



**410 WEST SEVEN STARS ROAD
P.O. BOX 350
KIMBERTON, PENNSYLVANIA 19442**

**610-933-3635 ♦ admin@kimberton.org
www.kimberton.org**

SCHOOL HOURS

Parent/Child Class Thursday and/or Friday	9:30 - 11:30
Rosebud Garden Nursery Monday - Friday Extended Day	8:00 - 12:00 or 3:00 3:00 - 5:00
Kindergarten Monday - Friday	8:00 - 12:10 or 8:00 - 3:15
First* through Twelfth Grades Monday - Friday <i>*First and second grades dismiss at 1:00 on Fridays</i>	8:00 - 3:15
First & Second Grade Afternoon Child Care Fridays	1:00 - 3:15
Extended Day Program - Grades K-6 Monday - Friday	3:15 - 6:00



PLEASE NOTE: Students should be at school no earlier than 7:40 and no later than 7:55 a.m. Parents are asked to call the school office (610-933-3635 ext. 3) before 8:45 a.m. if a student will be absent that day.

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INTRODUCTION

Welcome to Kimberton Waldorf School. We look forward to working with you to ensure that your child will benefit fully from what the school has to offer. The purpose of this School Guide is to provide some basic information about school policies and procedures. If you still have questions after reading it, please contact the school office or your child's Class Teacher.

WALDORF EDUCATION

Waldorf education offers the young person a thorough academic training and a creative approach to learning and thinking. By uniting the arts, humanities and sciences, Waldorf education fosters the development of the whole person by working with the head, the heart, and the hands. It prepares students to enter adulthood with social awareness, self-discipline, a lifelong love of learning, and a wonder and reverence for the world.

Kimberton Waldorf School is one of more than 1000 Waldorf schools worldwide. The first Waldorf school opened in Stuttgart, Germany in 1919. Its pedagogy was founded on the educational insights of Rudolf Steiner (1861-1925), an Austrian philosopher, scientist, artist, educator and founder of the spiritual science Anthroposophy. Today Waldorf teachers throughout the world strive to implement Steiner's ideals in an education which prepares students to meet the challenges of the 21st century.

To further the understanding of Waldorf education, the following books are recommended. Most are available in the Seven Stars Shop for purchase, or may be borrowed from the Morningstar Parent Library located in the Kindergarten hallway:

Rudolf Steiner Education: An Introductory Reader (Christopher Clouder)
Lifeways: Working with Family Questions (Davy & Voors)
Waldorf Education: A Family Guide (Pamela J. Fenner)
School as a Journey (Torin M. Finser)
Recovery of Man in Childhood (A. C. Harwood)
The Way of a Child (A. C. Harwood)
Adventures in Steiner Education (Brien Masters)
Understanding Waldorf Education: Teaching from the Inside Out (Jack Petrash)
Towards Wholeness: Rudolf Steiner Education in America (M.C. Richards)
The Essence of Waldorf Education (Peter Seig)
Teaching as a Lively Art (Marjorie Spock)

KIMBERTON WALDORF SCHOOL

Kimberton Waldorf School was founded in 1941 by Mr. and Mrs. H.A.W. Myrin. Their desire to found a school arose out of their earnest study of the works of Rudolf Steiner. Year by year, Kimberton grew to include classes from nursery/kindergarten through the twelfth grade. The first high school senior class graduated in 1967. Known at its founding as "Kimberton Farms School," the name was changed in 1985 to designate more clearly the educational philosophy upon which the school is based.

ANTHROPOSOPHICAL INITIATIVES

Anthroposophy literally means “wisdom of the human being.” It is also defined as “knowledge of the nature of man.” Rudolf Steiner used this term in connection with his philosophy and understanding of the human being. He applied this understanding of who we are and how we live on earth to such diverse fields as education, special education, agriculture, medicine, the arts, eurythmy, philosophy, science and history. There are many initiatives in our area arising out of anthroposophical work. They include, but are not limited to:

- Camphill Soltane
- Camphill Special Schools (Beaver Run and Beaver Farm)
- Camphill Village - Kimberton Hills
- The Christian Community
- Kimberton Clinic
- Kimberton Waldorf School
- Pennsylvania Eurythmy Ensemble
- Seven Stars Farm
- Steiner Medical & Therapeutic Center

In addition to those listed, there are many other initiatives taken up by individuals or groups. The Southeastern Pennsylvania Branch of the Anthroposophical Society meets regularly. To find out more about the Society or initiatives arising out of anthroposophy, contact Sherry Wildfeuer at 610-935-0302.

ASSOCIATION OF PARENTS

The mission of the KWS Association of Parents is to support the children, parents, faculty and the greater community through education, organization of fundraising and social activities, and communication. The Association is most active in supporting the school through various committees: Outreach, Development, Facilities.

ESSENTIAL INFORMATION

Contacting the School

The school offices are open from 8:00 a.m. to 4:00 p.m., Monday through Friday. If you call the Lower/Middle School office (610-933-3635, ext. 1) or the High School office (ext. 2), your call or message will be forwarded to the appropriate faculty or staff member. There are times of day when the school office and phone lines are very busy. If you call during school hours and get voice mail, please leave a message and your call will be returned at the first opportunity.

We ask that you keep messages for students to a minimum, and whenever possible relay messages for students to the school by 12:00 noon. Emergency messages will be handled immediately.

School Hours

The school day begins at 8:00. Students should arrive no later than 7:55 so they can be in the classroom in time for the start of Morning (Main) Lesson. After the bell is rung at 8:00 a.m., the Class Teacher greets each student individually and the class as a whole. This is followed by the Morning Verse and a variety of activities designed to help the children prepare for the day's lessons. This rhythm is important in establishing a harmonious beginning to the day for the class as a whole, so it is requested that students arrive no later than 7:55 a.m. (See also Late Arrivals, page 6)

Grades 1 through 12 dismiss at 3:15 p.m., with the exception of first and second grades on Fridays; grades one and two are dismissed at 1:00 p.m. on Fridays.

After-school sports, grades 6 through 12, extend until 5:00 p.m. Athletic coaches cannot be responsible for students not involved in team sports. Students staying after dismissal must be on a sports team, supervised by a parent, or have permission from a teacher.

Afternoon Child Care – Grades One and Two

Friday afternoon child care is provided for first and second graders to meet the needs of working parents. Dismissal time for afternoon group children is 3:15 p.m. in the circle. The cost for Friday afternoon child care is not included in tuition.

Extended Day Program – Kindergarten through Sixth Grade

This program offers supervised care for children in Kindergarten through sixth grade until 6:00 p.m., Monday through Friday. Activities include free play, walks, outdoor games, as well as indoor board games, reading, stories, homework help and instrument practice. A snack will be provided. The cost for the Extended Day Program is not included in tuition.

All students participating in the above two programs must be registered in advance; drop-ins are allowed only in case of emergency. More detailed information and registration forms for these programs may be obtained from the Business Office.

ESSENTIAL INFORMATION – *Continued*

ATTENDANCE

Absences

Absences are excused for illness, injury or family emergency. If a student is absent from school for any reason, please inform the school office by 8:45 a.m. the day of the absence (610-933-3635 ext. 3). For safety reasons, parents will be called to verify an absence if the parents have not contacted the school. It is the student's responsibility to get assignments from the teacher in the case of absence.

Excessive absences can jeopardize a student's learning. Parents may be asked to provide a statement from a doctor for repeated absences due to illness. Total absences of 21 days or more require a faculty/parent conference. In extreme cases, the student's continued enrollment at the school may need to be reconsidered.

Late Arrivals

There may be times when your child arrives late to school. It is important that we are able to account for all children on campus at all times. Students in grades 5-8 arriving after 8:00 a.m. need to first check in at the Middle School Office to let the secretary know of their arrival, then may proceed directly to the classroom. For children in grades 1-4, a parent can call or stop by to inform the office of the child's late arrival after escorting the child to class.

Outside Appointments

Please try to schedule doctor or dentist appointments for outside of school hours. If this is not possible, late morning or afternoon appointments are preferable so that students don't miss Main Lesson time.

Early Dismissals

If it is necessary for a Lower School student to leave during the day, parents should send in a note for the Class Teacher explaining the reason for early dismissal. When a student needs to be dismissed early from school and does not return later that day, it will be recorded as a half-day absence.

Family Vacations

The school distributes a calendar before each new school year. We expect that all families will plan any vacations within the scheduled holiday breaks.

Important family occasions such as weddings and funerals are exceptions to the above school policy, and occasionally a trip of unusual educational value can be supported by the school even though class time may be missed. It is important that the Class Teacher know of and approve such occasions in advance. We ask that you submit a letter to the Class Teacher while the trip is in the planning phase, requesting that the school's vacation policy be waived due to a special opportunity.

ESSENTIAL INFORMATION – *Continued*

TUITION AND STUDENT FEES

Tuition may be paid through any one of three payment plans:

- Full amount, due July 1
- Two payments, due July 1 and January 1
- Ten monthly payments, July through April.

Re-enrollment agreements for the following year will be issued by mid-February and will be due, with the commitment deposit, the first week of March. When parents return their agreement, they can indicate the payment plan of choice on the agreement. Families with three or more children attending KWS receive a 5% discount on all tuitions. Participation in the Tuition Refund Plan (insurance) is required unless full annual charges are paid by July 1. The premium cost is added to the tuition invoice and runs about 4% of total tuition.

In addition to tuition, there is a \$125 Student Facilities Fee which contributes to the costs to maintain our campus. Depending upon the grade(s) of your child(ren), there may be additional costs connected to class trips, field trips, and the purchase of Choroi flutes used in the younger grades.

Afternoon Child Care and the Extended Day Program are not included in tuition. These are separate programs with their own registration and payment process (see page 5).

The school reserves the right to withhold final reports and diplomas from those students whose full financial responsibilities have not been met.

Musical Instrument Lessons

Students in grades four through eight are required to play an orchestra instrument. One weekly instrument lesson at school for 26 weeks of the school year is included in the tuition of students in these grades. Students in grades 9-12 have the option of taking an instrument lesson at school; parents are responsible for the cost of the lessons, however the school will act as a billing intermediary. We encourage all students involved in the school instrumental groups to take private lessons. Lessons help to facilitate a child's musical education and build playing skills, which in turn helps the students to more adequately support the group in which they play. Instrument rental is arranged privately, with assistance from the school as needed. Parents will be billed for music instruction books, which are not included in the lesson fee. If a student will miss a lesson due to absence or illness, parents should call the instrument teacher at home to cancel the lesson; otherwise the student is billed for this lesson.

Student Medical Insurance

Student Medical and Accident Insurance is mandatory for each student. The cost is included in the tuition fee. Claims for injuries at school must first be submitted to the family's insurance carrier. Any medical expenses not covered by the family's insurance may then be submitted to the school's carrier. Contact the Business Office for more information.

FINANCIAL AID

Financial aid is provided by the KWS Scholarship Fund and the J. Terry Neville Scholarship Fund. Financial aid is awarded on an annual basis and must be reapplied for each year. In determining financial need, the Financial Aid Committee makes use of the School & Student Service for Financial Aid operated by National Association of Independent Schools (NAIS). The SSS form, Parents' Financial Statement, is downloadable from the website sss.nais.org in January. A full statement of financial aid policies and procedures may be obtained from the Business Office.

ESSENTIAL INFORMATION – *Continued*

MEDICAL AND EMERGENCY INFORMATION

As of September 2015 parents are asked to enter essential information regarding health conditions and allergies, daytime phone numbers, family doctor and health insurance information, etc., via a parent portal directly into the school's database by the first day of school. This new system for collecting this information takes the place of the yellow emergency cards used in the past. Printed copies are taken on all field trips and to away games (grades 6-12), and would accompany any injured child who is taken for emergency medical treatment. Parents are asked to promptly make updates in the database if any information changes during the school year. *It is very important that this information be completed by the first day of school.*

PHYSICAL AND DENTAL EXAMS

As stipulated by the Pennsylvania School Health Act, physical examinations are required of all students in Kindergarten, grades 6 and 11, and all new entrants, and dental examinations are required of all students in Kindergarten, grades 3 and 7, and all new entrants. It is preferable to have the examinations done by your family physician or dentist. Forms are provided and should be returned to the school office before the first day of school. A doctor and dentist provided by the school will examine all children who have not seen a private doctor or dentist, at no expense to the family.

Vision screening tests take place each year for all grades; hearing screening tests are given in Kindergarten and grades 1, 2, 3, 7 and 11. Scoliosis screening takes place each year in grades 6 and 7. The tests are conducted by school nurses from the Owen J. Roberts School District. If results of the vision, hearing or scoliosis screening indicate a concern, a second screening will be scheduled. Parents will be notified of any atypical results of the second screening.

A WORD ABOUT HEAD LICE

Lice outbreaks among school-aged children are inevitable, and it is important to remember that lice do not carry disease and have nothing to do with hygiene. We strive to handle outbreaks in a manner that is considerate and respectful of the students and families affected, while at the same time being diligent in taking steps to eliminate any and all active cases.

We ask the parents to take primary responsibility for periodic routine head checks at home, and to notify the school if lice are discovered. An informational hand-out that offers treatment alternatives to over-the-counter pesticides is available from the school office. A student may return to school after treatment and after the parents have thoroughly checked and believe the child to be nit-free; daily head checks at home must continue for three weeks. All the parents in a particular class will be notified if an active case of head lice is discovered in the class and asked to check at home daily for three weeks; in addition, the Class Teacher may choose to arrange for all the children to be checked for lice at school.

SNOW DAYS, DELAYED OPENINGS, EARLY CLOSINGS (KWS closing number 867)

When there is a winter storm or icy road conditions, we are notified by the school districts bussing to Kimberton of their decision to **cancel** school or **delay opening** for one or two hours. Once we have this information, an automated phone and email message is initiated for the entire school, and announcements are made over TV channels 6 and 10, and radio station KYW1060 AM (or website www.kyw1060.com). If your child or children are bus riders, check the status of the school district you live in as well, which may be closed when we are open, or on time when we are on a delayed opening, and therefore their buses will be running on a different schedule. If your school district cancels school and KWS is open, please do not risk driving on unsafe roads to bring your child to school – this is an excused absence. In case of a delayed opening of two hours, Parent/Child Class and Rosebud Garden Nursery will not be in session.

If it begins to snow during the day, students may be **dismissed early**. The school districts providing bussing to Kimberton will inform the school of when they are sending their buses. Based on the time the majority of our students will be picked up by the buses, we will announce a closing time through an automated voice and email message to work, home and cell phone numbers (see below). Parents may also call the school for closing information, but please be aware that, due to the heavy volume of calls, your call may not get through the first time. As a general rule, if it begins to snow substantially during the day, parents who transport their children may pick them up any time after Main Lesson. Please be aware of the possibility of an early dismissal if it begins to snow during the day, and have a plan in place whereby your child knows to go to the home of a neighbor if he or she arrives home earlier than expected and no one is home.

AUTOMATED MESSAGES FROM THE SCHOOL

The school's automated message system has two modes of operation: it will call two primary numbers per student (typically home and mother's cell) and e-mail both parents, or, if the message is urgent (for example, an early dismissal due to a snow storm during the day), it will call home, cell and any work numbers in the system as well as e-mail both parents. Most messages will be sent outside of school hours using the first mode.

The emergency contact information entered by parents via the parent portal in the school database is the source for home, work, and cell phone numbers. *If there is a work phone number that should not receive an automated message from the school, even for events such as early dismissals, please notify the school office so that number is not entered into the system.*

In addition to the automated system, each class has e-mail distribution lists for messages specific to the class.

COMMUNICATION GUIDELINES

At Kimberton Waldorf School we value open communications between parents and the school's faculty and administration. In pedagogical matters the first line of communication is with your child's teacher. In the Early Childhood program that would be the lead teacher for your child's class; in the Lower School, your child's Class Teacher, and in the High School your child's Class Advisor or Academic Advisor. Concerns or questions are best brought directly to the teacher involved. All teachers' phone numbers are published in the school directory. You can also call either the Lower/Middle School office or the High School office and be connected to a teacher's voice mail, or leave a message with the secretary. Again, we urge parents to bring their concerns or questions directly to the teacher involved.

If you feel that the issue is not resolved and you need to speak with someone beyond the teacher involved, the next step would be with a member of the Lower School Core Team (for Early Childhood through grade 8) or Upper School Core Team (grades 9-12). The Core Teams are responsible for teacher accountability, evaluation, and mentoring.

If you feel the issue is still unresolved, you can bring your concern to the Dean of School or to the Governing Team. Contact the school office (ext. 1) to set up an appointment, or email kevinhughes@kimberton.org or governingteam@kimberton.org.

For general questions about the pedagogy and program that are not teacher specific, you can also speak to a member of the Core Teams, or to a member of the Governing Team. Questions about the overall direction and vision of the school can be directed to the Dean of School or a member of the Governing Team.

Questions about finances or other non-pedagogical topics can be brought to the staff. For enrollment questions, please contact the Admissions Office (ext. 108). For questions about marketing or outreach activities, please contact Marketing & Outreach (ext. 107). For questions about finances or the school's facilities, or other operations topics, please contact the Director of Business Operations. For questions about fundraising or alumni relations, contact the Development Office (ext. 109).

DRESS GUIDELINES

Determining a dress code for school is always difficult. Styles change from year to year. Clothing that seemed clearly to fall into the acceptable category may be inappropriately sized and thus become inappropriate, as in the case of shirts that rise to expose the midriff, or pants too long to walk in properly. Parents and the Class Teacher need to work together to guide students in their school attire. The guiding principle for our dress code can be put simply: clothing choices in the Lower and Middle School should support learning and foster a sense of healthy respect for our school community.

Clothing and hair should be neat and clean, and not distracting. Hair should be a natural hair color and worn out of the eyes. Shoes are required to be worn at all times; footwear should have non-marking soles so as not to damage the floor. Shoes that do not support the development of healthy feet, stride and posture (such as flip-flops) should not be worn. For safety reasons, closed-toe shoes must be worn in order for students to participate in Woodwork and Gardening classes.

DRESS GUIDELINES – *continued*

Clothing considered inappropriate for school wear includes: athletic clothing or sweatpants (except for during gym classes); clothing with pictures and writing (except for “Kimberton”); outerwear such as oversized hooded sweatshirts, coats, hats or caps in class. Tops with spaghetti straps and tank tops with skinny straps, low-cut or revealing tops, or short tops that expose the midriff, including shirts that expose the belly when arms are extended for Eurythmy or other lessons, are not acceptable. Pants and shirts should be worn in such a way that undergarments (including straps) are not visible. In very warm weather, students may wear T-shirts or sleeveless tops (with no writing) and shorts (no cut-offs or athletic shorts).

Festive Dress requirements – Days on which Festive Dress is required are marked on the school calendar. On these days, students are expected to wear long pants, not jeans, paired with a collared shirt or a blouse. Girls may wear a skirt or a dress. T-shirts are not considered festive dress. In grades five through eight dress shoes are required (no sneakers). Students lacking appropriate festive attire on these days will be asked to change into appropriate clothing supplied by the Class Teacher.

For Choir Performances (5th through 12th grade), students must wear white shirts or blouses paired with black, dark gray or navy blue pants or skirt, and dark dress shoes.

Dress for P.E. Classes (Grades 7 and 8): Solid color athletic shorts or sweatpants (no cut-offs), solid color T-shirt or sweatshirt, white socks, white-soled athletic shoes. After each class, the students should change back to their school clothes. (If a student has chosen to wear a T-shirt to school, he/she will need a different T-shirt for P.E.) The students are expected to keep the locker room and their gym clothes neat and clean.

Shoes for P.E. Classes – All Grades

In order to spare the gym floor excessive wear and tear, **students in all grades are required to have an extra pair of “indoor” shoes at school for Games/Physical Education classes.** These may be inexpensive canvas shoes with rubber soles.

EDUCATIONAL SUPPORT SERVICES

Kimberton Waldorf School is a school for students with typical learning styles, needs, and social/emotional capacities who do not present severe and persistent challenges in these areas. For those students identified as needing extra support, our limited support services include academic support, language arts and speech, partly provided by the Chester County Intermediate Unit and partly by the school. In addition, Therapeutic Eurythmy is provided during school hours through a teacher referral system. All support services, with the exception of those provided by the CCIU, are subject to fees. For more information, contact Deborah Merroth-Ahola, Academic Support Coordinator, through the High School Office.

FESTIVALS

Waldorf education works closely with the natural rhythms of the day, the week, the season and the year. One way these rhythms are followed is through the celebration of festivals. Living closely with the steady, repeating cycle of the year gives children strength, confidence and a foundation on which to stand. Festival celebrations help create our relationship to time, nature, and community. They can help us relate to the earth, to a higher reality and to other human beings.

Listed below are the festivals celebrated during the school year.

Michaelmas

Michaelmas comes just past the fall equinox and is an in-school celebration. The children learn the story of St. Michael and the Dragon, which symbolizes our search for inner courage to overcome the growing darkness of the coming winter.

Advent Spiral Gardens

The first Sunday of Advent, first and second graders participate in a winter ceremony of “bringing light from the Center to the World.”

Advent Assemblies

Each Monday morning in December, the entire school gathers together to sing and hear an Advent story told by a senior.

St. Nicholas Day

On December 6, St. Nicholas and Rupert surprise the lower grades with a treat and a personal message for each student.

Santa Lucia Day

On December 13, Santa Lucia and the Second Grade visit all the other classes, bringing songs and baked treats.

May Faire

A Saturday celebration full of fun and family activities which typically includes activities such as square dancing, Maypole dancing, boat races, craft and food booths.

OTHER SPECIAL EVENTS

Rose Ceremony

During the first week of school at an all-school assembly, seniors welcome each first grader with a rose.

Artisan Village – A Juried Craft Show

Eagerly anticipated by the KWS community and the greater community, this annual event raises money for the J. Terry Neville Scholarship Fund. The craft show features handmade crafts by juried craftspeople, a tea room and children's activities throughout the day.

Varsity Basketball Tournament

Varsity boys' and girls' basketball teams from several Waldorf schools travel to Kimberton for two days of exciting games.

Bantam Basketball Tournament

Bantam boys' and girls' basketball teams from East Coast Waldorf schools travel to the Green Meadow Waldorf School in Spring Valley, New York for two days of exciting games.

Greek Pentathlon

Students in the fifth grade from five regional Waldorf schools gather at Kimberton to compete in the Greek Olympics.

Field Day

Grades 3-12 are divided into two teams (Blue and White) and compete in athletic contests, including a final Grand Relay. Spectators are welcome.

Graduation Rose Ceremony

The first graders present each graduating senior with a rose and good wishes for the future at an all-school assembly on the last day of school.

Please Note: For the safety of the children and school property, parent supervision is required at after-school and weekend events.

PARENT MEETINGS, CONFERENCES AND REPORTS

Class meetings will be held throughout the year to discuss curriculum and general class issues. *Parents are strongly urged to attend class meetings.*

Individual conferences are scheduled fall and spring between parents and Class Teachers. The parent-teacher conference is an important opportunity to meet to discuss the development of the individual child and to ask any questions parents may have. Parents may also request a conference with a special subject teacher, and additional conferences with the Class Teacher at any time during the school year.

At the end of the school year, a comprehensive written report from each teacher is sent to the parents. These written reports outline the work done by the class during the year, and focus on the child's accomplishments and development over the year. Students do not receive letter grades or report cards until the ninth grade.

VISITATION REQUESTS

Parents are invited to take part in many aspects of school life, including attending assemblies, accompanying classes on field trips (see below), and visiting at snack time or lunch time. Mealtimes visits will need to be arranged in advance with the class teacher.

Requests by parents to visit during class time will be considered on an individual basis and a time offered for a visit, at the discretion of the class teacher. Because such visits can distract from the rhythm and work of the class, parents are asked to trust the teacher's judgment in deciding when and how often visits should take place.

CLEARANCES REQUIRED BEFORE VOLUNTEERING AT KWS

Pennsylvania recently enacted new legislation requiring three child abuse and criminal background clearances for school volunteers, including chaperones for field trips.

- PA Department of Human Services Child Abuse History Check - Application may be obtained online at <https://www.compass.state.pa.us/cwis/public/home>.
- PA State Police Criminal History Check - Application may be obtained from the State Police at <https://epatch.state.pa.us/Home.jsp>.
- Federal Criminal History Report - To begin the registration process for FBI criminal record clearances, go to www.pa.cogentid.com//index_dpw.htm. The process requires fingerprinting. *Please note:* This is not required for a volunteer who completes a written statement that he or she has been a Pennsylvania resident during the entirety of the previous ten-year period.

We greatly value the support from our parent volunteers, but must comply with state legislation. Parents may volunteer at school or chaperone field trips when copies of these clearances are on file in the Business Office. For more information contact the Business Office at extension 123.

LIBRARY SERVICES

There are a few simple library rules enabling the library to serve students in the most efficient way.

1. The libraries are open every school day from 8:00 a.m. until 3:30 p.m., including recess and lunch time.
2. Books may be borrowed for up to three weeks. Books may be renewed if they are presented on or before the due date.
3. There are no library fines for overdue books. If a book is lost, parents will be charged.
4. Special reference books may be taken out the last period of the day and must be returned before the first period of the next day. Some books, which are valuable or irreplaceable, are not to be removed from the library and are marked with special labels.
5. Books may be reserved in advance but will only be held for 24 hours.
6. The school libraries are not open during the summer.
7. The **Morningstar Library** is a collection of books on Waldorf education and may be checked out by **parents**. It is located in the Kindergarten hallway.

LOST AND FOUND

All clothing and equipment should be labeled with the student's name.

Articles found at school are turned in to one of the offices or placed in the Lost & Found bin in the High School gym. During parent conferences and at the end of the school year, all unmarked clothing and other properties will be displayed in the foyer of the High School gym. Unclaimed clothing will be distributed to charitable organizations after the close of school in June.

LUNCH AND SNACKS

We encourage a healthy diet for all of our students as the quality of a child's diet affects his or her ability to participate in school. Students are encouraged to bring a nutritious snack from home for morning recess. Candy and sodas are not permitted at any time during the school day.

Hot organic lunches are available for purchase at school. Food for Thought, our hot lunch program, provides inexpensive and wholesome lunches. Menus are sent home and are published on the school's website.

MEDIA AND TECHNOLOGY

Please read this section carefully to be familiar with our policies and to understand what they are based on.

MEDIA USE AS AN ONGOING TOPIC OF DISCUSSION

We invite parents to engage with us in an ongoing conversation as together we guide the young people in our care through their early years of development in a world increasingly driven by technology. Some questions to consider:

- When and where is media useful and when and where is it a hindrance in the lives of developing young people?
- When children engage in the use of electronic media, what is displaced in their lives and what impact does that have on their growth and development?
- How do the actions of a few children or families impact the larger community, whether speaking of a class or of the wider school community?
- How can we cultivate the participation of our community members in positive and real-life alternatives to an electronic lifestyle?
- What are the long-term effects of media use? Do we fully understand the effect of media on all of our lives? How is the use of and effect of media different at different stages of development?
- What are the risks of interacting with others through virtual realities?

In our discussions, we are considering electronic media to be anything that draws attention into a time or place not rooted in the “here and now.” Examples are television, videos, DVDs, computers, video games, audio equipment, and most current mobile phones that can act as any of the above.

The following policy is intended as a guide. It is our best determination of what we believe is supportive to the children for their healthy growth and development. We understand that even for parents who are in agreement with this policy, it can be challenging in our current culture to limit and monitor the use of electronic media in all of its forms. Please keep in mind, however, that the choices that you make for your family do have an influence on the classroom community. We hope that each family will strive for positive changes, and we encourage parents to connect with other families for ideas. We invite you to discuss the media policy with us. The technological world is full of valuable tools that many of us use, and we want our children to learn to use them appropriately. However, in our culture, they are often used earlier and more frequently than is helpful or appropriate for the development of the children.

OVERVIEW OF CHILD DEVELOPMENT AND THE VIRTUAL WORLD

Childhood is a fundamental time of growth and development. We believe that growth and development are best served when a child is immersed in reality – in real life. Real and meaningful experiences in the real world with real people are the building blocks of a healthy body and mind and society. Virtual reality, which surrounds us in so many forms, can only best be used safely and appropriately when a person has experienced “real life,” and has the ability and maturity to discern how technology can best be employed to enhance experiences and not replace them. Every moment that a young person spends entertained at a screen is a moment that s/he is not engaged in

MEDIA AND TECHNOLOGY – *continued*

developing some other potentially beneficial activity: large and small motor skills, physical fitness, social skills like those developed at family meals and during conversations, and hobbies such as reading, writing, music and crafts.

Our experience has shown that children who are free of electronic media during their formative years maintain their sense of awe and wonder. They are more likely to have richer imaginations, stronger and more active bodies, more capable hands, and more inquisitive minds. There is a growing body of physiological and sociological research that suggests that early or excessive exposure to electronic media may be associated with a number of potential health issues, social difficulties and educational concerns. Media also works at cross-purposes with one of the aims of Waldorf Education, which is to help develop within the child the ability to create inner pictures and imaginations associated with daily stories and activities they encounter during the school day and within themselves. Creativity and the capacity for future problem-solving, compassion and an understanding and empathy for others, and an ability to act with strength and conviction in the world are all abilities and skills that require exercise and nurture in daily life..

Current research in the fields of child development and health suggest the following:

- Attention deficit disorders and other learning difficulties can be exaggerated by the use of media.
- The powers of imagination, creativity and wonder are adversely affected by the use of media.
- Young children are by nature “doers.” Quite apart from the *content* of the electronic media, media exposes children to an artificial world that allows no engagement of their own will and imagination. This evokes unnatural responses in a child’s whole being and we believe adversely affects human development.
- Heavy media users tend to have greater levels of fear, and have more stereotypical ideas about race, gender, sexual orientation, age, violence, sexuality and body image.
- Children tend to imitate content, not process intellectual messages, no matter how positively those messages are portrayed. Violence, sarcastic humor, and/or adolescent attitudes are readily remembered and imitated.
- Heavy exposure to media has been associated with various eye and vision problems, and subsequent reading difficulties. The light from screens can disrupt circadian rhythms, and affect the quality and quantity of sleep.
- Childhood obesity has been very clearly linked to media use. This is believed to be a result of inactivity – staring at a screen is metabolically akin to sleeping. Commercials are also heavily represented by the marketing to children of sugary and fast foods, as well as a consumer mentality.

What is at stake for our children’s health?

Debates over the value, or perils, of the electronic lifestyle often overlook a simple fact: every moment that a young child spends at the screen is a moment that s/he is not doing some other typical childhood activity. It’s a moment that is not spent playing, running, jumping, singing, exploring in nature, interacting with friends and family, playing an instrument, or sewing a doll. Important life-skills aren’t acquired; a basic sense of real-life cause and effect is

MEDIA AND TECHNOLOGY – *continued*

absent. Also lost is an element of struggle. Children who are able to work through “boredom” and other obstacles will develop an ability to persevere when facing challenges, which leads them to achieve success. This fact has very important implications for education through every stage of life. Real creativity and satisfaction are born out of struggle. Childhood is a precious time, and must be protected. Developmentally appropriate, experientially-based activities and real social interactions are essential to an individual’s long-term health, happiness and success. Arguably, displaced life experience constitutes the greatest hazard of the electronic lifestyle in childhood. Endless debates about “appropriate” content miss this point.

Why eliminate screens? Why not take a more “moderate” approach?

Even an apparently “moderate” half-hour of television per day, or one or two movies per week, quickly add up to many hundreds of hours of lost time in a young child’s life. Imagine what you could do with an extra 200 hours per year of spare time to pursue your interests. For a child that is a huge loss. It is also worth noting that parents who have removed electronic media from the environment of their young children find family life to be easier in the long run. There is less conflict about media, and most children quickly develop excellent self-entertaining skills. These are vitally important qualities that every young person should be encouraged to develop. True resilience is born out of this kind of resourcefulness.

It is important to note that we are not opposed to technology. We are simply concerned about its potential negative impact on the developing young child. Challenges abound – families with children of varying ages, parents whose employment is from home and/or involves the use of computers, the versatility and ease of use of personal devices...the list can go on. We believe that it is important to be conscious about media use within a family, recognizing that what might be appropriate for one family member is not appropriate for another. How each family addresses this may vary, but how can we encourage each other to think purposefully and consciously about our choices, and about the choices we make for our children?

Grades 1 through 4:

We believe that it is best for students of this age to have no regular, intentional exposure to electronic media of any kind. While we recognize the difficulties many parents encounter in eliminating media from their children’s lives, we would like to work together to minimize, if not eliminate, the young child’s interaction with screens of any form.

Grades 5 through 8:

During these years some families may decide to phase in carefully chosen movies and recorded music. If families do take this step, we ask that they refrain from using electronic entertainment on school nights, and to continue to limit its use in general. If children are visiting, it is respectful for the hosts to inform visitors’ families about any proposed use of media during the visit.

Personal listening devices: These devices are socially isolating. Headphone/earbud-based devices are not permitted on the Kimberton campus, or on any school outings or events.

MEDIA AND TECHNOLOGY – *continued*

Electronic screens (computers, tablets, phones, video games): Our intention in the Waldorf School is to bring the world to the child in a way and at a time that is appropriate to the child's development. The very nature of the computer works at cross-purposes and can actually undermine the kind of imagination, physical development and social awareness that we are trying to develop and foster. As with television, we ask that students not use computers or play video games during the school week, and that their use be limited in general.

Social media: Students in the upper grades are developing their social skills. This is best done face-to-face. We ask that families postpone student access to social networking sites until High School.

E-mail, texting, IM: E-mailing, texting and instant messaging by nature are superficial, with a removed and unaccountable quality to the communications, which can easily go awry. Consequently there is the very real possibility for deep negative effects on the social fabric of a class. This method of communication should be delayed until a certain level of maturity and ability to exercise judgment is achieved.

Grades 9 through 12:

The High School Handbook covers the media policy for this age level. In general, we ask that media used by our high school students serve primarily as a supportive tool, with good habits and self-discipline as goals, supported by active parental guidance. Useful skills such as keyboarding, word processing, and research efforts should be emphasized.

CELL PHONE POLICY FOR LOWER AND MIDDLE SCHOOL STUDENTS

Students in the Lower School and Middle School should not bring cell phones to school, unless they are required for an important logistical reason (e.g. the child rides the bus and needs to communicate with a parent after school). Any child who needs to make an emergency call during the school day can get permission from a teacher or staff person to use a school phone. Any parent who has an urgent need to reach a child during school can do so through the school office.

If you do believe that it is necessary for your child to carry a cell phone, then we ask you to please follow these guidelines:

1. Inform your child's Class Teacher that your child is carrying a cell phone.
2. Instruct your child that the phone is to be turned off and inside his/her school bag. It is not to be used on school premises.
3. Help ensure that the phone is not taken along to sports events or on school trips. The adult chaperones will be able to make and receive any necessary or emergency phone calls.

If you have needs that are not met by these guidelines, please speak to your child's Class Teacher.

Please be aware that the willful misuse of a cell phone at school by any student could result in the cell phone being taken and returned to parents.

MEDIA AND TECHNOLOGY – *continued*

Cell Phone Policy for Parents and Visitors

When on campus, we ask that parents and visitors be conscious of their cell phone use. We are the models from whom our children learn. Talking on your phone while walking across campus, or when in the presence of other people, models for the children a picture of one being physically present in one place while mentally and emotionally being present in another. We ask that cell phones be used in your car or in the parking lot, and not used in or around school buildings.

We ask that all cell phone ring-tones be turned off during school assemblies and festive gatherings.

PHOTO AND VIDEO POLICY

The policy for allowing the videotaping and/or photographing of school events and performances changes according to the age of the child and the type of school event, and is based on the negative effect photographing and/or videotaping has on the pedagogical basis for performances. We believe that it is of primary importance for both participants and audience members to be fully engaged in the experience of a performance or event. Young children live fully into every activity. Flashes from cameras and videotaping take both the participants' and audience's concentration and focus away from the performance.

To see themselves in a photograph or video takes children into a false and non-living world and ultimately makes them self-conscious in the real world. As the children mature, they are better able to cope with photographs and videos of themselves.

Videotaping and/or photographing is not allowed in:

- Any indoor event in Kindergarten through Grade 6
- School Assemblies
- Advent Garden and Advent Assemblies

Videotaping and/or photographing (no flash) is allowed:

- During the dress rehearsals of class plays and musical events in grades 8-12. With permission from the Class Teacher/Advisor and director, one videotaping is allowed during the actual performance; copies can be made to share. Videos are not to be shown to students until after High School graduation.
- During graduation ceremonies
- During all-school outdoor festivals (Michaelmas, May Faire)

Suggested Reading:

Bieber, Ed

What Color is the Wind? A FEEL Guide to the Out-of-doors for Parents with Young Children

Buzzell, Keith

The Children of Cyclops: The Influence of Television Viewing on the Developing Human Brain

Everett, Miles

How Television Poisons Children's Minds

Healey, Jane M.

Endangered Minds: Why Children Don't Think, and What We Can Do About It

Failure to Connect: How Computers Affect Our Children's Minds – For Better and Worse

MEDIA AND TECHNOLOGY – *continued*

Large, Martin

*Set Free Childhood: Parents' Survival Guide to Coping with Computers and TV
Who's Bringing Them Up? How to Break the TV Habit*

Louv, Richard

Last Child in the Woods: Saving our Children from Nature-Deficit Disorder

Mander, Jerry

Four Arguments for the Elimination of Television

Poplawski, Thomas

"Losing Our Senses," *Renewal: A Journal for Waldorf Education*, Fall 1998

Schaefen, Ina

The 7 o'Clock Bedtime

Winn, Marie

The Plug-In Drug: Television, Computers, and Family Life

Zuckerman, Diana M. & Barry S.

"Television's Impact on Children," *Pediatrics*, February 1985

Website Resources:

<http://www.allianceforchildhood.org>

New York Times article: "Screen Addiction Is Taking a Toll on Children," July 6, 2015

http://well.blogs.nytimes.com/2015/07/06/screen-addiction-is-taking-a-toll-on-children/?action=click&pgtype=Homepage&version=Moth-Visible&module=inside-nyt-region®ion=inside-nyt-region&WT.nav=inside-nyt-region&_r=0

Media Free Family Activities (by the Denver Waldorf School)

<http://www.denverwaldorf.org/images/pdfs/media-free-family-alternativesl.pdf>

A radio dialogue on children, sleep, and education <http://onpoint.wbur.org/2007/10/15/sleep-deprived-children>

A parent's Guide to Internet Safety by the Federal Bureau of Investigation

<http://www.fbi.gov/stats-services/publications/parent-guide/parent-guide>

THE SEVEN STARS SHOP

The Seven Stars Shop offers unique toys, books, art supplies, and gifts for sale. The children's books and toys are especially selected to encourage imaginative play, artistic development, and appreciation for the natural world. The store also carries greeting cards, handcrafted items, and gifts for all ages. The selection of items in the store reflects the changing seasons and festivals of the year. There are also a variety of books on Waldorf education, child development, natural parenting, and Rudolf Steiner's philosophy. Shopping at the school store is a wonderful way to support Kimberton Waldorf School!

The Seven Stars Shop is open Mondays and Wednesdays, 2:45 to 3:30, and Friday mornings, 8:00 to 9:15. It will also be open on other days for special school events. The shop is located in the lobby of the gym. Questions about the shop may be emailed to sevenstarsshop@yahoo.com.

INTERSCHOLASTIC SPORTS

Our athletic program emphasizes physical fitness, skills development, participation and sportsmanship. Interscholastic sports provide an opportunity to meet and interact with students from other schools. Athletics can help develop school pride and spirit.

Interscholastic team sports regularly offered to students in grades 6-12 are soccer (co-ed), field hockey (girls), basketball and lacrosse. In addition, tennis, track and volleyball are offered in grades 9-12.

Participating in sports is a privilege that is earned by keeping up with school work. Students who fall behind in their work may lose the privilege of playing in a game, at the discretion of the Class Teacher. Also, if a student is absent on the day of a game, he or she will not be permitted to play in the game after school.

Grade 6: Sixth graders having permission from their parents, their teachers, and the coach may participate in practice and play in home games with the seventh and eighth grade teams (bantam). Sixth graders attend away games, two or three at a time, on a rotating basis.

Grades 7 & 8: Seventh and eighth graders may participate fully in the bantam interscholastic sports program. Practices will generally be three afternoons a week, 3:30 to 5:00 p.m. Away games ordinarily require early dismissal during the last class of the day and involve a later return time.

Games

Schedules are published at the beginning of each sport season. Special tournaments include the Bantam Basketball Tournament hosted by Green Meadow Waldorf School and the Varsity Basketball Tournament hosted by Kimberton.

Supervision

Spectators at home games are always welcome. For the safety of the children and school property, and to insure appropriate behavior in the gym and on the field, students in grades six and under who are not team members may not attend after-school games unsupervised. Supervision is the responsibility of the parents or a designated adult.

TRANSPORTATION

Student Arrival and Dismissal

Students arriving or leaving by car may be dropped off or picked up at the circle (between the Lower School and the High School Gym buildings). For safety reasons, please do not drop off children anywhere else on the school grounds or on Seven Stars Road. Your cooperation in timing your arrival between 7:40 and 7:55 a.m. is urgently requested.

Circle and Crosswalk

The circle drop-off and pick-up area is located at the end of the driveway in the center of the campus, between the gym and the Lower School. At morning drop-off and afternoon pick-up, a crosswalk duty teacher will be supervising children and adults crossing the drive. Please drive carefully as you enter this area.

When approaching the circle, pull all the way to the front of the lane designated by a yellow line, so others can drop off students within this area without having to wait too long. Please follow the circle of cars around in line to prevent traffic jams. It would be helpful for your children to leave the car from the passenger side (as the walking area is to the right of the yellow line toward the grass).

If you need to stop longer than the time it takes to allow your child(ren) to get out, drop them off first at the circle and then park the car in the lot in front of the High School. (**Do not** park along the side of the driveway as it blocks other parents and buses and interferes with the flow of traffic.)

Visitor Parking

When attending morning or afternoon assemblies, **please do not park in the driveway at the front of the High School building. This must be kept free for the buses.** If the Visitor Parking Lot is full, use the High School Student Parking Lot (at the west end of the High School building).

Pick-up for first and second grade at 1:00 p.m. on Fridays: All pick-ups at 1:00 p.m. will be in front of the High School building.

Pick-up at 3:15 p.m. In the afternoon all car pick-ups are to be made at the circle. Traffic from the circle should continue straight out to Seven Stars Road. If you are later than 3:35 p.m. you will find your child waiting at the bus stop in front of the High School. After 4:00, your child may be taken to the Extended Day Program behind the Lower School building.

Pick-up at 5:00 p.m. All sports pick-ups are in the circle. Please be prompt.

TRANSPORTATION – *Continued*

Changes From Regular Transportation

Parents are asked to make arrangements for changes in a student's regular transportation plans before the student leaves for school in the morning. If transportation arrangements change for a particular day, you must inform the teacher or the office either by note or by phone no later than 12:00 noon. If we receive no notice of a change, we expect travel to be in the usual manner. For the student's own protection, a note or phone call from an adult is the only acceptable means of communicating this information to the school.

Please call before 12:00 noon if you must make an emergency change after your child leaves for school.

Bussing

Under Act 372, public school districts must provide "similar" transportation for students who attend a non-public school that is within the district's boundaries or not more than ten miles outside the district boundaries by the nearest public highway.

Each summer we provide the school districts that bus to KWS with the names of students attending our school who reside in their district; some districts also require parents to submit a transportation request form. The districts then inform the parents either by mail or public notice in late summer of bussing details. Please inform the transportation department of your school district by mid-summer if your child(ren) will not be riding the school bus; this information will assist them in forming their bus routes.

Guest Riders

It is the public school districts' policy that guest riders must live in the same school district. To prevent some disappointment and an awkward situation at dismissal time, please confirm in advance that both families live in the same district when your child is having a friend over after school. The bus driver will need a permission note from a parent; some districts require that someone in the school office co-sign the parent's note, or provide the student with a bus pass to accompany the note. If a student does not have a note from a parent, we cannot write one here at school.

SOCIAL INCLUSION

Kimberton Waldorf School supports the individuality of each child as it nurtures the healthy interactions between children. This dual mission, to support both the individual and the community, comes to expression in our commitment to create a school where individual differences are honored and all students experience a supportive and collaborative environment.

Bullying, or relational aggression, describes a range of behavior designed to injure another physically or emotionally. At Kimberton Waldorf School, we understand that our role is to be as proactive as possible to prevent bullying, recognizing that there will be times when discipline is needed.

We see it as our responsibility to help children recognize how their behavior affects others. Working with the pedagogical and ethical themes embedded in our curriculum, we strive to awaken an understanding in each individual that intentionally causing harm to others is not morally or socially acceptable. Our goal is to transform all instances of relational aggression into interactions and opportunities that can build all students' social and emotional development. This will only help to enhance the well-being of both the individual and the group.

Our response to behavior that violates our moral and social expectations varies according to context. We work to understand the problems of the children individually, as well as within a given situation. Disrespectful or hurtful actions will be met initially with thoughtful conversations between teachers and students, and if necessary between teachers and parents. In a situation that warrants additional action, for instance circumstances involving overt physical or emotional violence, further consequences may be necessary and would be discussed with the student's parents.

A Care Circle composed of teachers and staff members meets regularly, is trained in non-violent communication and a no-blame approach to conflict resolution, and may be called on for support in a situation involving social issues among students.

HEALTH GUIDELINES

SUGGESTED GUIDELINES FOR KEEPING A CHILD AT HOME

Fatigue or exhaustion

Unusual fussiness, crankiness, irritability

Pain

Headache

Loss of appetite

Signs of a cold (fever, runny nose, coughing, sneezing, achy muscles)

Rash

Red, itchy eyes

Diarrhea, vomiting

NURSING CARE AND COMFORT MEASURES FOR COLDS, COUGH AND FLU

- Use of a humidifier or a warm air vaporizer to humidify the indoor air. Reduces susceptibility to colds and nosebleeds. Keeps mucus from forming “plugs” in the nose and throat.
- Ensure good bowel and bladder elimination from the beginning. All secretions help us to let go of what we don’t need.
- Increase water drinking. Water is the best decongestant of all. Water can be flavored with a little juice or herb tea.
- Observe the frequency and amount of urination and sweating. If urination decreases below normal, seek medical attention.
- Decrease full strength juice drinking between meals, except for a little fresh lemon juice in water to settle the stomach and to cut mucus.
- Light low-protein diet; eliminate dairy, sugar, wheat, processed foods from the diet.
- Try to find ways to get fresh raw onion and garlic into the diet, such as guacamole, or press a clove of garlic into a glass of fresh grapefruit juice.
- Provide a fresh, quiet environment.
- Chest rubs with Vicks or plantago balsam or archangelica balsam.
- Keep the lungs warm with an extra wool “tube” around the chest over a T-shirt. Warm water bottle to the chest for comfort.
- Breathing steam for a few minutes at a time eases breathing. A few drops of eucalyptus oil can be added to the water with a few chamomile blossoms or a chamomile tea bag for even more help.
- Pineapple juice and diluted apple cider vinegar and weak sage tea are all very helpful for sore throat.
- A short, pleasantly warm bath with one teaspoon of arnica or chamomile oil or lavender oil stirred into a cup of whole milk (emulsifier) and added to the bath eases aches and pains. Bathroom must be well heated to prevent chill.

If your child is sick but full of energy, the best expenditure of that energy comes from moving the limbs. Moving the limbs causes deeper breathing naturally. One activity can be to lie down and “draw” pictures on the ceiling with one’s toes. Another is to make shapes with beeswax, which softens faster when held by a fevered hand. Some children like to make a tent and rest inside, making up games to play. A short bath can give some variety to the day. If the activity is more movement and less mental, there is a greater chance that sleep will be better. “Resting” the head by reducing mental activity like reading and studying generally speeds healing.

HEALTH GUIDELINES – *continued*

Germs are ever present. We are told that they are ever mutating into new forms and getting more virulent. As more designer antibiotics are created, more organisms form as if to resist and outwit the antibiotics. Are we powerless?

Once we have gotten an infectious illness, we can try to find ways to help our bodies go through the process of the infection, excreting debris from the inside out, while nourishing the organs with care. We can be confident that there are ways to do it. It requires awareness and creativity. With the help of a medical professional who supports the idea of strengthening the immune system by supporting internal organ function, a person can develop an increasingly resilient state of health.

Since germs are everywhere, we will never eliminate them. It is futile to go around killing what is outside of us to stay well. Introducing toxic chemicals to disinfect a space introduces poisons that stress our organs and weaken our ability to resist disease.

By using non-toxic cleaners such as Sun and Earth products, some of the other orange oil and coconut oil cleaners, vinegar, baking soda, salt, Borax, Bon Ami cleanser and others, it is possible to clean a space. Then fresh air, clean water, clean natural-fiber clothes, reduced clutter and an even, comfortable temperature go a long way to creating a healing environment.

Considering lighting that eases the eyes, adding something pleasing and comforting to look at such as a plant, a picture or a view, and then eliminating sounds of humming or vibrating electronic machines and gadgets, raises caring for a sick person to an art.

These are some ways to nourish what is inside us to become strong so that we can become adaptable, flexible human beings, keeping what is healthful and letting go of what we don't need.

GUIDELINES FOR SENDING A CHILD BACK TO SCHOOL AFTER AN ILLNESS OR INJURY

Appears well rested

Appetite back to normal

Energy level back to normal

Pain is naturally alleviated or deemed part of the recuperation and is mild enough to permit good concentration on school activities.

No sign of fever or infection for *at least 24 hours (without fever-reducing medication)*

No signs of illness, including cough, unless a doctor issues a note declaring that it is non-infectious and that the student is fully recovered.

For illness or injury that has occurred outside of school, for example if a student has suffered an allergic reaction or is coming back into school with an injury such as a fracture or has had a blow to the head, please keep the school informed.

Barbara Cavanagh, RN

Former Kimberton Waldorf School Nurse