

Berkshire Waldorf School
Early Childhood Handbook

2019-2020

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BWS Early Childhood Program and Philosophy

A simple yet profound concept is ever-present in the Early Childhood Program at the Berkshire Waldorf School: Young children learn through imitation, imagination and integration of the will through activity. In keeping with Rudolf Steiner's philosophy of Waldorf education, our teachers strive to meet the young child according to his or her developmental stage in life, and to create a nurturing environment in which every child's senses, imagination, and awareness of self and others can flourish.

We offer a Nursery program for children 2.5 - 3.5 and mixed-age kindergartens for children 3 - 6 years of age. Our classes consider each child's individual needs and the configuration of the class as a whole. The early childhood program also includes parent-child classes for babies and young children ages four-months through 3.5 years accompanied by a parent or caregiver. Parent Child Garden is an ideal opportunity for parents and other important people in babies' and toddlers' lives to become acquainted with our approach to early childhood education, and for the youngest children to gain comfort and familiarity in our setting.

Our teachers carefully create a homelike classroom environment that allows the young child gradually to transition into grade school. This handbook describes how and why we approach early childhood education the way we do, and provides information to help build and strengthen the bridge between school and home. The descriptions of classroom rhythms, seasonal festivals, play and media are followed by details and policies relevant to our half- or full-day early childhood offerings.

BWS is a member of the Association of Waldorf Schools in North America (AWSNA), the Waldorf Early Childhood Association of North America (WECAN), and the Association of Independent Schools in New England (AISNE).

Early Childhood Rhythms

In the early childhood classroom, teachers thoughtfully plan daily and weekly activities that nurture children's outer and inner development. Through the careful cultivation of creative play, reverence for nature, practical life skills and artistic opportunities, teachers help the children gradually become accustomed to working within a group while developing their capacities as individuals. The teacher arranges the daily and weekly activities into a classroom rhythm that follows a natural flow. Children find comfort in the familiarity of our rhythm and soon begin to ease in and out of activities intuitively and effortlessly. We sometimes refer to these classroom rhythms as "in-breaths" and "out-breaths," conveying the idea that, as in breathing, a healthy, rhythmical balance allows us to feel nourished, centered and fully engaged. For instance, quiet absorption in a puppet story may be followed by self-initiated free play and full bodily action. A strong emphasis on outdoor play in all kinds of weather allows for healthy movement and a close connection to nature. This connection encourages the sense of wonder that is so important to later learning and supports the child's own sense of well-being in the world. Nature itself abounds with rhythms that have a healthy effect on children and adults.

The following is a description of some of the activities found in an early childhood rhythm.

Creative Indoor Play

During play time children are encouraged to play imaginatively with a variety of natural, open-ended toys and materials in a beautiful but simple environment created by the teachers. Play is child-directed but closely monitored by teachers so that social learning and imagination can be guided and supported in ways that are healthy for each child and the class as a whole. Children may play by themselves or in groups of two or more as their age and social experience allow. As the year progresses so does the children's ability to work and play together empathetically. While the children play, the teachers are involved in preparing snack, cleaning, sewing or other practical activities that the children are welcome to join or emulate. Within this free-play time there are opportunities for the children individually or in small groups to help set the table, grind grains, fix toys and engage in seasonal crafts. While playing and working, the children are integrating their senses of balance, movement and touch as well as processing their life experiences. The foundations for future learning are laid as they practice their capacity for speech and language, social and emotional interactions, and cognitive development.

Circle Time

During circle time, the teacher and children embark on a seasonal journey of song and movement. This joyful time consists of a fluid blend of "in-breaths" and "out-breaths," as described above. The teachers create circles that reflect the cycles of nature and draw upon fairytales and nursery rhymes. This activity may begin with a morning verse and continue with the delight of a simple finger game. Lively whole-body movements follow, along with songs and accompanying gestures. Circle time may conclude with a cozy rest accompanied by a lullaby. This activity nurtures children's innate ability to imitate, which is the foundation of learning in early childhood. Age-appropriate movement patterns foster healthy brain development, while the repetition and rhyme create the foundation for memory and sound needed for later reading.

Artistic and Craft Activities

Depending on age and ability, the children engage in watercolor painting, crayon drawing, beeswax modeling, woodworking, finger knitting, sewing and other artistic activities. The teacher may lead the children in a group, or a child can initiate an activity during play time. Artistic activities are often done in celebration of the seasons and encourage children's natural sense of beauty and form through the use of high-quality, natural materials. These activities also encourage the development of fine motor skills.

Snack

The preparation of snack is one of the favorite activities of the day. Chopping fruit and vegetables and kneading dough foster a healthy will and offer opportunities for the children to strengthen their fine motor dexterity. As with all activities held at our table, the young child will gradually expand his or her ability for task focus and listening.

Snack time itself is an uplifting experience! All of our senses are awakened with thankful songs, delicious smells and flavors, and shared stories. We strive toward healthy table manners as the children learn to pass food to their friends, wait to be served, and eat after the blessing. After preparing and eating the snack, the children participate in various tasks of cleaning up and washing

alongside their teachers. The ability to follow a task to completion is an important skill to develop. It paves the way for later problem-solving and organized thought processing.

Working together to feed ourselves creates a strong sense of belonging, and of caring for self and others. Participating in the whole cycle of a process—from loose ingredients to delicious meal to cleaning up—helps the children make sense of the world and to see that their contribution matters. In some cases, the children have even planted and harvested vegetables used in a snack, ground rice for a porridge, or picked and dried the chamomile buds for tea, further extending their understanding of what food is and giving them more hands-on opportunities to learn by doing.

Puppetry and Stories

The puppet plays and stories our teachers present to the children foster skills of listening and observing, and are created with the child's growing attention span in mind. For instance, teachers support the younger children in forming their own inner imagery by accompanying simple nature stories and nursery rhymes with loosely formed puppets, settings and props. While continuing to provide these beloved puppet stories to all of the children in our Early Childhood Program, teachers with five- and six-year-olds in their classes will add stories told without visual props since the ability of these children to form inner pictures has strengthened. These beautiful stories inspired by nature, festivals and fairytales—and told “by heart”—are food for imaginary play, social empathy, memory, clear speech and rich language capacity.

Music

Singing is not only part of our circles and stories, but also a soothing and joyous way to accompany activities and transitions throughout the day. Songs inspired by nature, nursery rhymes and everyday life are sung to bless our food, give directions (“Now's the time to wash our hands...”) and to help children move happily through transition times such as getting dressed to go outside. Teachers may also accompany their singing or stories with the gentle sounds of the lyre or pentatonic harp, and sometimes there are simple instruments in the classroom for children to play. Music helps foster the children's capacity for speech, as well as a sense of rhythm, sequence and memory, all of which are important for later academic learning. Music is also intrinsically rewarding and connects the class and school community.

Eurythmy

A eurythmy teacher visits the older children in our Early Childhood Program weekly. Eurythmy—which consists of meaningful gestures and flowing forms set to stories, poetry and songs—is sometimes referred to as “visible speech” and is a movement or dance art form integral to Waldorf education. Watching or doing eurythmy helps children deepen their ability to enter into the nature of sound, particularly of the vowels and consonants in speech, and the tones and intervals in music. Eurythmy not only develops physical health and mobility, but also an inner flexibility that harmonizes the children's feelings and ability to “think on their feet.” On another level, eurythmy helps to develop spatial and social awareness. Moving together cultivates respect for personal boundaries, responsibility for one's part in a group as a whole, and an artistic feeling for time and space. The social ideal of eurythmy is to have the children feel at ease in their bodies and at home in the world with others, able to enter wholeheartedly into all they do and to find inner stillness when

needed.

Outdoor Play

Exploring, moving and playing outside in our playgrounds, fields and woods provide a wonderful release for the children, and we spend plenty of time outdoors in all kinds of weather. Nature is the great antidote for both the over-stimulation of today's world and current tendencies toward physical passivity. Sunshine, raindrops, mud puddles and snow are all food for the young child's sensory life. Reverence for and immersion in all that nature and its seasons offer are the best gifts we can give our children. This is also the time during which the teacher may lead the children in seasonal outdoor activities such as woodwork, gardening and playground care. As with indoor play, teachers observe closely as the children have the opportunity to let their imaginations unfold and learn social skills.

Lunch and Rest

Children who participate in the full school day bring a lunch from home to eat after the morning session ends. Lunch time, like snack time, is a happy occasion often filled with the children's own stories from home. It's also a chance to learn more about table manners, the art of conversation and caring for one's belongings. The transition from lunch to rest is fluid as the mood of the classroom gradually becomes quiet and cozy, creating a loving, safe environment that allows the children to securely let go. Some children fall asleep quickly, while others may need time to first digest the activities of the morning or may simply rest. Either way, the nap teacher lovingly holds a peaceful mood so that children can find their own way to stillness, which nourishes their growing bodies and contributes to their having a happy, successful day. Rest is followed by play time and afternoon dismissal.

Daily Transitions and Life Skills

Transition periods between activities are equally important to the child's learning and well-being. Washing dishes and painting supplies, clearing and cleaning table areas and napping spaces, toileting and dressing are all accomplished with the loving and patient guidance of the teachers. This is the time for the children to learn organizational skills and develop confidence in their abilities as they care for themselves and their environment and work together for a common purpose.

Separation Anxiety

As the children begin the school year—and for some, the experience of school for the first time—they may have difficulty separating from parents at arrival time. Please know that we are here to support this important transition. Each child will approach goodbyes uniquely. Some handle the separation fairly easily, some show signs of distress and then soon settle into the day, and others are quite upset with parting. It can vary with the child's age, her ability to deal with change or separation in general and with stresses in her life outside of school.

It is helpful if parents can demonstrate through word and action that they trust and have confidence in the teacher and in the decision they have made on their child's behalf. Our teachers are experienced in helping families with the transition to school and are dedicated to offering a safe, nurturing experience for your child. It also helps to make partings brief. We recommend a loving yet

quick goodbye and departure. Prolonging the parting prolongs the adjustment and accompanying crying or tantrums. Please do clearly say good-bye. (We understand parents' desire to sometimes tiptoe off when their child seems engaged, but this easily backfires and increases anxiety once the child discovers the parent is gone). You can assure your child that you will return, and leave her with a hug and a confident smile. If more than one adult will sometimes be bringing the child to school, it's beneficial if everyone understands the transition process (your child's teachers will let you know the specific details) and has a similar goodbye rhythm.

Birthdays

We take joy in celebrating your child's birthday at school. Birthdays that happen during the summer are celebrated at the end of the school year on a special day for children with summer birthdays. Your child's teacher will confirm with you the details for the day of celebration.

Festivals

Festivals are a time for us to celebrate the change of seasons and the cycles of our inner lives as we move through the year. Special stories, snacks and craft activities help us to make these events meaningful and joyful for the children.

Michaelmas, in late September, celebrates the kindling of inner courage and strength to face the approaching cold and is associated with traditional fall harvest festivals. A community-wide, weekend Michaelmas festival at our school celebrates these themes. Check the school calendar for details.

Halloween is celebrated in school with the children only. We have a special snack and puppet show. No costumes, please.

Lantern Walk takes place in November when the light is fading and winter is near. All early childhood families are invited to attend this early evening event, which includes a story or puppet show in the classroom and a walk during which we carry our handmade lanterns into the night and sing songs of light.

Spiral of Light occurs on a Sunday early evening in December for the older children in our Early Childhood Program. In a mood of expectation and reverence, each child carries a candle through a spiraling indoor garden to brighten the darkness with his or her light. The room eventually glows with many lights, representing how individuals coming together in community can brighten the world. Ours is a nondenominational festival that reflects traditional ceremonies in which one's inner light warms and illuminates the cold, dark time of year.

May Day happens every first of May at 11 a.m. The whole school community joins together to welcome spring with a joyful celebration of music, song and dance. The festivities take place around the maypole on the lawn in front of the grades building. May Day revelers bring blankets to sit on and their own picnic lunches. Be sure to bring water to drink and sun protection or, as the case may be, rain gear.

Assemblies, Holiday Handcraft Fair, Open Houses and other events occur throughout the year. ‘All-school Assemblies’ take place in the auditorium at Thanksgiving and in the spring, our annual Holiday Handcraft Fair is in November, and Open Houses and community puppet shows happen throughout the year. Please check the school calendar for specific dates and details.

Potluck Picnics

To celebrate the beginning and closing of our school year we enjoy a potluck picnic. These picnics occur at noon on the first and last days of our Early Childhood Program. This is a wonderful time to meet new families and get to know our community. We begin each picnic with a song or verse and then share everyone’s delicious offerings. Once the picnic begins, please remember that your children are in your care and that they do require your supervision at all times.

Please bring to the potluck picnic:

- A dish of food to share
- A picnic blanket
- Cutlery, cups and plates for your family

We look forward to the next picnic!

B. Policies and Procedures

School Arrival

School begins at 8:15 a.m. and teachers are ready to receive the children at 8:10 a.m. We encourage you to be on time, since children who arrive late often have difficulty separating from parents and integrating into the group. *Important: Please keep your child with you until you have both (parent and child) greeted the teacher to let her know you’ve arrived; she will then assume responsibility.* This not only aids safety and clarity, it also supports the child’s sense of security in the transition. During the first week of school, please assist your child in finding his or her assigned cubby for extra clothes, blankets and lunch boxes; the cubby will be identified by a special symbol which the teacher will give to your child.

As mentioned under “Separation Anxiety,” creating a simple goodbye routine that is the same every day will help your child during this transition, especially if separation is a particular concern. The teachers will receive your child with warmth and love—tears and all! Tears usually disappear shortly after parents leave but will sometimes continue if the good-bye is prolonged. A warm hug and kiss and an unwavering good-bye will show your child that you know that he or she is in a safe, loving environment. Once your child feels this trust from you, he or she is free to start a day filled with wonder and delight. If tears last longer or you have worries, we are happy to discuss how to work together to support your child and make the transition smoother.

Dismissal

Dismissal for the half-day program is at noon and the full-day program ends at 2:45 p.m. (later afternoon care is also available, see below). Each teacher will provide specific information on where dismissal will take place for each class. *Important: Please always say good-bye to the dismissal*

teacher together with your child to make sure she knows that you and your child are leaving. Any changes you make to your child's protocol for being picked up at dismissal (for instance, if another person will be taking your child home) must be communicated in writing to the teacher in the morning. **For unexpected changes** during the day, please phone the office, (413) 528-4015, ext. 0, before 2 p.m. and leave a message, asking for it to be relayed to EC.

It is essential to be on time for pick up. Children left waiting become anxious and teachers have additional responsibilities after school. Please call if you are unavoidably detained.

After Dismissal

We ask that you do not stay and play in the green or on the playgrounds after pick-up. This can interfere with the dismissal process and cause confusion for children and adults about 'who is in charge' and whether school rules still apply during the in-between time. Use of the parking lot green for running play also creates safety concerns.

If families wish to gather after-school, please collect the children and meet at a community playground or a family's house. And consider that, while this kind of community time can be fun and festive, by dismissal time the children have had a long day of social play with large groups of children, away from parents or caregivers. Children also benefit from some quieter downtime at home with family or a caregiver, giving them an opportunity to unwind, replenish, and reconnect with the adults and siblings in their lives.

Parking

Please park your car in the school parking lot and walk your child in and out. *There is no parking in front of the building at any time; that is the fire lane.* Please enter and depart the parking lot slowly and carefully.

Illness

The best place for a child who is ill is at home. Although our school is a nurturing environment, our days are busy and therefore too rigorous for a sick child. When in doubt about your child's health, please keep him or her at home for the day. While the teachers are very sympathetic to the needs of working parents, we encourage you to arrange back up child-care for illness. Also, please be sure to leave enough recuperation time after an illness. Notify the main office, (413) 528-4015, ext. 0, by 8:15 a.m. if your child will be out of school that day.

Health Information and Emergency Contact (Please Keep Us Updated)

Since your child spends a large portion of the day at school, we work together regarding the health and well-being of your child. Please inform us of any health concerns and allergies that may arise that are not already specified on your office forms. Similarly, we will inform you of anything we notice at school that might be helpful to know at home. Please see the all-school handbook for any additional information about medical protocols.

Your teacher has a folder with your emergency contact form; it is important that you make sure that the office and your teacher are informed of any changes in your address, phone numbers and e-mail,

as well as those of your emergency contacts. We will notify you immediately to pick up your child in the event of illness or injury.

Snacks

Each class follows a snack schedule that will be shared at the orientation evening for parents. For example, Tuesday might be soup day and Wednesday, bread day. We use whole foods, organic when possible, and no refined products. Please alert your child's teacher in writing before the first day of school regarding any dietary restrictions.

Lunch and Afternoon Program

The afternoon program begins with lunch at noon. Your child will need a wholesome lunch packed with a small cloth napkin. Please do not pack beverage bottles or packaged drinks—we provide water. Please choose a lunch box and containers free of media characters and leave out refined sweets and juices that curb a healthy appetite and can interfere with after-lunch rest time. Your child will need a blanket for rest that remains at school and should be laundered at each school vacation. If you are interested in a full-day of school for your child (8:15 a.m. to 2:45 p.m.), starting at the beginning of the school year can be helpful in setting the rhythm, although children may also begin at a later time.

Review Period for Transition to Rest Time

After a brief transitional period many children are able to rest in a group at school. Occasionally a child is unable to rest in a school setting and may need to be picked up at noon to rest at home. If this occurs, we can always try again at a later date when the child may be more ready to rest at school. The teacher will be in touch with you about any concerns. Keeping a relatively consistent nap or rest schedule at home on weekends and during school vacations can help support the daily school rhythm.

Extended Care

Extended care is provided from 2:45 to 5:30 p.m. (or any part of that time period) and is available for an additional fee. Families may sign up for extended care at the start of the school year or call ahead to the main office to drop in. Held in the Early Childhood Building, extended care provides a comfortable, family-like atmosphere for children from our Early Childhood Program through the 3rd grade. Snack is provided, followed by seasonal crafts and outdoor adventures for all ages led, and lovingly held, by our extended care teachers.

Clothing

We go outside in all but the most inclement weather. Please dress your child accordingly, layering to be prepared for changes in the weather. Your child will need the following gear.

- **Rain pants and rain boots** are essential for our daily walks throughout the fall and spring, regardless of whether the forecast calls for rain, since young children sit on the damp ground and play among bushes and trees that may be wet from the morning dew or evening rain.
- **In winter, snow pants, jackets (or snowsuits) and snow boots** are essential.
- Also needed, according to the season, are **rain coats, mittens and sweaters**.

- **Hats are needed for every season—warm hats for cold days, and sunhats with brims or visors in the warm weather.**

Your child will also need the following clothing:

- **Sturdy, well-fitting inside shoes** (i.e., no clogs, Crocs or impractical party shoes) will allow for active and safe inside play. For the older children in early childhood, tie shoes are recommended so that they can develop their shoe-tying skills. We also ask that children's shoes do not light up.
- **A complete change of clothes, including underwear and socks, remains at school** in your child's cubby. Please launder and replace the spare clothing at each vacation break or whenever used.

Clothing that is unfussy and allows for plenty of movement and play will help your child freely participate in all of our activities. We ask that the children arrive neat, clean and appropriately dressed for school. In keeping with the school dress code, clothing must be free of writing, numerals, cartoons, camouflage print and pictures, and also free of rips and tears. We ask that nail polish, temporary tattoos and jewelry not be worn to school. Keeping things simple allows the children to engage with themselves, each other, their teachers and the environment without distraction or encumbrance.

Media

For many years teachers have observed that television, video and computer use is detrimental to the health and development of young children and counterproductive to our efforts to prepare them for a successful school experience. Our media policy expects that parents remove this kind of electronic media exposure from the daily experience of their children, particularly during the early years and grades. We are aware that this concept contradicts modern societal demands and may require making changes in your family life; please know that many of the families in our community, both long-time parents and teachers, have successfully met with similar challenges in their family lives. They may be able to offer helpful suggestions for guiding children away from media use.

It can seem daunting at first, but the less you offer media to children, the less they will ask for it. Eventually other more creative activities become much more interesting as the capacity for play flourishes. We encourage you to explore the many alternatives to media that provide nourishment for healthy sensory, cognitive and social development. Examples may be found in various tasks at home that young children love to help with, including gardening, dish washing, meal preparation, carpentry and sweeping. Imaginative play, painting, coloring and crafts are also great alternative activities. We ask that you not entertain your child during grocery trips, restaurant outings, car rides or waiting rooms by giving them your phone or iPad to play with, since this creates a dependency on devices. Your teachers are happy to offer suggestions and address questions and concerns as you become familiar with the media policy and work to create alternatives to media in your home and community life.

One thought-provoking book on the subject is *The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age*, by Catherine Steiner-Adair, PhD. She and other modern researchers and child development specialists are noticing the ill effects of electronic media use on children and relationships. For more information see the BWS all-school handbook, or ask your child's teacher

for additional resources.

Cell Phone Use On- and Off-Campus

Our efforts to create a calm environment and smooth transitions for the children are greatly aided by parents who are focused and engaged during transition times. In this spirit, we ask that you refrain from using your cell phone while dropping off and picking up your child at school. Before leaving your car, please complete any phone conversations or texts. **BWS classrooms, cubby areas, grounds and hallways are cell-phone-free zones.**

With the ubiquity of cellphones and smartphones today, we encourage parents and other adults to bring awareness to their use of these and other electronic devices while in the presence of young children when off campus. We understand that cellphone use is sometimes necessary and often convenient. In these cases, it can be beneficial to develop a practice of asking yourself whether a particular text, call, internet inquiry, weather check or other typical use is truly necessary in the moment when with children. When it is necessary to use the phone in front of the children, please do keep it short and let the children know that you are checking on something quickly and will be with them in a moment (rather than shifting your awareness back and forth between phone and child while keeping your phone in hand). Once your task is done, remember to put away the phone and reengage in the moment. Since young children learn best through imitation, you will be modeling awareness, presence, boundaries, self-discipline, caring and respect.

Toys

We ask that no toys be brought from home. Our toys at school are for all to share.

Discipline

The all-school handbook provides a discipline policy that is geared toward children in the elementary school. It is our task as Waldorf early childhood teachers to provide a safe, harmonious environment in which each child can feel acknowledged for his or her own gifts and also know that he is part of a caring community. We strive to help children overcome challenges that may be hindering their social/emotional development so that each child is free to develop into his or her highest self. In this way we see discipline not as a means of altering behavior but rather as a carefully cultivated social awareness that children are in the process of learning. An essential part of this task is providing a rhythmical day consisting of healthy physical activity, nourishing snacks, inner and outer warmth, loving words and soothing activities that do not overwhelm the young child. It also involves setting clear behavioral boundaries so that the children can feel sure about what is expected of them. Perhaps paradoxically, loving boundaries cultivate trust, confidence and a willingness to explore. The early childhood day fosters imagination, reverence for the world, and empathy for others. Our approach to discipline is to recognize and accept the children for who they are, redirect them when they are having social difficulties, remind them of boundaries when needed and, as adults, to model behavior that is worthy of the young child's imitation. We look to you as parents to share in this awareness so that we may work together to create a balance of exploration and healthy limits.

Parent Meetings, Welcome Night and 'Transition into First Grade Evening

Throughout the year we offer presentations and shared conversations for parents to learn more about Waldorf early childhood education and ways to support their child's growth and development. Complementing larger meetings on broad topics, to which all early childhood parents are invited, are individual class meetings that allow for more intimate discussions of each class. These smaller meetings inform you of your child's classroom experience and help to create a parent community that values the well-being of all the children in the class; we encourage you to participate in the explorations of the early childhood stage of your child's life. Your teacher will provide details on meeting times.

Transition into First Grade

Children must be six years of age by June 1 and developmentally ready in order to attend first grade at the Berkshire Waldorf School. Children whose birthdays fall close to June 1 will be individually assessed by the kindergarten teachers, the first grade committee and/or the first grade teacher. It is helpful to attend the "Transition into First Grade" presentation for parents.

Early Childhood Parent-Teacher Conferences

Parent-teacher conferences take place at the end of November and the middle of February. This meeting is for the teacher and parent(s), without the child present. We encourage both parents to attend when possible. This is an excellent opportunity to discuss personality, social skills and anecdotes, and a time to make sure we are all working in common. **There is no school on the day of parent-teacher conferences**, so each family will need to make child care arrangements. (One possibility is for two families with appointments that follow one another to trade child care; that is, one family supervises play in the garden while the other meets with the teacher.) A sign-up sheet will be posted by the door of your child's classroom. Conferences at other times can be arranged with your child's teacher as needed.

Concerns

If you have any concerns regarding your child's care, we ask that you first bring them to your lead teacher. Many problems can be resolved with open and direct communication. A follow-up meeting a few weeks later may need to be scheduled to discuss the outcome. If after that you feel your concern was not adequately heard, it is best to ask for a meeting with the teacher and pedagogical chairperson. Similarly, if a teacher has concerns regarding your child and together we cannot seem to resolve them, a meeting may be called with the pedagogical chairperson.

Parent Visits

Parents are invited to visit their children's classrooms on "Parent Visiting Day" in the fall. Additionally, parents of children in our half- and full-day Early Childhood Program are invited to visit once a year on the day of their child's birthday celebration. To visit the class at any other time, please make arrangements with your child's teacher.