which all subjects are brought to the children.

At Riverwood Community School, formal academics begin in first grade with a curriculum that encompasses a wide variety of subjects and activities. Placement in the first grade is determined by “readiness” rather than age, but most children will have turned or will be turning seven years old in the first grade.

The focus each morning is the main lesson, where reading, writing, math, history, geography, and science are taught. Though the curriculum is masterfully integrated, students focus on one subject at a time more intensely in block rotations, and then recapitulate their learning in a future block so as to integrate their learning more deeply. Students design, write and illustrate textbooks for each subject – these “main lesson books” become cherished keepsakes and a source of well-earned pride for the children.

Rather than traditional report cards, grades teachers provide parents with a written description of their child’s work and progress in class. Homework is not given (until Grade 6), in order that the children may continue to reap the lifelong benefits of play, family interaction, and contribution to household chores. As students and teacher travel together through the grades they trace the arc of human development and learn the true meaning of community.

Main Lesson Block schedules are posted on our website and in the classrooms.

# The Riverwood Community Structure

## **Community - Gatherings, Celebrations, and Education - Involvement**

Riverwood offers each family the opportunity to become part of a community that has heart and purpose. There are many ways to become involved. Your interests and talents can lead you.

Parent involvement is vital to maintain the health and stability of the school and our philosophy. Parents are invited to support the students and school by attending parent-teacher conferences, parent meetings, and other educational offerings in order to deepen their understanding of their children's education. Parents also support the teachers' work at school by ensuring that their children have adequate sleep and nutrition, appropriate space and time to complete school assignments, and by limiting screen time.

Enrolled families should agree with and support the school's philosophy. We encourage parents to learn as much as possible about Waldorf education, because informed parents are better prepared to assist their child's learning process. We encourage parents to borrow books from our parent library. We have a growing collection of parenting, craft, and Waldorf education books available for check-out. We encourage you to visit the Riverwood School home page to learn more about Waldorf Education at [www.riverwoodschool.org](http://www.riverwoodschool.org).

We also ask that all families subscribe to the weekly online newsletter, Waldorf Today. Sign-up instructions will be provided. In addition, each family will receive a subscription to Renewal Magazine, a magazine published by AWSNA (Association of Waldorf Education in North America). The Fall/Winter and Spring/Summer issues will be distributed at school. Back issues are available for your reading pleasure in the parent library.

Our goal is for all families to find a way that they can contribute that matches their interests and skills. We ask that all families volunteer their time and talents as much as they are able. It ensures the success, vitality and growth of the school, and we all benefit in a multitude of ways from an active community of volunteers. We do not have a paid cleaning staff – the entire school must be thoroughly cleaned each school day, and we expect and encourage all families to participate in this necessary job.

**Parent Education Events and Activities** – \*Due to current restrictions, some or all these activities and events may not take place or be available. Contact the office administrator for more information. Class teachers, guest teachers and speakers will host these gatherings throughout the school year. Parents meet with the teachers to discuss the school life and to learn how they can help their child at home. Your attendance is an important way to support your child's teacher, to form relationships with other parents, and to involve yourself in the school community. These meetings are offered to parents, so they can learn and experience more of what encompasses Waldorf education.

**Walk Through the Grades - Observe the grades' classes in session.** \*Due to current restrictions, some or all these activities and events may not take place or be available. Contact the office administrator for more information. Kindergarten parents have the opportunity to witness Waldorf education beyond early childhood by visiting the grades' classrooms. When you observe the students' joy of

learning, their creative thinking, and our rigorous curriculum in action, you will see how the academic foundation your child is building in the Chickadee class prepares him/her for future success in learning. Plan to visit the classrooms at least three times during the school year for a minimum of one hour (8:00 – 9:00 a.m.) after drop-off. You are welcome to stay longer or visit more often. Confirm your intentions with a class teacher at least two days prior to your visit.

**Festival Life** - \*Due to current restrictions, some or all these activities and events may not take place or be available. Contact the office administrator for more information. Celebration of festivals throughout the year provide rich nourishment for our inner selves and an opportunity to socialize with other Riverwood families. We will celebrate in the fall with the Martinmas/Lantern Walk, in winter with our Winter Festival and Candlemas Festival, and then we will welcome the spring with our Spring Festival.

**Fundraising** – The school relies on fundraising for part of our operating budget. Tuition alone cannot fully support all the expenses of our school. These fundraising efforts are critically important, and your enthusiastic participation is anticipated.

Our Parent Engagement Agreement (separate document) provides details regarding all the ways that our families are dedicated and involved with our school.

## **Faculty and Administration**

At Riverwood, we are fortunate to have a faculty full of talented and passionate teachers and staff to guide our children. Each teacher participates in continuing education opportunities, self-study, and mentoring. Dedicated to the ideals of Waldorf, supportive, and knowledgeable, they partner with families to provide children a unique education.

**Kelsey Huguenin** is our Mixed Age Kindergarten teacher. She joined our Riverwood community in 2016 when she enrolled her oldest daughter in the Chickadee Kindergarten. Kelsey worked as an in-home childcare provider in the past. For the second half of the school year 2016/17, she served as a volunteer assistant in the Chickadee class as well as home schooled her niece for a year and a half. Her niece and both daughters now attend Riverwood. In May 2017, she completed the online course, *Home as the Model - Life is the Curriculum*, with LifeWays North America. In July 2019, Kelsey completed her three-year certification as a Waldorf Early Childhood Teacher through Sound Circle Center, a WECAN-recognized certified training institute. She joined the Riverwood Community School board in June 2018. Each summer, Kelsey organizes and leads an annual, week-long Summer Nature Camp. She brings much passion for Waldorf education and a can-do attitude to Riverwood while understanding the important role she holds with the children. Kelsey is a certified yoga instructor, and she relishes time outdoors with her family, enjoys handwork projects and loves to read.

**Renata Tripp** is our assistant in the Mixed Age Kindergarten. She and her family joined our Waldorf community in the fall of 2018 when her daughter began her first year in the Chickadee Kindergarten. Her eldest daughter is entering first grade and her youngest is in the kindergarten class. Renata is tender-hearted and has such a love for children. It really shows in her work in the classroom. As a mother, caring for others and little ones comes very naturally, and she has found such a connection to

the classroom and all the children. To deepen her knowledge and understanding of childhood development and Waldorf education, Renata has read various Waldorf books. In 2019, she completed the online course, *Learning to Observe Young Children*, with Lifeways North America. She also completed an in-house *Introduction to Waldorf Early Childhood Education* training course. Renata loves to read, cook, and care for others, including serving in her church and her community, which are all very close to her heart.

**Elisabeth Sitts** first connected with Riverwood in 2018 when she volunteered in the Chickadee classroom. She looks forward to leading the first and second grade class this year. Elisabeth holds a B.S. in General Science with a Pre-Education option from Oregon State University as well as an A.A. degree with a focus in Early Childhood Education from Portland Community College. In 2019, she became a WSU Master Gardener, and she developed and implemented a community outreach booth at the Chewelah Farmer's Market. Elisabeth discovered Waldorf in 2010 when she was planning her journey to home school her own children. In 2016, she taught first grade to her oldest daughter using Waldorf-inspired curriculum. Since then, she co-taught first, second, and third grade with her husband using a combination of Waldorf methods and natural living. Over the years, she has deepened her studies and research of Rudolf Steiner's educational philosophy. She believes that continuous education can be achieved outside the world of academia and that the highest sense of learning is connecting with one's self while maintaining balance in nature. In the summer of 2020, she completed the Waldorf Grade Two intensive training with Sunbridge Institute in New York. Her three daughters will join her at Riverwood. She enjoys hiking, gardening, and spending time with her family. Joining her family of five are six animals that include one dog, one cat, one parrot, one snake, and two rabbits.

**Caite Antoine** became friends with Riverwood at its inception in 2011. In 2019, she officially joined Riverwood as a Chickadee Class Assistant and Grades substitute, and some of her children began attending at that time. In March 2020, the First Grade teacher took maternity leave and Caite filled that position. This year she will serve as lead teacher for the Grade Three/Four Class, Outdoor Stewardship and Nature Studies classes. Before joining our school, Caite actively involved herself in her children's education. She homeschooled some, while also serving as a para-educator in the others' public school classrooms.

In anticipation of teaching at Riverwood, Caite attended an in-house Introduction to Waldorf Education course in July 2019. In February 2020, she represented Riverwood at both the east and west coast WECAN Early Childhood conferences. She then attended a Curative Education Intensive at the Mulberry School in southern Oregon, after which, she enrolled in - and currently attends - its three-year Curative Education Certification program. Finally, this summer, she completed a Grade Four Intensive with Sunbridge Institute in New York.

Caite is an outdoor education enthusiast as a result of her unique, diverse upbringing. Raised by her parents as a missionary child with the Salvation Army, she and her family traveled and relocated often. Public outreach and service was a family focus. She helped her parents lead children's summer camps and an adult skills center. For the past few years, she assisted with the Between the Rivers Primitive Skills Gatherings youth programs in Valley, Washington. Each provided the opportunity to learn and experience the healing properties and wonder of the natural world.

Her education also influenced her passion for outdoor learning. As a teen, she attended the Lincoln Science Focus Zoo School, linked to and taught by, professors of the University of Nebraska - Lincoln. The education focused largely on conservation, preservation of endangered species and animal husbandry. After high school, she traveled throughout Europe, settled in Kursk, Russia where she taught English for two years at the Pedagogical University there. After returning to the States in 2006, Caite enrolled in and completed the Eastern Medicine and Anatomy program at Myotherapy Institute, graduating in 2008.

In 2012, Caite purchased a home in the mountains above Chewelah, Washington where she lives a blended family life with her husband and their six children. They use the clear running water of Huckleberry Creek as well as the surrounding forest, to sustain themselves, their garden, horses, goats, pigs and various small critters. They value family time, honest effort and togetherness overall.

**Monica Voltz** is one of the founders of Riverwood, and she has been a teacher, administrator, and board member since the school's inception. She led her first class from second through eighth grade. Then, she taught a class of second and third graders. This year, she is the lead teacher for the fifth and sixth grade class. Prior to Riverwood, she operated a home preschool for two years, and before that was a founding member of Fingerprints Preschool in Chewelah, Washington. She holds a B.A. in Scandinavian Studies and a B.B.A in Business/Marketing from Pacific Lutheran University.

Since she discovered Waldorf education in 2008, she has completed a wide variety of Waldorf teacher training courses and conferences throughout the country including: most recently, a Grade 6 online 2020 summer intensive at Sunbridge Institute in New York; Grades 4, 5, 6, 7, and 8 Teacher Conferences; Math Intensives for Grades 1 – 3 and Grades 6 – 7; a grades summer intensive at Sound Circle Center in 2019 entitled *Beyond Labels - Nurturing the Genius of Each Child and Building New Skills for Waldorf Teaching*; a one year online course - *Thinking, Feeling, Willing – with Waldorf Essentials*; the Association of Waldorf Schools of North America (AWSNA) Summer Conference in Austin, Texas; *The Magic of Waldorf Summer Teacher Training Conferences* at Shining Star Waldorf School in Portland, Oregon, from 2010 to 2013; *Early Childhood Symposiums* at Rudolf Steiner College in Sacramento, California in 2010 and 2011; *Juniper Tree Puppetry Workshop* at Windsong School in Spokane; *Helle Heckmann Workshop for Educators* at Seattle Waldorf School; and a workshop with Rahima Baldwin-Dancy, author of *You are Your Child's First Teacher* at Portland Waldorf School.

Her oldest daughter graduated from Riverwood, and her youngest still attends as a seventh grader. She enjoys skiing locally and around the world with her family, mountain biking, playing with the family dog, reading and knitting.

**Kris Grooms** is our Middle School teacher (Seventh and Eighth Grade). She began teaching at Riverwood as a substitute in 2018 and is now a full-time faculty member. She holds a B.S. in Architectural Studies and a Bachelor of Architecture, professional degree from Washington State University. She also attended the University of Nevada for one year and completed introductory music courses and learned the basic playing of instruments in the brass, woodwinds, reeds, and percussion categories. She has been playing piano since she was six years old, has taken 14 years of lessons, and has taught piano for two years. She designed and bid landscape construction for several years before beginning a nine-year homeschooling journey using Waldorf methods with her three children. In 2019, she completed a grades summer intensive at Sound Circle Center entitled *Beyond Labels - Nurturing the*

*Genius of Each Child and Building New Skills for Waldorf Teaching*. In addition, she completed a Waldorf Sixth Grade Teacher Training Intensive. Kris's oldest son has graduated high school, and she lives with her husband, one son who attends high school, her youngest daughter who attends Riverwood, and their two cats, Louie and Marlin. Her hobbies include sewing, quilting, reading, landscape design, downhill skiing, boating, camping, hiking, and coaching soccer and basketball.

**Marci Bravo** is our Yoga Specialty teacher. She joined our faculty in 2016. She focuses on movement and mindfulness as tools to center, calm and resolve conflict. She completed her RYT200 teaching certification at Harmony Yoga in Spokane in 2015 and has training in Prenatal Yoga from the Seattle Holistic Center as well. She has practiced various styles of yoga for more than ten years. She also completed a grades summer intensive at Sound Circle in 2019 entitled *Beyond Labels - Nurturing the Genius of Each Child and Building New Skills for Waldorf Teaching*. Marci has worked with children in the fields of education, childcare, and the CASA organization since 2008. She holds a M.S. in Cell and Molecular Biology from Tulane University.

**Stazy Richman** is our Music and Singing Specialty teacher and has been on our faculty since 2011. She is a conservatory trained vocalist with a B.F.A. from the State University of New York. In addition to singing at the Northwest Bach Festival for seven years, she has produced two CDs - one a solo album of world music and the other jazz music with her band, "Stazy and the Naturals." She is the vocal director for the Kettle Falls Woodland Theater and has also acted in several of the theater's productions. She has been giving private lessons as a vocal instructor since 2004.

**Sara Brown** is a full-time professional musician and music teacher. She studies classical and contemporary music. She has recorded three albums that are streaming on iTunes, Spotify, Apple Music, and Amazon. She has won numerous awards with the Inland Empire Washington Blues Society and currently holds the title of Best Female Blues Performer. Sara also teaches individual voice lessons as well as vocal master classes.

**Mo Oliver** is our Violin Specialty teacher. New to our faculty in 2019, he brings over 35 years of strings teaching experience to Riverwood. Mo studied the "Sukuki" Talent Education Method pedagogy and philosophy and earned his book-levels by attending SAA-approved Summer Institutes at various colleges including Pacific University in Forest Grove, Oregon; Western Washington University in Bellingham; and University of Montana in Missoula. His passion for music began when he received a ¾ violin for his eighth birthday, and it has never stopped. In 1983, he established studios in Chewelah, Colville, and Kettle Falls, as well as Grand Forks, B.C. There, he helped the Selkirk College start a music department where he taught from 1994 to 2000. With the late Alex Starr, a Cuban-born composer, Mo produced two CDs of original music, Midnight Cactus and Castanet, and performed at many venues throughout Washington and British Columbia between 1995 and 2004. Concurrently, he also played violin and viola in the Woodlands Orchestra in Kettle Falls and later served as its concertmaster. While living in Coeur d'Alene, Idaho, he started the Celtic band Turning Tide which performed in Idaho, Washington, and Montana. With Turning Tide, Mo produced a CD, Ebb & Flo. From 2010 to 2015, Mo taught violin, viola, and guitar at Music Conservatory Sandpoint, during which he also performed as a violinist with the trio, "Triolet." While living in Sandpoint, he was instrumental in designing the strings program at Sandpoint Waldorf School. Mo retired from MCS in 2015 to care for his mother. He currently teaches violin and guitar at Post Falls Music Academy. In addition to teaching violin and guitar, he instructs all levels of viola and ukulele students.

**Walter Stichert** is our Latin Specialty Teacher. Walt joined our faculty in 2018 as our second foreign language teacher. He holds an A.A. from St. Lawrence Seminary in Mt. Calvary, Wisconsin and a B.A. in Philosophy from St. Francis Seminary in Milwaukee, Wisconsin. His passion for theology and classical studies led him to become fluent in both Latin and Greek. Later, in Oregon, he obtained an Oregon K-8 teaching certificate at Portland State University. His diverse job history includes being a teacher in elementary schools for three years, the Administrative Assistant for a large Parish in Northeast Portland for eleven years, and the Administrator of St. Michael's Mission in Inchelium for about three years. In 2001, he entered the homeschooling movement and taught Latin and Greek in the HomeLink programs of Kettle Falls, Colville, Chewelah and Valley School Districts. He has been married for thirty-one years, has two grown children, and has lived in Washington for the past twenty years. He enjoys summer gardening and winter forest-thinning on their twenty acres. Their 3000-volume library reveals his interest in academia – research, reading, studying, and teaching. He favors classical music, movies that inspire, stamp collecting, playing board games and doing crossword puzzles. He is involved in church activities and continues to tutor homeschoolers on a regular basis. Walt is honored to teach Latin at Riverwood and be a part of our vibrant community.

**Molly LeCaire** is our Games and Physical Education Specialty Teacher and our Literature Specialty Teacher. She joined our faculty in 2018 and holds a B.A. in Elementary Education. She has a passion for working with children and feels as though she becomes the best version of herself when teaching. In addition to her education background, Molly has taught gymnastics to all ages for the past thirteen years. Born and raised in Colville, she is excited to give back to the local community of children at Riverwood and to help create lifelong learners. She finds the Waldorf method intriguing and inspiring and can't wait to learn more. Her daughter currently is entering First Grade at Riverwood.

**Roy Antoine** joined Riverwood as an enthusiastic parent in 2019. Last year, he proposed a new class idea that would deepen the educational experience for our grades' students. We are thrilled to be able to make it happen for this school year. He joins our faculty as the Practical Mechanics teacher. Roy's love for working on vehicles began at an early age. A family photo shows little two-year old Roy perched on the fender of his dad's Kenworth, red plastic wrench in hand. He has worked for the DNR (Department of Natural Resources) for six years and holds a degree in Welding and Fabrication. Roy also attended Auto Mechanics school for one year. He enjoys working with children and creatively sharing his knowledge and experience with them.

In 2012, Roy purchased a home in the mountains above Chewelah, Washington where he lives a blended family life with his wife and their six children. They use the clear running water of Huckleberry Creek as well as the surrounding forest, to sustain themselves, their garden, horses, goats, pigs and various small critters. They value family time, honest effort and togetherness overall.

## **School Governance**

The Upper Columbia Association on Behalf of Waldorf Education (UCABWE) is the Washington State and Federal 501c3 non-profit organization that operates the school. It oversees Riverwood Community School and has a Board of Directors comprised of three to nine members at any given time. The board keeps a watchful eye on the financial health of the school and works closely with the faculty and

administrators. As is standard in Waldorf-based settings, the board's decision-making is consensus based.

President – Monica Voltz  
Secretary – Kelsey Huguenin  
Treasurer – Courtney Smoke  
Marketing Director – Thomas Carpenter  
Director – Denise Seeley

## School Policies

### **Enrollment Policy**

Before your child attends Riverwood, several forms must be completed, including a Certificate of Immunization Status. We will also schedule an interview with the parents or guardians to discuss the school's philosophy and policies, and the child's specific personality and needs.

For children in the kindergarten, we will schedule a home visit. The purpose of the home visit is to help the child to feel more trusting and comfortable with the teacher, and to help the teacher to better understand the child and his family. The visit typically lasts about 45 minutes and is as individual as each family is. New families are also expected to complete an application questionnaire.

To ensure that Riverwood is the school that best serves your child's needs, a trial period, to be mutually agreed upon between your family and the school, may be established. During this time, your child may be dis-enrolled if this is the best decision for your child, your family and the school. Tuition would be pro-rated, and no early withdrawal penalties would be applied.

### **2020 – 2021 Tuition, Fees, and Discounts**

Tuition is calculated on an annual, not a monthly, basis and may be paid by cash, check or electronic bank account transfer. For cash payments, please request a receipt. You may pay in full at the beginning of the school year, or you can make monthly payments. The first payment is due in August before school begins. Additional monthly payments are due by the 10<sup>th</sup> of the month, September through May. Tuition for students who enroll after the start of the school will be prorated to the student's start date. Other arrangements may be possible based on a discussion with the administrator and/or bookkeeper.

For bank account transfers a \$3 fee will be added to each transaction. You must discuss payment plans with the bookkeeper to set up online invoices.

Direct deposit is not possible. However, you can request that your bank mail your tuition payment to us. Please see the office administrator for bank information. Please remember to schedule payments in advance so that they reach us by the due date.

**Mixed-Age Kindergarten: Chickadee I**

**4-year-olds, 3-day, half day program (9:00 a.m. – 12:00 p.m.) Tuesday – Thursday**

\$2680/year

\$350 annual supply fee

**Mixed-Age Kindergarten: Chickadee II**

**5 to 6-year-olds, 4-day, half day program (9:00 a.m. – 12:00 p.m.) Tuesday – Friday**

\$3915/year

\$400 annual supply fee

**Mixed-Age Kindergarten: Chickadee III**

**5 to 6-year-olds, 4-day, full day program (9:00 a.m. – 3:00 p.m.) Tuesday – Friday, half day Friday**

\$4945/year

\$500 annual supply fee

**Grades**

\$6390/year

\$600 annual supply fee

**Non-Tuition Fees**

All students pay an annual registration fee of \$50 per child (\$25 for returning students) to hold their place, and it is due upon acceptance. Supply fees are due before school begins unless other arrangements have been made. The Supply Fee is paid and pooled together (as is with both public and private schools) to keep the school stocked with all curriculum-specific and essential supplies for the entire year. Some supplies may roll-over into the next school year. These non-tuition fees are not refundable by requested items, nor monetary value if your child withdraws before the end of the school year.

It is our goal to provide violins on loan, for free, to all students (3<sup>rd</sup> grade and up) for the violin class. If we cannot secure enough instruments, some students may need to rent or purchase instruments.

Some field trips may have additional fees associated with them.

Should you experience financial difficulties during the school year that impact your ability to meet the obligation you have made to Riverwood, please contact the administrator or bookkeeper. We wish to work with you and your family. Without communication from you, balances over 30 days past due will result in a mandatory meeting with a co-administrator. Balances over 60 days past due may result in dismissal from the school.

All programs and schedules are subject to enrollment and may be modified at the discretion of the school.

### **Sibling Discount**

When two children are enrolled, the one with the lower tuition receives a 25% discount. When three or more children are enrolled, they each receive a 25% discount. Discounts do not apply to registration and supply fees.

### **Early Withdrawal**

It is our sincere hope that your child will attend Riverwood for the entire school year; however, we understand that occasionally circumstances intervene. If you have enrolled for the full year and then voluntarily choose early withdrawal for your child, written notice (not email) is required. You must fill out and return the withdrawal form at least 30 days before withdrawal date. Forms are available from the office administrator.

Early withdrawal results in a financial loss to the school, which is a non-profit organization that relies mainly on tuition income to support its operations. Depending on the date of your written notice, you may still owe some or all the annual tuition that you pledged to pay. The amount of your continued financial obligation to the school is determined by the date of your written notice. The enrollment cancellation deadlines and subsequent financial obligations are as follows:

1. On or before August 25, 2020, the financial obligation will be limited to 15% of total tuition
2. On or before September 15, 2020, the financial obligation will be limited to 25% of total tuition
3. On or before December 15, 2020, the financial obligation will be limited to 60% of total tuition
4. On or before February 15, 2021, the financial obligation will be limited to 75% of total tuition
5. On or before April 15, 2021, the financial obligation will be limited to 90% of total tuition
6. After April 15, 2021, the financial obligation will be 100% of the total tuition

### **Clothing - Dressing for the Weather**

Expect that your child will engage in outdoor activity daily in rain, sunshine, or snow. All children benefit from copious amounts of outdoor time in different types of weather. Windy days, rainy days, sunny days, and snowy days all give children a different sensory experience – the wind in their hair, the sun on their face, the gentle kisses of snowflakes on their cheeks, and the wetness of rain.

Children must arrive each day dressed for the weather outside in mind. Footwear must be appropriate for a daily morning walk outside in all weather conditions. Layers are a great idea – that way, clothes can come on and off as the temperature and weather changes throughout the day. Children will wear hats in cold weather for warmth and in hot weather for sun protection. Please bring a hat that your child likes - that way he or she is happier wearing it. Hats may not be worn in the classroom.

Required outerwear:

1. Fall & Spring: rain boots, rain pants, rain jacket with hood or rain hat (no umbrellas, please)
2. Winter: snow boots, snow pants, winter coat, waterproof gloves, warm hat that covers the ears

Sturdy, washable play clothes that can get dirty are the best choice for school. A full change of extra clothes kept at school is required for all children: pants, shirt, socks, and underwear. During the rainy

and snowy seasons, an extra set of gloves/mittens and socks is necessary. If your child does not have the proper clothing for the weather of the day, we will call you to bring the needed items as quickly as possible.

We require that your child's school clothing be free of advertisements and media images such as characters from TV, movies, and video games. This includes advertisements for foods and drinks, Disney princesses, Superheroes, Sesame Street, etc. Sports teams and brand names, such as *Old Navy* and *Seahawks* are acceptable.

## **Kindergarten Toileting**

Children must be toilet trained. They will be given assistance with toileting as needed.

## **Media Policy, Phones and Electronic Devices**

Our modern world is filled with screens (TVs, computers, phones, iPads, etc.), and we firmly believe that childhood is best nurtured by avoiding exposure to electronic media. If you need support in changing the current habits in your home, please talk with your class teacher. Studies have shown that excessive media use can lead to attention problems, school difficulties, loss of imagination, sleep and eating disorders, and obesity. Limiting exposure to electronic media has been shown to improve the mood of open-minded concentration and social stability in the classroom. Therefore, our policy is that children have no media exposure in the mornings before school or right before bedtime on school nights, and we ask that you consider restricting or limiting overall television and computer use at home. Children's healthy development depends on their fully active, fully focused participation in the world around them. Extensive media exposure inhibits children's innate capacity to form their own inner pictures, an ability crucial for creative thinking and problem solving. The American Academy of Pediatrics recommends no electronic media for children under 2 years of age. All children will benefit from less screen time.

Children are not permitted to use cell phones or other electronic devices in school or on school grounds. Adults are asked to minimize their use of cell phones, to silence the ring tone, to consider stepping outside for a phone call and to refrain from using other electronic devices on school premises.

## **Items from Home**

We have carefully prepared our school environment to meet the needs of the children and our educational program. Therefore, your child's books, school supplies and toys, tiny and large, should stay at home or in the car. Only with advance permission by their teacher may children bring toys, supplies, and other items from home. In the grades, all supplies are provided. Storage space is limited, and additional personal writing instruments, paper notebooks, and folders/binders are not needed.

## **Kindergarten Meals and Beverages**

Children enrolled in the Chickadee Kindergarten will be served a mid-morning "mousie" snack such as almonds or dried fruit, as well as a hearty, light meal with warm tea later. Filtered water is always

available. We strive to serve healthy, organic (as much as possible) food with little or no sugar. A typical snack is brown rice with nutritional yeast or liquid aminos, homemade bread or vegetable soup. We will accommodate food preferences for religious or medical reasons. Please do not bring any food, drink, candy or gum for the class, except by pre-arrangement, for a special event. We recommend that you bring a snack for pick-up time because your child will most likely be ready for lunch.

## **Grades Meals and Beverages**

In the grades, children bring their own snack and lunch. We are unable to refrigerate or heat food. Therefore, use an ice/cold pack or insulated containers to keep items warm.

Please ensure that your child brings enough food to last for both snack and lunch. If your child comes to school without food or not enough to last through the day, we will contact you so that you can bring what is needed. We encourage healthy food choices and ask that you do not pack any types of candy or overly sugary items. Please do not use lunch boxes or sacks that advertise media characters/movies, etc. We know that parents carefully plan and prepare their child's snacks and lunches – it is our policy to ask children to refrain from sharing and exchanging food. Remember to include a napkin which can be used as a placemat when eating outdoors.

Your child must pack 1-2 full water bottles to school – hydration is important and at this time there is limited means to refill bottles. For snack time, only water is allowed. For lunch time, children may bring juice, water or milk. Sports drinks, energy drinks and soft drinks are not allowed.

## **Kindergarten Arrival, Departure, Attendance and Communication Policy**

School begins at 9 am. Children may arrive as early as 8:30 a.m. but must be accompanied by a responsible adult. Teachers will not be available to watch your children before school starts. Staff will be on-site to take your children's temperature and provide you with time to fill out the health questionnaire form, if you have not already filled it out at home.

Kindergarten arrivals will use the walking path to the right of the forest entrance to walk to The Cottage gate before saying goodbye to the children, and then using the same path to return to your vehicles.

Please arrive between 11:50 a.m. and 12:00 p.m. to pick up your child. They will be released to your care by 12:00 p.m. Please maintain at least a 6 ft distance between groups.

If you would like to have a discussion with the teacher regarding your child, please schedule an appointment during your teacher's office hours. It is not possible to have in-depth, private conversations during drop-off and pick-up times. Your teacher will email or text you before you pick up your child if there was an issue that wasn't resolved during class that day. If you don't hear from the teacher, then the issue or incident either did not happen, or it was resolved.

Children will be signed in and out of school by a parent or other authorized adult. We have an open-door policy which means that parents/guardians shall have access to the child's records and the staff

during operating hours, with an appointment with the office administrator. You are welcome to request observation of your child(ren)'s activities while in our care. Observations are to be approved by at least one faculty member. Persons who are prohibited by regulation from being on the premises will not be allowed.

To mitigate the risk of COVID infection families or authorized adults are not allowed in the area beyond the borders of the property where classes take place, besides those who have already scheduled time in the classroom or those walking children to their class.

## **Grades Arrival, Departure and Attendance Policy**

Grades school begins at 8:00 a.m. Children may arrive between 7:45 and 7:55 a.m. to complete the attendance/screening process. They may then proceed to The Prairie to store lunch bags and backpacks and to wait for their teacher. Students should stay dressed for the outdoors and wait to proceed together as a class to The Meadow where the school day will begin promptly at 8:00 a.m. If your student arrives after 7:55 a.m., you and your child must meet with the office administrator before entering the property.

Staff will be on-site to take your children's temperature and provide you with time to fill out the health questionnaire form if you have not already filled it out at home. Students who arrive earlier than 7:45 a.m. must be accompanied by a parent/guardian or other responsible adult, and they may not enter the property or classrooms. School ends at 3:00 p.m. Please arrive promptly to pick up your child.

For both drop off and pick up, please respect our plan to maintain a 6 ft distance between groups.

Students arriving after 8:10 a.m. will be considered tardy. Tardies and absences are recorded as either excused or unexcused depending on whether or not the child has a note from home or the parent has provided a verbal explanation. Please give the school advance notice of planned absences and try to plan family vacations and appointments for outside of scheduled school days and hours.

To mitigate the risk of COVID infection families or authorized adults are not allowed on the outdoor campus, besides those who have already scheduled time in the classroom or those walking children to their class.

## **Attendance at Remote Learning Days (Mondays), Festivals, and Stewardship Days**

Full-time grades students are required to participate in Remote Learning Days, Festivals, and Stewardship Days. See school calendar for specific dates. The Office of the Superintendent of Public Instruction (OSPI) mandates students at RCS to participate in 165 days of class and instruction, which include these activities in addition to the regular school days. A teacher, parent or supervising adult will implement the learning activities for the Remote Learning Days. A detailed description of activities will be provided. Full-time students who do not provide evidence of the scheduled activity will be marked as absent. Remote Learning Days are designed for the grade school curriculum. However, there may be opportunities throughout the year for kindergarten students to participate.

## **Field Trips**

In the grades, field trips are scheduled throughout the year. Parents may attend to provide transportation and additional supervision. Trips are conducted in conjunction with the pedagogical intent of the curriculum and not only offer the students an opportunity to experience their studies in another setting, but also allow parents, students, and teachers to share experiences in a less formal way. Field trips are carefully planned with safety being of paramount importance. Some field trips may require payment of entrance fees. In some instances, parents may be asked to contribute to the cost of fuel if long distances will be driven. Field trips are often scheduled on Remote Learning Days (Mondays). Parents can collaboratively plan the trips with teacher suggestions.

A written *Field Trip Permission Form* completed by a child's parent/guardian is required before any child may attend a Riverwood Field Trip. Forms will be handed out in advance. We will not accept verbal consent. Children without permission slips at the time of departure will remain at school, and their parents will be called and asked to pick them up. Students must also bring all necessary clothing and equipment; students without proper clothing or equipment will not be allowed to attend. ONLY students enrolled in the class may attend; siblings or friends may not attend field trips. Pets are not allowed on field trips.

A *Chaperone Form* must be completed by every parent/guardian who serves as a chaperone on a field trip, whether they are driving or not. Parents/guardians who will be driving for the field trip must complete a Field Trip Driver Form. Before each field trip, the driver's license and insurance information of the driver will be verified. A parent/guardian need only submit one *Chaperone* and one *Field Trip Driver Form* per school year unless there is a change in the information submitted.

## **Snow Days**

Riverwood Community School will follow its own Snow Days plan which may or may not follow the plans of the surrounding school districts (Colville, Kettle Falls, and Chewelah). Snow closure days are considered an act of nature and as such will not be made up. If surrounding school districts have a late start due to weather, Riverwood will evaluate the situation and make its own decision. You will be notified by text by 7:00 a.m. by your child's class teacher regarding closures or late starts due to weather.

## **Air Quality Days**

If the air quality is deemed to be hazardous to the health of vulnerable population, such as when there is smoke in the air due to a fire, then Riverwood Community School will be forced to close. As an outdoor school there is no way to escape the hazardous air and keep the vulnerable population safe. Air quality closure days are considered an act of nature and as such will not be made up.

## Faculty and Staff Office Hours

We welcome conversations and communication between our school families, teachers and administration. To maintain privacy and assure the full attention of all parties, please schedule an appointment during office hours. Teachers and administration office hours will be provided.

## Code of Conduct

Riverwood Community School strives to be a community that embraces diversity. Our students, parents, teachers and adults come from many backgrounds and beliefs. Our goal is to respect and honor all. We seek to create an environment that protects the health, safety and learning of our students, parents and teachers. In the interest of everyone at Riverwood, it is necessary that the rules of the school are upheld by the students, teachers, parents and all adults who are a part of the school. The rules apply at all school occasions, festivals and outings.

We expect students and adults to be courteous and respectful to all members of the school community and to the general public, to respect the differences and rights of others, and to not swear, bully, harass or in any way endanger or harm others, whether physically or emotionally. We expect students and adults to treat with respect their own and others' belongings and to conduct themselves in a respectful manner on the school property and in our neighboring area. We expect students and adults to respect the learning environment of the school, to engage fully in the work of the class, not to disrupt unnecessarily, to bring issues forward in an appropriate manner and to be timely in arrival, departure and when turning in assignments and paperwork.

## School Rules

1. Children obey all adults.
2. No verbal aggression and no use of swear words or inappropriate language on school grounds.
3. No physical aggression, including hitting and rough play.
4. No sexual harassment of another person. Sexual harassment is legally defined as "any unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature."
5. No throwing objects that may harm another person.
6. No bullying or detrimental teasing. Bullying is defined as:
  - Physical violence and/or threat of physical violence
  - Persistent verbal abuse
  - Prolonged and aggressive exclusion of another from the group activity
  - Intimidation
  - Interference with the property of others
  - Incitement or coercion of others to carry out any of the points mentioned above
7. No continuous disruptive behavior in the classroom including late or incomplete assignments.
8. No yelling unless in an emergency.
9. No damaging or stealing property.
10. No possession of a dangerous weapon or device, including pocketknives unless approved by a teacher for a specified project or purpose and returned after use.

11. No use or possession of illegal substances, including tobacco.
12. No disappearing or running away. Property borders, gates, and fence boundaries are in place for safety purposes. If a student enters a forbidden area, they will be required to go home for the rest of the day. There can be no exceptions to this rule.
13. No using survival tools, such as whistles, other than for emergency situations or intended use.

## **Kindergarten Child Guidance and Discipline**

We strive to understand the nature of the young child and create a schedule that allows for an appropriate balance of activities. There are long periods of free play, both indoors and outside. The consistency of a daily rhythm allows the children to know, out of habit, what is expected of them at any given time. We model the behavior that we desire the children to imitate. They see teachers treating others with kindness and respect and hear us frequently using the words, “please, thank you, excuse me, and I’m sorry”. We value kindness and encourage the children to show others that they care.

When there is a conflict between children, we encourage them to express themselves and find a solution, and when needed we help them to find the right words and choose the right actions. We often redirect undesirable behavior. Children may be guided into a different activity. Teachers model ways of resolving conflicts. When required, teachers may use “time-in” (instead of “time-out”), which is a period of time spent working with or helping one of the adults, until the teacher feels that the child is ready to rejoin his or her classmates. “Time out” may also be used, particularly in instances of physical aggression. There is no spanking or other form of corporal punishment.

If difficulties are persistent on a given day, you will be called to pick up your child as soon as possible. Especially in the Chickadee class and lower grades, children may become overtired or anxious and just need to go home early to be with their parent. If challenges persist, your teacher will request a conference with you. The adults can then assess the situation and work together to find ways to help the child. Parents can be of assistance by informing teachers of changes at home that may result in unusual behaviors by their child.

Certain serious behaviors that compromise health and safety may result in a child being sent home from school. Teachers will exercise discretion and respond appropriately to the age of the child. Behaviors for which a child may be sent home include the following:

1. Running away
2. Intentionally injuring another person
3. Biting
4. Repeated teasing and bullying
5. Aggressive behavior that results in injury, intentional or not
6. Uncontrollable disruptive behavior
7. Repeated refusal of teacher’s reasonable guidance

A conference between teacher and parents will be necessary before the child returns to school. Most importantly, good communication among teachers and parents is necessary for the wellbeing of the young child and the whole class.

## **Grade School Child Guidance and Discipline**

The development of the children's social and emotional health is an important part of education within our school. Each teacher establishes rules and consequences as appropriate to the age of the children. In cases of behavior in violation of broader school rules or of chronic misbehavior, the teacher, student, parents, and sometimes the Administrator will work together until the issue is resolved. Each situation is unique, and therefore an individual plan of support and appropriate action is determined for each instance.

Parents are informed immediately in the event of serious behavior problems or incidents involving their child. A child may be sent home or suspended from the school if a serious problem arises. Suspension is a term that should not assume punitive measures. It is meant to be a separation from the group in order to achieve—for the child, class, and teacher—clarity about the existing situation, so that a new beginning is possible.

The school is authorized to take reasonable means to ensure the safety and well-being of the children in their care. In cases of extreme violations of conduct or safety, a teacher may ask a parent to remove his/her child from school immediately. Every instance of behavior resulting in temporary removal from the classroom situation or school will be followed by a conversation of teachers, parents and student as deemed appropriate before the child re-enters school/the class. In addition, the child may be given some work to complete prior to his/her return to the class or to school. The extent of further disciplinary action will be determined at the time of each infraction and may include the child staying home from school for a pre-determined number of days or in dismissal from school altogether. The following behaviors will result in a child being sent home immediately, asked to stay home from school for a pre-determined number of days, and/or in dismissal from school altogether:

1. Physical aggression toward another person
2. Verbal aggression, including use of swear words, or inappropriate language on school grounds
3. Willful damage to property
4. Possession of illegal substances or weapons
5. Any action that endangers the safety of another person or of self
6. Blatant defiance and disrespect
7. Sexual harassment of another person
8. An accumulated record of general misconduct

## **School Conflict Resolution Process**

Mutual support between the community, educators, administration, and Board of Directors is vital to the health, stability, and growth of Riverwood Community School. Additionally, the way in which we conduct ourselves when disagreements or concerns arise serve as a model to our students and the community at large. The following conflict resolution guidelines are provided to ensure fulfillment of this important responsibility.

1. For classroom and student concerns, you must speak with your child's teacher first. Please contact them directly to set up a meeting. This should be done outside of the time that the

teacher is directly involved with the care of students, including drop-off, pick-up, and class times. Staff office hours are available. If every effort has been made to resolve the issue with the teacher directly, without success, the school's administrator may be contacted.

2. For administrative concerns, please contact the school's administrator to schedule a meeting. This can be done by email, by phone, or in person during regular office hours.
3. For issues requiring the attention of the Board of Directors, please communicate concerns by email to the school administrator.
4. Respectful communication during phone calls, electronic communications, and meetings is required.
5. Gossip in any form undermines the whole community, is contrary to our goals of direct and honest communication, and it will not be tolerated in our school. We must encourage one another to discuss concerns through the most direct and appropriate avenues. We engage in conversation around difficult issues trusting that we are all committed to bettering our beloved school.

In case confidential assistance, beyond the faculty and staff present daily, is needed to resolve a unique issue, please contact Denise Seeley, our pedagogical supervisor.

In the rare event conflict continues to arise and a family has repeatedly disregarded the conflict resolution guidelines, it may be determined that Riverwood Community School is no longer a good fit, and the family may be required to leave the school. The school is committed to working through difficulties and challenges with families, and this action would be reserved for severe circumstances. A commitment to communication can usually resolve conflict and is essential to the health and vitality of Riverwood.

## **Weapons Policy**

A student found with a weapon at school will be automatically suspended for a period of not less than one day. If there is a second violation, the student will be expelled.

## **Illness**

There is a separate addendum for all COVID related information, please refer to the addendum for all COVID questions or concerns.

Please keep your child at home if he is ill. We do allow children who have mild colds and other minor ailments to attend school. We do not allow children to attend school if they have any of the following conditions or symptoms:

1. Diarrhea (three or more watery stools or one bloody stool within twenty-four hours)
2. Vomiting (two or more times within twenty-four hours)

1. Open or oozing sores, unless properly covered with cloths or with bandages
2. Lice or nits
3. Fever of 100.4 degrees Fahrenheit or higher
4. Children who have a fever of 100.4 degrees Fahrenheit or higher and one or more of the following: earache, headache, sore throat, rash, or fatigue that prevents participation in regular activities.
5. Children and staff who have a reportable disease may not be attend school unless approved by the local health authority
6. For suspected communicable skin infection such as impetigo, pinkeye, and scabies, a child may return twenty-four hours after starting antibiotic treatment
7. For a case of chicken pox, a child may return after all lesions are crusted over and no new lesions have appeared for 24 hours

If you are in doubt about whether your child should attend or not, call your child's teacher, and we will make a joint decision. Your child should be well enough for a full day of activity, including outside play. We do not have the staffing resources to supervise your child inside during scheduled outside time. If your child becomes ill or significantly injured while in school, you will be notified and asked to have your child picked up as soon as possible. We will try to keep the ill child comfortable and away from the other children in our Isolation Trailer. Please bring medical problems, allergies, and new medications to our attention immediately.

## **Communicable Diseases**

Keeping children who have the above-mentioned conditions and symptoms from attending school will help prevent communicable diseases. Please notify us immediately if your child has a contagious or communicable disease (i.e. chicken pox), or has been exposed, so that we can alert the other families that may have also been exposed. Communicable diseases such as hepatitis, meningitis and HIV, and food poisoning must be reported to the WA Health Department.

## **Immunization Records**

OSPI requires that all students provide an up-to-date Certificate of Immunization or Certificate of Exemption prior to attending school. Proper paperwork for your child must be provided, or he must stay home. Provide updates about your child's immunization status.

## **Medications**

If you would like your child to take a medication while in our care, your child's teacher will talk to you and decide about the appropriateness of using the medication at school. Regarding medications, there are several forms for parents and staff to fill out and complicated procedures for staff to follow, therefore, for non-critical medications it is preferable that parents keep the medication at home and give the medication to their child themselves before or after school. We are happy to apply sunblock. Medications, including sunblock, will only be administered to children with signed written permission

from the parent/guardian. Prescription medications must be kept in their original container with the child's name, dosage, instructions and expiration date clearly visible on the package. Only select non-prescription medications can be administered, and only according to package instructions.

## **First Aid, Medical Emergencies and Disaster Plan**

In case of emergency, staff members trained in first aid and CPR on site during school hours will administer care until help arrives or the child is stable. Several safety boxes that contain first aid kits and other essential items are located throughout the property. Depending on the severity of the problem, parents may or may not be contacted. In the unlikely case of a life-threatening medical emergency, 911 will be called, as well as the parents.

We conduct quarterly fire drills and drills for other possible disasters. We have developed a disaster preparedness plan. Our plan includes responses to the different disasters our site is possibly vulnerable to, as well as procedures for on- and off-site evacuation and shelter-in-place. Evacuation routes are posted in each classroom. Parents will be notified of emergency situations. A copy of the Disaster Plan is in the school office, in each classroom and is also available online upon request.

## **Animals Onsite**

We may have class pets or animal visitors. We will check with the animal's owner to be sure that the animal is friendly with children before allowing them on premises. Children will be supervised around animals and will wash their hands after touching animals. Please talk to your child's teacher if you have any concerns about animals.

For outdoor school policy please see the Outdoor Environment Addendum.

## **Pesticide Policy**

We do not use any pesticides, indoors or outdoors. If the property owners decide to use pesticides on the property, parents will be notified and fully informed of the details of the pesticide application at least 48 hours in advance, and a sign will be posted.

## **Child Abuse and Neglect**

Riverwood School staff are state-mandated reporters of child abuse and neglect. They will report to Child Protective Services any suspected child abuse, neglect, or exploitation.

## **Parent Library**

Self-education is a gift we give ourselves, our children, and our families. Our parent library is available for interested parents. It is located in the relaxation nook in the main hallway in the main school building. Ask the office administrator for access. Your class teacher may also have books available for you to borrow. Please return books promptly when you are finished with them.

## Other Resources

Riverwood Community School website: [www.riverwoodschool.org](http://www.riverwoodschool.org)

Like us on Facebook: Riverwood School

Association of Waldorf Schools of North America (AWSNA): [www.waldorfeducation.org](http://www.waldorfeducation.org)

Waldorf Early Childhood Association of North America (WECAN): [www.waldorfearlychildhood.org](http://www.waldorfearlychildhood.org)

## Acknowledgement of Risk and Assumption of Personal Responsibility

Riverwood Community School staff members make every effort to conduct safe programs, to orient and support children, as well as to inform families of inherent risks. Some activities may involve risks that children do not routinely encounter at home. Risk management is an essential element of all the activities offered. While we anticipate that these efforts will ensure the wellbeing of each child, we are also aware that it is neither possible to foresee every contingency nor to eliminate all risk. Program activities may include but are not limited to hiking on uneven terrain, playing active games, participating in activities near water and in water.

Parents hereby release and forever discharge, and agree not to sue, and agree to indemnify and hold harmless Riverwood Community School, and its officers, directors, employees, and volunteers and each of them, from and against any and all liabilities and obligations of every kind and description, which a parent shall or may have against them or any one or more of them arising out of, or in connection with, your child's participation in the Riverwood Community School program and activities, including, but not limited to, for any personal injury that the child may suffer while participating in the Riverwood Community School program and activities, excepting in the case of gross negligence. Please understand that your child's participation in the Riverwood Community School program and its activities is completely voluntary, and that you are familiar with the program activities in which your child may participate.

An Acknowledgment of Risk and Assumption of Personal Responsibility form is included in the registration paperwork. It must be signed and returned prior to your student attending classes.

## Non-Discrimination Policy

Riverwood Community School and the Upper Columbia Association on Behalf of Waldorf Education (UCABWE) do not discriminate on the basis of any race, color, national or ethnic origin, religion or gender in relationship to hiring, administration, and students. Its educational institution admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally associated or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, and other school-administered programs. Enrollment is open to any child whose needs we are able to meet.