



Davis Waldorf School
3100 Sycamore Lane
Davis, CA 95616
(530) 753-1651
www.daviswaldof.org

About our Kindergarten Teachers



Mary Caridi-Gorga, Morning Glory Kindergarten

I was born in Chicago, Illinois in 1963 and grew up in a wonderful blue-collar neighborhood full of kids. We had a driveway and so had the best spot on our block for jumping rope. My three sisters and I spent many hours biking in the alleys, running bases on the street and catching lightning bugs in the front yard. When I was 11 years old, we moved to a far-western suburb and a much quieter neighborhood, where I took long walks with my dog by the pond and willow trees, the apple orchard and the swamp. I stayed in the Chicago area for college, getting my bachelor's of science in Child Development from Northwestern University.

During that time, I worked a few summers at Yellowstone National Park and visited friends in California, falling deeply in love with the mountains and the West. After graduating I spent a winter in Yellowstone, traveled in Europe, lived in Florida and New York, and finally moved to California's Sierra Foothills region. I learned about Waldorf education from friends whose children went to Live Oak school in Applegate, but didn't take the teacher training until after I had met and married Bob Gorga, moved to Davis, and our son Raphael was ready for pre-school. I began teaching for the aftercare program at the school in the fall of 2000 and worked under the guidance of Ruth Harzula for two years at Golden Boat home day care before teaching kindergarten at DWS starting in 2004.



JENNIFER SLATER, Climbing Rose Kindergarten Teacher

Jennifer Slater is a Sacramento native and is the youngest of two children, growing up with her mother, sister, and plenty of pets. As a child, she spent most of her childhood outdoors, climbing trees, riding bikes, and swimming at community pools as well as at her godmother's house.

Jennifer has worked at Davis Waldorf School for 7 years, prior to leading her own kindergarten class, she worked in our preschool. Jennifer first learned of Waldorf Education while pursuing her degree in Social Science at Sacramento City College, where she met DWS preschool teacher, Mary Nichols. Upon hearing many lovely stories of DWS throughout the semester, she "just knew that I wanted to be a part of the Davis Waldorf School Community." Jennifer completed her Waldorf Early Childhood Teacher Certification from Rudolf Steiner College in Sacramento in 2012. She avidly pursues continuing education and most recently completed a course in "The Wonder of Boys" at the Sunrise Waldorf School in British Columbia.



Kindergarten Daily Schedule

(sample schedule, subject to change)

8:00–8:25 a.m.	Children Arrive. Outside Playtime. The children are free to play in our lovely kindergarten play yard.
8:25 a.m.	Morning Gathering Circle with Parents. Children, teachers and willing parents join together to sing good morning to the new day
8:30 a.m.	Circle Time. The teacher leads the children on a magical journey through song, dance and story, inspired by the changing seasons. The children move their bodies in developmentally challenging ways as they participate as a group, while learning verses and songs.
8:45–9:45 a.m.	Inside Playtime. Children engage in child-directed creative play. Examples of their play include going on an airplane trip, camping, taking care of the home and the babies, or acting out ideas from our stories. Children also participate in teacher-led activities like finger-knitting, sewing, and cooking and prepare for the many festivals celebrated in the kindergarten - dyeing silk capes, crafting lanterns, carving pumpkins, shaping wreaths, and more.
9:45–9:55 a.m.	Clean Up Time. We sing a song and clean our room. Each child has a job to do and everyone works together.
9:55–10:25 a.m.	Healthy Snack. Mon–Rice with Vegetables and Seeds; Tues–Oatmeal with Maple Syrup, Almonds and Raisins; Wed–Millet Muffins and Carrots; Thu–Vegetable Soups with Homemade Bread ; Fri–Black Beans with homemade corn tortillas. We serve fresh fruit and/or vegetables with our snacks. All items are organically grown, seasonal, and from local sources when possible.
10:25-11:40	Outside Playtime. The children play in our lovely kindergarten play yard. They dig in the sand or our digging hill, garden, spin on the tire swing, climb in the trees and enjoy nature and each other.
11:40–12:15 p.m.	Story time and Activity Time. Mon–Painting; Tue–Story and Coloring; Wed–Story Walk; Thu–Story and Beeswax Modeling ; Fri–Story and Clay.
12:15–12:45 p.m.	Lunch. We all sit together to enjoy the lunches we bring from home.
12:45 p.m.	Goodbye Song and hugs. We sing goodbye to our day. Parents arrive.
12:45–1:00 p.m.	Outside Playtime. Parents arrive to pick up their children.
1:00 p.m.	Optional Aftercare Begins Children who will be in our aftercare/nap program are readied for the rest of their day. Available until 5:30 p.m.



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Kindergarten Basics

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- School Year** Our kindergarten program runs September—early June. We have optional care during most holidays and vacation weeks (including summer) for an additional charge.
- Kindergarten Age** Our kindergarten serves children who have turned 4 or 5 by June 1, of the school year that starts in September.
- School Day** The preschool day begins at 8:30 a.m. and ends at 1:00 p.m. You may drop your child off as early as 8 a.m. for no additional fee. Our kindergarten is a 5-day per-week program.
- Optional Extended Care** We offer optional extended care (we call it “Aftercare”) until 5:30 p.m., available on a part-time, full-time, or drop-in basis for an additional charge. Aftercare includes a rest portion which ends at 3 pm, and a snack. If you choose the Aftercare option, we ask that you pick up your child no earlier than 3 p.m., as not to disturb the rest time. Prices are available on the *Tuition Rates, Fees & Payment Schedule* sheet in this packet.
- Class Size** We have 2 kindergarten classrooms and typically have 20 children in each room. Each classroom has a teacher and an assistant.
- Snack and Lunch** We serve a healthy snack each day. The snack is substantial, and organic and local where possible. Sample snacks might include rice and beans, bread and butter and carrots or vegetable soup. Because we believe rhythm is important, the same food is served each Monday, Tuesday etc.. Our teachers are accommodating of dietary restrictions within reason. Parents will need to pack a healthy lunch for their child as well.



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Enrollment in Early Childhood Frequently Asked Questions

Thank you for your interest in Davis Waldorf School's Early Childhood Program. We hope that this information will help you understand our process. Our Enrollment Coordinator is also available to answer any questions you may have.

What are we looking for?

The Early Childhood Department seeks children *and their families* that are a good fit with our school and its philosophy of play-based/nature-oriented curriculum. Specifically, we are looking for families who are considering enrolling their children in our school all the way through the 8th grade. To facilitate this we are looking for those who share our values and are interested in:

- Preserving a play-filled childhood for their child, in which formal academic instruction begins in the first grade;
- Learning about child development and the stages of childhood within the Waldorf tradition;
- Helping to create a peace-filled, kind, tolerant, media-free, community environment allowing each child to safely unfold at his/her own pace;
- Creating a healthy and nurturing, rhythmical life at home that allows the young child to develop to their full potential in mind, body, and spirit.

What do we offer?

- Parent Child—serves parents and their children aged 6 –36 months in short term sessions.
- Preschool—both serve 14 children daily with five-day and limited two-and three-day schedules.
- Kindergarten—both serve 20 students per day in a five-day program.

Who should apply?

- Parent Child Program—children walking to 36 months and their parents.
- Preschool Program—children who are 2 or 3 years old by June 1, 2018. Children do not need to be potty trained
- Kindergarten Program—second year kindergarten children who are 5 years old by June 1, 2018. First year kindergarten children who are 4 years old by June 1, 2018.



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Admissions Information

Admissions Policy

Our aim is to provide an education which develops a child's full human potential, thus it is the intention and policy of the school to welcome students from the broadest possible range of the social, economic, and cultural spectrum.

Students are required to do an interview with the class teacher, receipt of previous school records, and compliance with contractual arrangements required by the school. Assessment tests may be administered at the time of the interview. **All new students are on a six-week probation period.**

Application Procedures

1. The parents/guardians read the materials included in our information packet.
2. The parents/guardians attend a campus tour and/or Open House.
3. The parents/guardians complete an Enrollment Application and submits the application, confidential student evaluation form from child's last teacher (Kindergarten-8th only), and a photo along with the application fee. The applicant should be age-appropriate for the grade to which they are applying. Applications for Fall consideration are accepted beginning in January, and should be submitted as soon as possible.
4. Our Enrollment Coordinator calls to arrange an interview with parent(s) and child. Enrollment interviews for fall consideration are conducted January through mid-March. Additional interviews are done throughout the year as space permits.
5. Parent(s) and child attend the interview with the class teacher.
6. Children applying for grades 2-8 visit the class for 3 full school days. This does not apply to summer applicants.
7. Our registrar notifies your family via mail of the interview result.
8. When an acceptance is made, enrollment materials are included with your letter. You will then have two weeks in which to make a decision and submit the required fees and forms to enroll your child.

If it is determined during the interview that your child/family would not be a good fit for our school and/or vice versa, you will receive our regrets via mail. Should our regrets be due to no available spots in the class, we will hold the application in our applicant pool (we do not use a waitlist) and contact you in the event that a space opens to arrange another visit.

Please note: Our age cut-off date is June 1st, although occasional exceptions are made for grades children. A child must be...

2 by June 1st for First Year Preschool	6 by June 1st for 1st grade
3 by June 1st by Second Year Preschool	7 by June 1st for 2nd grade
4 by June 1st for First Year Kindergarten	8 by June 1st for 3rd grade
5 by June 1st for Second Year Kindergarten	9 by June 1st for 4th grade

ADMISSIONS INFORMATION

Application Procedures (continued)

We are generally able to make a second round of acceptances after our initial enrollment deadline, as some families do not complete the enrollment process. If your family is put in a wait pool and you would like to be considered for the following year's enrollment, please call us in January to roll over the application.

Enrollment process for returning students

When a child leaves a class and the family requests that he/she returns to the class, an application update form will be required. The application update will include notes about any change in address, living arrangements, medical/dietary considerations, academic progress (including IEPs or 504s or suggestions for extra tutoring.) The parents will have a conversation with the class teacher who will then make an assessment, offer a 3-day visit (if a new teacher or the class dynamics have changed appreciably since previous attendance at DWS), and then provide a recommendation for placement in the class.

Please Note:

Acceptance to Preschool does not indicate an automatic advancement to kindergarten. Our preschool children are prioritized for kindergarten, but parents must submit an Application Update and attend the Kindergarten Orientation night.

Acceptance to Kindergarten does not indicate an automatic advancement to first grade. An interview with the 1st grade teacher and a first grade readiness assessment will need to be conducted to determine appropriate placement for the following school year.

Enrollment Procedures

Upon acceptance, you will be provided with an enrollment packet containing all the necessary paperwork and information required to enroll your child. Before your child's first day of school, the following requirements must be met:

- All required enrollment paperwork must be filled out completely, and submitted to the office by the deadline listed in the acceptance letter.
- Evidence that all State of California immunization requirements have been met.
- Deposit and tuition payments have been made when due. Tuition payments begin in July 2018 for the 2018-2019 school year.

For Kindergarten and Preschool Only: a Completed Physician's Report (Child's Preadmission Health History), indicating a current physical examination, must be submitted.

Special Needs Children

The education offered at Davis Waldorf School is based on a specific curriculum. The curriculum embraces many learning modalities and styles. However, it is not intended to specifically accommodate children who have special learning needs. Although the substance, cultural content, creative underpinning and social health of the classroom may provide positive experiences for some children with special needs, in the final analysis, Davis Waldorf School has neither the services nor trained personnel required to meet the needs of children with special learning needs.

Thank You

Thank you very much for your interest in Davis Waldorf School. We hope that this information will help you understand our process. Our Enrollment Coordinator, Bessie Oakley is available to answer any further questions you may have. You may reach her at (530) 753-1651 or enrollment@daviswaldorf.org.



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Rates, Fees & Payment Schedule 2017-2018

for school year September 5, 2017—June 8, 2018
 (subject to change for 2018-19 school year)

DAVIS WALDORF SCHOOL TUITION 2017-2018

Grade	Tuition First Child Annual	Tuition First Child Per Month on 11 month payment plan*	Tuition Second Child (20% discount)*	Additional Children (40% discount)*
Preschool				
2 Days	\$3,960	\$369		
3 Days	\$5,760	\$532		
5 Days	\$9,290	\$853		
Kindergarten	\$10,150	\$931	\$8,220	\$6,190
Grade 1	\$11,140	\$1026	\$9,062	\$6,834
Grade 2	\$11,720	\$1,079	\$9,526	\$7,182
Grade 3-8	\$11,720	\$1,090	\$9,651	\$7,307

*Includes Class Fund fee which is billed per chosen payment plan. Rounded up to nearest dollar.

The Davis Waldorf School is able to provide limited tuition assistance for Kindergarten-8th grade students (kindergarten students must have turned 5 by September 1, 2017) through our Tuition Assistance Program (TAP). For eligible families, the range of tuition reduction is generally between 5% - 50%.

FEES

Application Fee: \$50
 Enrollment Fee: \$300 per family (\$150 for preschool-only families)
 Class Fund: \$100 K and PS
 Class Fund: \$150 Grades 1-2
 Class Fund: \$275 Grades 3-8

PAYMENT PLANS (payment plans begin in July)

Options include: 11 monthly payments, 10 monthly payments, 4 quarterly payments, 2 semi-annual payments
 Full Payment by June 30, 2017 Pay in full, receive a 2% discount on annual tuition

AFTERCARE PROGRAM

Kindergarten and Preschool Aftercare:

Aftercare is available M-F on a contracted or drop-in basis (as space allows). Includes a rest or nap time as needed. Contracted rates for 3:30 pickup—\$15/day (\$12.50/day at discounted rate); 5:30 pickup —\$27/day. (\$22.50/day at discounted rate). Discounted rate is available for families who contract for more than 50 hours of aftercare per month. Drop-in is \$9/hour.

Grades Aftercare: Aftercare is available M-F until 5:30 p.m. on a contracted or drop-in basis (as space allows). Grades aftercare is \$3/half hour for contracted care; \$4.50/half-hour for drop-in care, Discounted rate is \$2.50/half hour for families who contract for more than 50 hours of Aftercare per month.

VACATION CARE PROGRAM

Davis Waldorf has 6 weeks of school vacation per year. Vacation Care is available for preschool, kindergarten and grades children from 8 a.m.—5:30 p.m. on a contracted basis for an additional hourly charge (with limited days during winter break). Grades vacation care is subject to minimum enrollment.



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2018-2019 Enrollment Schedule for New and Returning Families

New Families

January–March 9, 2018

Applications Accepted* Tuition Assistance Program (TAP) Forms available for families with children who will be 5 on or before September 1, 2018

January–March 2018

Enrollment Interviews conducted and class visits scheduled

February 19–23, 2018

DWS February Break, office is closed

March 9, 2018

Deadline to Submit Applications for Round 1*

March 16, 2018

Decisions and Enrollment Materials will be sent to new families

March 30, 2018

Enrollment forms, contract and \$300 non-refundable Enrollment Fee per family (\$150 for preschool-only families) is due

April 9, 2018

Tuition Assistance Program (TAP) Applications due for families with children who will be 5 on or before September 1, 2018

March 26–April 6, 2017

DWS Spring Break, office is closed

** After March 9, applications are accepted on a rolling basis. If you missed our original deadline, due to space limitations we strongly encourage you to submit your child's application as soon as possible. However, if you are reading this after that date, please contact us for more information.*

Returning Families

February 16, 2018

Re-Enrollment Packets Mailed to Current Families

March 2, 2018

Reenrollment Contract and \$200 Re-Enrollment Fee per family are due. (\$100 for preschool-only families.) After March 2, enrollment fee goes up to \$300 (\$150 for preschool-only families.)

March 9, 2018

Tuition Assistance Program (TAP) Applications due for families with children in Grades K-8 (Kindergarten children who will be 5 on or before September 1, 2018 are eligible).

July 2018-May 2019

Tuition Collection Period



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Enrollment Events

For 2018-19 School Year
Open to all

**January 17, January 31,
February 28, March 14,
March 21, April 11,
April 25, May 9, May 23**

All-School Tours including Preschool and Kindergarten,
(Adults only) 8:30 a.m.

December 2, 2017

Preschool and Parent Child Open House 10:30 am– 12:00 p.m.

January 11, 2018

**Kindergarten Orientation: An Informational Night for
Parents, (Adults only)** 6:00 p.m.

January 20, 2018

Kindergarten Open House, 9:00 – 10:30 a.m.

February 2, 2019

**Guided Tour of Kindergarten and the Grades at All-School Open
House** 5-6 pm. Meet in Golden Poppy Preschool Classroom. All are
Welcome.

February 2, 2018

All School Open House (Preschool—8th Grade), 6-8 pm
Visitors Welcome.

February 7, 2018

Explore Waldorf: 6th, 7th, 8th Grade Tour, 8:30-10:30 a.m.

February 13, 2018

Why Choose Waldorf Education? A panel discussion. 6:30-8:00 p.m.

February 17, 2017

Parent Child and Preschool Open House 10:30 am–12:00 p.m.

Preschool age range: 6/1/14 –5/31/16

First Year Kindergarten age range: 6/1/13-5/31/14

Second Year Kindergarten age range: 6/1/12-5/31/13

First Grade age range: 6/1/11-5/31/12

Second Grade age range: 6/1/10-5/31/11

If you would like to join a tour or attend one of our enrollment events, please let us know you are coming (530) 753-1651 or office@daviswaldorf.org. Private tours available on a limited basis. See

For more details about each event and to view recently added events, please visit daviswaldorf.org/visit

Davis Waldorf School

Curriculum Highlights

	<i>English & Grammar</i>	<i>Geography</i>	<i>History</i>	<i>Literature</i>	<i>Mathematics</i>	<i>Music</i>	<i>Sciences</i>	<i>Foreign Language</i>
First Grade	Capital letters, phonetics, speech exercises	The wonder of nature through observation		Fairy tales, rhythmic poems	Whole numbers, four processes, multiplication products, Roman and Arabic numerals	Pentatonic flute, rhythm, singing games, seasonal songs	Nature studies from stories in an imaginative manner	Spanish - songs, games, poems
Second Grade	Small letters, reading, plays, cursive writing	The environment through observation	Local folklore, Indian stories	Legends and animal fables	Carrying and borrowing numbers, situation problems	Pentatonic flute, folk and fable songs	Nature studies from stories in an imaginative manner	Counting; names of animals, family members,
Third Grade	Simple grammar and writing; plays; speech work	Practical studies – building, clothing, gardening	Old Testament stories as part of ancient history	Old Testament stories, poetry, reading	Measurement, prime numbers, times tables, time and money problems	Octave in song and recorder; diatonic flute	Building materials, practical work – cooking, farming	parts of the body, foods, etc. Seasons; Colors; Months of the year
Fourth Grade	Parts of speech, grammar, letters, stories, plays, original composition	Map making; classroom, home, county, state, region	Local and state history	Norse sagas, poetry	Word problems, averages, long division, factoring, fractions	Strings, time values, rounds, major & minor third, harmony	Zoology; Man and animal; descriptive study of animals	As above, grammar begins, written work, dictation
Fifth Grade	Active and passive verbs, subject and predicate, syntax, writing	Geography of the United States	India, Persia, Mesopotamia, Egypt, and Greece	Greek mythology; biographies of great people	Decimals, fractions, reciprocals, metric system	Major & minor scales, strings, chorus	Botany	Simple text, syntax, short talk and description
Sixth Grade	Grammar, descriptive and expository narration	North & South America, Earth's configuration	From ancient Rome through the Middle Ages	Tales of chivalry; poetry, ballads	Percentage, interest, profit, business math, ratio, proportion, estimation, geometry	Alto and tenor recorders, strings or concert band, chorus	Physics, geology, botany, mineralogy	Reading texts, humorous stories, free translations
Seventh Grade	Research papers, creative writing, poetry, essays	Africa and Europe; tides, map reading, weather	1400-1700: Age of Exploration, the Renaissance	Arthurian legends, historical novels, poetry	Pre-algebra, graphs, areas, roots, powers, geometry	Recorder, strings ensemble or concert band	Chemistry, physiology, first aid, nutrition astronomy	Reading and conversation, grammar and structure
Eighth Grade	Business and practical writing, composition	Asia, Australia, and Antarctica; global contrasts	1700-present; American history	Shakespeare, dramatic poetry, folklore	Algebra, practical math, percent, equations, geometry	Recorder strings ensemble or concert band.	Chemistry, physiology, physics	Emphasis on vocabulary building and dialogue

Welcome to the Davis Waldorf School

The Davis Waldorf School was founded in 1986 by a group of parents who wanted a local Waldorf School for their children. The school's first home, on a five-acre farm site in rural West Davis, soon became inadequate to the needs of a steadily growing student population. In the fall of 1992, thanks to the generous gift of local developers John and Judy Whitcombe, the school was able to move to a beautiful new campus in North Davis.

The new campus and buildings were carefully designed to take advantage of the ecological characteristics of the landscape and to support the principles of Waldorf education. One of the most distinctive features of the classroom buildings is the rammed earth used in their interior walls. The massive walls, formed of native California clays, provide a passive solar affect; with their beautiful swirled layers in natural earth tones, the walls also serve as integral works of art, encouraging a sense of connectedness to the earth.

***Receive the children in reverence;
Educate them in love;
Send them forth in freedom.***

– Rudolf Steiner

The Kindergarten: A Place to Grow

The Davis Waldorf school offers a two-year Kindergarten Program. Most visitors to the Kindergarten are first struck by the nurturing quality of the environment. The rooms are beautiful and homelike - with play spaces formed by softly draped colored silks, glowing watercolors on the walls, spring flowers or autumn leaves on the nature table; with the simple wood table for crafts and meals, the rocking chair where the teacher sits to tell a story or comfort a child, the shelves of neatly stacked dishes, mixing bowls, loaf pans, and utensils used to prepare snack.

The Waldorf kindergarten resembles a "home away from home." Here, with their teacher, the children chop vegetables for soup, measure flour and stir batter for homemade bread, sweep the floor, water the garden, and gather flowers for the table. They also listen to and act out stories, sing, move to rhythmic verses during "Circle Time" paint with bright jars of watercolors, sew, finger-knit, model with beeswax, and play - a lot! Creative Play is an important part of the daily rhythm in the kindergarten. With baskets of seashells and river rock, colored cloths, wooden play frames, and simple cloth dolls, the children weave an infinite variety of scenes and stories out of their own imaginations.

The nurturing environment of the kindergarten is designed to support the healthy social and emotional development of the child and lay the seeds for future intellectual and academic success:

- A rich exposure to oral language and literature (through fairy tales, nature stories, seasonal verses, and playful rhymes) provides an essential foundation for literacy.
- Creative Play not only helps children build social skills but also fosters the kind of active imagination necessary for future learning in all disciplines.
- Celebrations of the seasons, nature walks, and the use of natural materials like beeswax, wool, or wheat from the school garden all nurture the child's sense of wonder towards the natural world, forming the basis for a healthy scientific curiosity and a sense of stewardship for the earth.
- Artistic expression, which is encouraged and developed throughout the Waldorf curriculum, gives the young child a healthy, creative outlet for the expression of his inner life.
- Creative Play builds a strong experiential foundation for later learning. A child who has learned the magical process of baking bread has had a hands-on experience with a chemical process; a child who has built things with open-ended materials will certainly have experiences of principles that are revisited when studying physics in 7th grade.
- Since young children learn best through imitation, the teachers strive to act in ways that are good, speak in ways that are good, and do activities that are worthy of imitation, often centering around caring for children or the environment.

And, in carrying out simple domestic activities, the children learn what the teacher models: care for the environment, joy in work done lovingly, and confidence in their own ability to "make good things" (from delicious bread to a sparkling clean room.)

The essence of a Waldorf kindergarten is love, creative play and imitation.

The Elementary School

Waldorf educators have always recognized that a child learns best when his or her whole being - body, emotions, and intellect - is actively involved in the learning process. In the grades, each day begins with a two-hour "Main Lesson" (an in-depth exploration of a core academic subject) designed to engage the full range of the child's capacities. A second grade math lesson, for example, might include

- an imaginative story illustrating the process of division
- a beanbag toss, in which individual children "catch" a problem and toss the answer and the beanbag back to the teacher
- an artistic activity , in which the children illustrate the story , and the division process, in their Main Lesson books*
- a division exercise employing colored "gemstones" the children count out on their desks

*Waldorf students create their own beautifully crafted "Main Lesson books" (an artistic record of their learning) for each core academic subject studied.

In this typical example, the children experience the content of the lesson through story, rhythmic movement, art, and the use of tangible, "hands-on" materials. This imaginative, multi-sensory approach brings the subject alive for the children and allows them to become active and enthusiastic participants in their own learning.

The Waldorf curriculum is also based on a developmental approach: the skills, knowledge, and methods introduced each year are carefully designed to meet the needs and interests of the growing child. In the first grade, for example, geometry is taught through the direct physical experience of moving in circles, squares, and triangles. This leads to the calculation of areas and perimeters, and the drawing of the forms, first free-hand, and later with instruments, but always striving for both beauty and accuracy. By the eighth grade, the children have the knowledge and skills necessary to design and build complex three-dimensional geometric models.

The Waldorf curriculum is comprehensive, encompassing all major branches of human knowledge: language, literature, history, mathematics, science, music, art, and geography. The class teacher strives to give the students a sense of the unity and inter-connectedness of the world of knowledge, integrating each subject with the others, exploring and developing the natural connections between them. The work of the class teacher is complemented by subject teachers, each of whom provide weekly instruction in foreign language, art, handwork, music, Eurythmy (creative movement), woodworking, and gardening.

Our teachers stays with the class with the class from 1st-4th or 5th-8th. Considering the insights from other Waldorf schools and a review of our biography, this approach is thought to include many benefits for teacher and student. The ability to specialize in a narrower range of academics and student developmental needs helps deliver the Waldorf curriculum in an ideal manner.

The Curriculum: A Brief Overview

Science grows out of the young child's delight in and reverence towards a living earth, experienced through seasonal festivals, nature stories, gardening, and field trips. In grades four and five, zoology and botany build on the children's natural curiosity about how plants and animals live and grow. The science curriculum expands in the upper grades (sixth through eighth), as students seek more detailed explanations of how things work. Through careful observation, hands-on experiments, and rigorous conceptual exploration, students discover principles of optics, acoustics, electricity, astronomy, physiology, chemistry, and physics.

Language Arts begins with the imaginative introduction of the letters in the first grade through story, picture, and sound; children discover the forms of the consonants in pictures illustrating familiar stories (the letter 'S' may emerge out of a sinuous snake or an 'M' out of a mountain landscape.) Vowels are introduced through their tonal qualities, and much phonetic work is done with poetry and speech exercises. Reading is taught through writing, as the children create and then read their own books of familiar stories and poems. Throughout the elementary grades, children are immersed in a rich medium of oral and literary language experience, including poetry, storytelling, speech, drama, composition, and creative writing.

Mathematics begins with rhythmic movement, recitation, story and number games in the early grades and progresses to mental computation in algebra and geometry. In the higher grades, the logical and abstract qualities of mathematics gain vivid reality for the student through the construction of mathematically-based models and three-dimensional geometric forms.

The Humanities curriculum, beginning with fairy tales, fables, and legends in the first two grades, takes the children through the full sweep of their cultural heritage: the Old Testament and other Creation stories in grade three, Norse mythology in grade four, and the ancient cultures of India, Egypt, Persia, Mesopotamia, and Greece in grade five provide the background for the study of history, literature, comparative religion, and geography. By the eighth grade, the children have journeyed from Greece and Rome to medieval Europe, following history through the Renaissance, the Reformation, and the Age of Exploration, up to the present day.

The Arts and Practical Skills ensure that intellectual development is balanced by the education of the feelings and the will. Drama, painting, music, eurythmy, and modeling are integrated into the entire academic curriculum. And, activities such as gardening, handwork, and woodwork are part of the elementary curriculum and give children not only concrete skills, but an understanding of how things come into being and a respect for the creations of others.

Community Life

"It takes a village to raise a child." Many of us immediately recognize the wisdom in this African proverb. Yet it is often difficult today to find a "village" - a kindred community to help us stay connected to one another and to support one another in our efforts to create a healthy, nurturing family life.

The Davis Waldorf School offers parents and families the opportunity to become part of a community that has heart and purpose. There are many ways to become involved, from helping with festivals to serving on committees. Your talents and interests can lead you to participate.

Class Meetings The class teacher hosts these gatherings 4-8 times a year. The parents of each class meet with the teacher to discuss the social and academic life of the class and ways that parents can help support their child's growth and that of the class as a whole. Class meetings are an important way parents can support the class teacher, form relationships with other parents, and become involved in the school community.

Festivals These school-wide events honor the seasons and bring celebration and renewal to our community life. Davis Waldorf school festivals include Michaelmas, Thanksgiving, Halloween, Advent, Christmas, and May Day, among others. Although each festival is unique, most include elements of story, music, crafts, and special foods; all members of the school community - parents, children, teachers, and staff - participate in the preparation and enjoyment of these traditional celebrations.

Committee Work The healthy functioning of the school is made possible by the work of committees, composed of teachers, parents, administrative staff, and trustees. Parents are encouraged to find a committee that piques their interest and utilizes their talents.

Community Meetings All-school meetings are scheduled twice a year and provide an opportunity for discussion of current school issues and sharing of good food with friends and family.

Parent Education Members of our faculty often present lectures and workshops on Waldorf education, as well as occasional adult classes in painting, drawing, and other arts and crafts. The Update, our school's newsletter, includes a schedule of upcoming events and articles on classroom and community activities.

Results of Waldorf Education

One may be impressed by the enthusiasm and dedication of Waldorf teachers, admire the depth and wholeness of the curriculum, and the artistic and academic quality of Waldorf student work. At the same time, many prospective parents also want to know: how well does this education prepare students for success in their future academic and professional careers? How do Waldorf students compare with their public school peers in terms of achievement tests and college acceptances? How do Waldorf graduates, in effect, "turn out"?

In the seventh and eight grades, Davis Waldorf students take a norm-referenced, standardized test. On average, our students test 3 grades above their level. Many of our graduates transfer to the Sacramento Waldorf School in Sacramento while others transfer to their local public high school. These transitions are successful due in large part to their academic and social preparedness to meet the world after being given such a solid foundation upon which to stand.

Although this is beginning to change, there are still relatively few Waldorf high schools in the United States, compared to the number of schools offering Kindergarten through Eighth grade. In Northern California, Waldorf high schools have been established in Sacramento, San Francisco, Santa Cruz and Santa Rosa. Graduates consistently score well above the national average on SAT exams and are accepted into the finest universities and colleges including Brown, Stanford, Cornell, Loyola, Dartmouth, Columbia, Vassar, Smith, Mt. Holyoke, St. John's, Oberlin, UC Berkeley, UC Davis, Princeton, Mills, Cal Poly, and Parsons School of Design. From 2000-2007, the average SAT scores for Sacramento Waldorf High School students were 588 on Verbal, 558 on Math, and 591 on Writing.

Davis Waldorf School Policy on Special Needs Students

Nondiscrimination

The Davis Waldorf School believes that no person should be excluded from participation in, be denied the benefits of, or be subject to discrimination in any educational program or activity available in the School on the basis of race, color, sex, religion, age, marital or familial status, sexual orientation, physical or mental disability, pregnancy, national origin, ancestry, veteran status, gender identity or any other protected characteristic under federal, state, or local law. Davis Waldorf School further believes that individuals with disabilities are entitled to full and equal access, as other members of the general public, to the School's services, privileges, and/or advantages, etc., subject to the conditions and limitations established by law, or state and federal regulation.

The IDEA and Rehabilitation Act

As a private school that does not receive federal funding, neither the federal Individuals with Disabilities in Education Improvement Act ("IDEA") or section 504 of the federal Rehabilitation Act ("Section 504") apply to the Davis Waldorf School.

Accommodations and Services under the ADA and Unruh Civil Rights Act

As a private school, Title III of the Americans with Disabilities Act ("ADA") and the California Unruh Civil Rights Act ("Unruh Act") apply to the Davis Waldorf School. However, unlike the IDEA and Section 504, the ADA and the Unruh Act do not make schools responsible for the free and appropriate education of all children.

Pursuant to and the ADA and Unruh Act, the Davis Waldorf School will make "reasonable accommodations" in the form of reasonable modifications to its policies, practices, and procedures to ensure nondiscrimination on the basis of disability, unless to do so would cause an undue burden or fundamentally alter the nature of the School's program. If a student's requested accommodations require "substantial modifications" to the School's program or services, or alterations to a fundamental or integral requirement of the School's program or services, the School is not required to provide such accommodations or make such modifications. The School is also not required to make a student's requested accommodation where it would impose an undue burden upon the School.

Services for Special Needs Students

When necessary, Davis Waldorf School teachers may recommend tutoring, external evaluations or special services for a student, which the school does not provide. These services must be provided at the parents' expense.

The parent may choose two options for a student assessment for special education eligibility and services. They may have an assessment completed free of charge by the local public school district who is mandated to provide the service of assessment to all students enrolled in local private schools in the local public school district's jurisdictional area. The local public school district will coordinate the student's assessment. The Davis Waldorf School Business Manager will provide contact information regarding the assessment process. The parents may also obtain and pay for an assessment through a private provider.

If the student meets the special education criteria required to obtain special education services, the parents may decide to obtain private services or to utilize the services offered by the local public school district. The local public school district provides a small amount of money each year to local Davis private school students for special education services. These funds are awarded on a first-come, first-serve basis and are granted upon receipt for these funds to help pay for public and/or private services. However, there is no guarantee that these funds will be available.

If a student needs special equipment because of a physical or educational challenge, the parents need to obtain and pay for this equipment.

If the parents are unable to pay for special services, the parents have the option of enrolling the student in a local public school. The public school districts are mandated to provide a free, appropriate public education to the student, free of charge. The Davis Waldorf School receives no state or federal funds to provide such services.

This policy will be amended as governmental laws change.

Authority:

20 U.S.C. §§ 1400 et seq.

20 U.S.C. § 1412, subd. (a)(10)

29 U.S.C. § 794

42 U.S.C. §§ 12180 et seq.

42 U.S.C. § 12181-82

Cal. Civil Code, §§ 51, 54.1

Bercovitch v. Baldwin Sch., Inc. (1st Cir. 1998) 133 F.3d 141

Marshall v. Sisters of Holy Family of Nazareth (E.D. Pa. 2005) 399 F.Supp.2d 597

Letter to Anonymous (OSEP July 11, 2003) 40 IDELR 226, 104 LRP 1232

Southeastern Community Coll. v. Davis (19798) 442 U.S. 397

St. Johnsbury Academy v. D.H. (2d Cir. 2001) 340 F.3d 163

Wodatch (Private Schools) (Dept. of Justice May 2, 1996) 9 NDLR 42

Adopted: February 26, 2007 by Davis Waldorf School Board of Trustees

What Parents Say About Davis Waldorf School

“Our sons both attended the Davis Waldorf School’s two year kindergarten program and are now flourishing in their grades programs. We are, in the 21st century, allowing them to become Renaissance men. Not only are they achieving a high academic standard, they are also artists, musicians and explorers of the world around them.”

— *James Hickey, Software Development Engineer, Hewlett Packard
Davis Resident*

“Both of my children have attended the Davis Waldorf School since kindergarten. Waldorf education is developmentally appropriate – letting children be children.”

— *Alice Harvey, BSN, RN, MHA
Dixon Resident*

“As a scientist, I deeply appreciate the interdisciplinary approach that allows the children to see the linkages between the physical world and the world of the imagination.”

— *Eric Larsen, PhD, Harvard University
Research Scientist, UCD
Winters Resident*

“The fundamental things kids need from their early education are: reading, writing and arithmetic. The Davis Waldorf School teaches those things well and adds a deeper layer. Supporting those building blocks, Waldorf kids are given a rock solid foundation of curiosity and critical thinking as well as a life long love of learning.”

— *Chris Lief, CPA
Budget Analyst, CA. Dept. of Finance
Woodland Resident*

Reflections on their Journeys at the Davis Waldorf School

Quotes taken directly from the DWS Class of 2012 graduations speeches

“We have all been told Waldorf is a journey; after ten years I can tell you from experience that it is more than just a journey; it can be an immersive world that will guide you through life, no matter how devoted you are to it, it lies deep within the heart of human character”

“I think that one of the most important things that Davis Waldorf has given me besides a good education is a small, close-knit class of friends.”

“I have been going to Davis Waldorf since first grade. Being at Davis Waldorf has had a huge impact on my social life. It has made me a kinder and nice person.”

“I think Waldorf has helped me become more open minded, confident, and willing to try new things.”

“Good friends are one of the things I like best about Davis Waldorf “

“The teachers at Davis Waldorf have helped me become a better artist, writer, and mathematician than I thought I could be. I have also learned to be patient and work as a team. I have made strong friendships that will last a lifetime.”

“I thank my parents for sacrificing things in order to send me to this beautiful, great school.”

“ I started at the Davis Waldorf in 6th grade. I didn't know what to expect. Coming from a strictly public school background, my previous experience in school was clique city full of the” populars” and the “other guys”. I was one of the “other guys”. When I started at Waldorf, I was so used to the torments and insults that it came as a shock to me that my classmates would actually talk to me. The atmosphere in Ms. Mattson's classroom allowed for social experimentation without getting picked on. The Waldorf education was great, too, but the friends I made is what made the difference for me.”

“I have gone to several Waldorf Schools. Wherever I have lived, all the schools have been different in their own way, but in each Waldorf school I enjoyed the teachers/ main lessons/ and made really good friends.”

“At Waldorf, instead of just reading about something from textbooks, we got to learn more by performing plays, experiments, and going on fieldtrips. But also the people I have met are so wonderful and were so welcoming when I first came, soon I felt like I was part of the class.”

“My class is filled with people who support you through good times and hard times, most importantly silly times.”

“Waldorf has taught me to be myself, and that it is okay to be a little weird because everybody is unique. It has helped me realize my different talents and passions.”

“Going to this school has helped me develop new talents such as art (I used to draw stick figures!) as well as better social skills. DWS has created many great memories.”

“Being in Waldorf developed my sense of teamwork and caring for others and also helped me realize my musical and athletic interests. If I never came to Waldorf, I don’t think I would have ever played basketball or viola. Waldorf opened up a whole new world for me.”

“I think the reason children feel at home at DWS is because the teachers care about the social health of the class as much as they care about the arts and academics. The small size of our class created a wonderful sense of togetherness among my classmates that will, I hope, be the basis for lasting friendships.” I believe Waldorf has helped shape and develop me into the best person that I could be.”

“ I remember that in the early grades there were kids smiling everywhere, not much homework, and everywhere you looked there were friends. I loved the freedom of climbing trees, building forts, and running around at night festivals. It had a wonderful feeling of peace, and it was really fun. Waldorf has played a huge part of who I am, but one of the most pronounced qualities on my Waldorf experience was that as an only child, I really appreciated the sense of family, because it felt like home away from home and that’s something I will always keep close in my heart.”

“Before I came to the Waldorf school I went to a public school that was lacking in Art and full of fill in the blank work sheets. All of my homework was covered in doodles, so almost every day the teachers admonished me. I started not liking school which made my parents sad. So my parents found me a school that had an alternative way of teaching.”

“Waldorf is my second home, I love school. I look forward to every day and I am really sad to be leaving. All my classmates are my brothers and sisters and I love them all dearly. Every single one of them has changed me for the better.”