



Stone Bridge School

# Parent Handbook

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*Note: Although efforts are made to keep this handbook up to date, this is a living document that will morph and change as the need arises. In the case that discrepancies are found between the contents of this handbook and adopted policies or the charter, the adopted policies and the charter take precedence and are to be relied upon over this handbook.*

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# Introduction

## Our Vision

*Through Our School  
We May Grow  
As Children, Parents, and Teachers  
Together  
In a True Community*

Stone Bridge School (SBS) is a community of families and teachers using public Waldorf-curriculum to nourish and educate the whole child. We recognize and benefit from the character, vitality, history, and diversity of the Napa Valley, and in turn, offer an alternative educational choice. We possess a powerful vision: a public school with a consistent philosophy, curriculum, and teaching practice that embraces the developmental model of the growing child, with a goal to awaken each child's full and unique potential. Waldorf education nurtures a sense of wonder and delight and fosters the reverence for nature and humanity inherent in the young child. The public Waldorf curriculum develops the child's active will, creative imagination, and clear, independent thinking. Children emerge as young adults with the self-confidence to impart direction and purpose to their lives and leadership to their community.

The intent of the SBS instructional model and educational philosophy is to educate the whole child – intellect, emotions, and will, or head, heart, and hands. Developmentally based, the curriculum is aligned with the pace of a child's development, introducing concepts as a child is ready to comprehend a given idea or master a given skill. Students learn *how* to think, *not what* to think.

This approach creates in each child an ability to respond to curricular material with enthusiasm and a desire to persevere through challenging academic tasks through a multicultural and integrated curriculum, active learning, and artistic expression.

From the students' first days at our school, SBS focuses on building capacities for imagination, critical thinking, empathy, determination, clear perception, and confidence, setting a firm foundation as rigor and depth increases each year.

## History of SBS

SBS, previously known as Napa Valley Charter School, has been offering an alternative education, based on the principles of Waldorf education, to the children of Napa Valley since 2000. Founded by a group of parents and teachers committed to offering this alternative education program in a public school system, SBS has a rich and on-going history of parent dedication, participation, and involvement. For a more detailed history of the school's formation, please see the [Our History and Vision](#) section of our website.

## Relation to Napa Valley Unified School District

By definition, a charter school is a public school which follows a particular curriculum and educational program. It receives authorization to deliver that curriculum most typically from the school district in which it resides. SBS's charter sets forth the mission of our public Waldorf program and how it will be organized and operated within applicable California laws. Since 2005, the Napa Valley Unified School District (NVUSD) has authorized SBS, and our school and NVUSD share a joint responsibility to ensure that the commitments made in the charter are followed. SBS is an independent, direct-funded charter school. In contrast to dependent charter schools, this means that our school is completely responsible for: governance, finances, hiring and management of human resources, state reporting and compliance, school and administrative operations, and determination of our curriculum and educational program. We purchase services as needed from NVUSD and enjoy a positive and cooperative working relationship with them.

Our charter is a living document and must be renewed every five years to ensure the meeting of a charter school's goals, consistency with state laws and to ensure that the school continues to meet the needs of our students. SBS's charter was reauthorized by NVUSD in 2020. The current charter is available upon request.

## Inspiring Waldorf Education at School and Home

We have developed our school philosophy and program from what we believe to be a rich and effective educational model - the principles of Waldorf education. Based on the child development model and educational philosophy created by Rudolf Steiner, our school values the natural development of the child and works to provide a physical, emotional, and intellectual environment to foster age-appropriate growth and learning.

Observers will note unique aspects found in our school. The arts: drama, music, painting, drawing, modeling, etc. are integrated throughout the academic curriculum, which includes language arts, mathematics, history, social studies, foreign language, and science. This model of educating on the wings of art awakens the imagination and creative capacities, bringing vitality and wholeness to learning along with academic excellence. Each topic of study is presented with deep regard for its inherent value to the children in relation to their developmental stage.

Classrooms create an environment that expresses an appreciation for beauty and nature and change throughout the school year to reflect seasonal and curricular themes. The classrooms have a nurturing and imaginative ambience, which supports the younger children's transition from home. The walls are painted in pastel colors, the lighting is muted or softened with draped fabrics, and play spaces integrate folklore and the natural elements of the seasons. Chalkboard drawings and a seasonal nature table (in the early grades) help create an aesthetic environment and remind us to respect and appreciate nature.

Meals and snacks in the classroom provide additional opportunities to acknowledge our appreciation for the natural world. An emphasis is placed on eating wholesome, healthy foods, whether in daily snacks, celebrating festivals, birthdays, or special events. **Families are encouraged to place importance on good nutrition.** Snacks prepared at school made of wholesome ingredients express a respect for a healthy earth and for healthy bodies.

The public Waldorf educational program of SBS is based upon a deep understanding of child development and we have adopted a position on media and the developing child. The school is committed to nurturing each child's unique qualities so that his/her academic abilities may flourish. We believe that television and other media can serve as a source of information and entertainment for adults; however, children are not operating in the same developmental stage as adults. We believe that exposure to media can be harmful to a child's developing mind and body and can significantly shorten attention span. Recent research has shown that the use of media entertainment for young children has a negative effect upon their self-image, energy levels, psychological health, creativity, social behavior, and their ability to concentrate. Studies also illustrate a correlation between media exposure and a diminishment in quality relationships, values establishment, keen physical skills, and reading skills. We ask parents to eliminate, or at least significantly reduce their children's screen (television, videos, video games, computer games and feature movies) time in order to enhance their ability to explore their inner selves. We ask that all parents regard this request seriously and make every effort to consciously diminish, and ideally eliminate, their children's use of screen media.

Some suggestions to help your children transition away from an abundance of media influence:

- Purchase toys that leave room for the child's imagination without the suggestion of media images:
  - board games
  - blocks and natural building supplies
  - dress-up clothes (easily found at thrift stores!)
  - outdoor games and equipment
  - kits and construction projects
  - art supplies
  - ask your child's teacher and other SBS parents for other age appropriate suggestions
- Resist buying food and other items with media driven packaging

- Resist buying shoes and other clothing with media driven images

Please refer to the SBS **MEDIA GUIDELINES FOR PARENTS** in the [Parent Handbook, School Policies & Forms](#) section of our school website for more information on this topic.

Another way that families can enhance the educational experience is by attending to rhythm in the child's life. Children flourish in environments that are not only loving but also orderly and predictable. Knowing what is expected at different intervals in the day can help children feel secure in the world. As an example, a bedtime ritual can help to calm and soothe children and prepare them for restful sleep. Once this routine is established, the ritual may become parents' most treasured time with their children.

Toys from home are not permitted on campus. Personal toys that are allowed are those made in handwork classes, things found in nature, or toys provided by the teacher from a classroom collection. Always check with your child's teacher before bringing toys or other items to school.

Additional ideas for incorporating and inspiring Waldorf education at home can be found in the recommended reading section of this handbook ([Appendix A - Recommended Reading List](#)), can be obtained by participating in educational opportunities offered by the school, and will regularly be discussed by your child's teacher.

Ongoing participation in class and community meetings and other parent educational events will ensure a strong basis for parents to understand the curriculum and support the school's goals at home.

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## Organization & Administrative Structure

### Admission Requirements and Enrollment

As a public school, SBS is open to all students who reside in California. The school shall not discriminate against any student on the basis of race, color, religion, ethnicity, national origin, gender, gender expression, sexual orientation, perceived orientation, home language, disability, or any other classification protected by Federal or State law nor shall it charge tuition. We strive to enroll a student body representative of the demographics and diversity of the Napa Valley.

SBS does not enroll students on the basis of their knowledge of, or commitment to, Waldorf education. However, in the past, we have found that families who are not fully aligned with the educational philosophy of Waldorf education at school and at home are ultimately less happy at the school. For the benefit of the individual child and the school community at large, the importance of self-selection with an eye to a good fit with our educational approach cannot be overstated. SBS is a school of choice, and we ask that families making the choice to enroll at SBS do so with full understanding of the values and practices of our school. Refer to our [How to Apply](#) webpage for more information about our enrollment requirements and application process.

### School Office

The school office is open from 8 a.m. to 4 p.m. on school days with a reduced schedule during the breaks and summer. The office staff is there to help you – if you have a question or concern see the “[who to talk to about what](#)” section of this handbook. If you aren't sure who to contact, call the office and the staff will direct you.

Teachers and staff have mailboxes on campus. Community Giving, Aftercare payments and donations may be dropped off in the Front Office. Visitors (including parents who volunteer on campus during school hours) must sign our Visitor log in the school office and wear “Visitor” identification. Parents bringing or removing their children from school during school hours (for appointments, etc.) must visit the school office to sign the Student In/Out Log. Parents dropping off items for their students shall bring them to the Front Office.

## **Governance and Decision Making**

SBS has a collaborative model of governance in which the Charter Council, Faculty Council, and Parent Council work together to ensure the success of the school. Each group has a critical role to play to keep the school functioning well. The Charter Council is the final decision-making body. It consists of representatives from the community, faculty, parents, and the school administration. A brief description of each council and the administration can be found below.

### **Charter Council**

SBS is a California 501(c)(3) nonprofit corporation. The Charter Council (CC) serves as the board of directors of the corporation and is responsible for ensuring that the school's practices and policies are fully legal, fiscally sound, and consistent with the charter of the school. It gives final approval to all personnel, budget, and appropriate policy decisions. The Charter Council also reviews SBS programs and practices to determine their effectiveness in supporting student outcomes and success as described in the charter. Under California corporate law, Charter Council members must always act in the best interests of the whole of the corporation (school) in their decision making and may not represent particular interests.

Charter Council typically meets at school on the second Tuesday of the month at 6pm, August through June. Our Charter Council webpage includes the dates of upcoming meetings, contact information for the current members of Charter Council, agendas and minutes for Charter Council meetings, etc.:

- <https://www.stonebridgeschool.org/school-business/charter-council>

Charter Council includes members representing each of our key stakeholder groups - parents, employees, and community members. Charter Council as a group nominates, elects, and is led by the Charter Council Chair. Details about the numbers of members, how they are selected, their terms on Charter Council, their roles, etc. can be found in the Charter Council by-laws (which are available upon request from the current Charter Council Chair).

As a public agency receiving public funds, all Charter Council meetings are conducted in accordance with the Brown Act, Political Reform Act, Public Records Act, and applicable public meeting laws. In particular, the Brown Act dictates the timing of when agendas are posted, the requirement of publicly posting agendas and minutes, the right of the public to provide comments during meetings, etc. All parents are welcome and encouraged to attend these meetings as a way to learn more about the functioning of the school, and to provide feedback to the board. During each "Regular" Board meeting, there are two opportunities for members of the public to address the Charter Council - during the "Public Comment" section of the meeting (for topics that are not on the agenda), or right before each specific agenda item (for comments related to that particular topic). (For "Special" Board Meetings, public comment is limited to items on the agenda only.) Because Charter Council members may not discuss anything not on the agenda (and no action can be taken for items not on the agenda except as allowed by law), they will listen to public comment without commenting, discussing, or answering questions. However, they may ask clarifying questions, direct the Executive Director or other school employees to research and respond to the speaker, ask that the topic be put on a future agenda for discussion and/or action by Charter Council, etc. (As a general rule, public comments are typically limited to 2 minutes. The Charter Council Chair can provide more detailed information about guidelines for addressing the Charter Council during public comment if needed.)

### **Faculty Council**

The Faculty Council is a community of teachers whose sole intent is to serve the academic and developmental needs of the children by teaching to the whole child (head, hands, and heart), and by offering educational experiences that inspire a joy for learning, and respect for the Earth, humanity, and our surrounding community. Faculty members strive to work both individually and collaboratively in order to meet the needs of all the children as they evolve throughout the year.

Through their active involvement in the Parent and Charter Councils and through their committee work, the Faculty plays a key role in the direction of the school. Members of the Faculty serve on the Charter Council and

the Parent Council and are involved in many school committees. It is the job of the faculty to ensure that the quality of the school's programs is at its best by participating in financial, policy, and program decisions.

Faculty members meet weekly, as the Faculty Council, to further support the life of the school. During these weekly meetings they study pedagogical concepts; report on happenings within the school; announce forthcoming events; recognize the needs of the school; provide input as to how those needs can be met; do artistic work or share a meal. The faculty co-chairs, along with the Educational Program Director and Executive Director, set the agenda for the weekly meetings. Faculty Chairs also serve as confidants and support for other faculty members. Along with the Administration, the co-chairs are available for parental questions and can serve as the voice of the school in case Administration is unavailable.

Our educational staff consists of two Kindergarten teachers, each with an assistant, class teachers (Grades 1-8), classroom assistants, subject teachers (Spanish, Handwork, Woodworking, Farming, Math, and Movement), Aftercare staff (director and assistants), and a team of teachers/professionals who provide remediation and support for academic, behavioral, and social needs.

All lead teachers are required to hold appropriate California teaching certification, as required by the California Department of Education (CDE). The entire faculty is encouraged and financially rewarded to complete Waldorf training. Members of the faculty are also expected to seek inspiration through continued education and are strongly supported in their efforts to do so.

## **Parent Council**

Parents at SBS are involved in all levels of the school to ensure that their children's education is as rich as possible. Parents may serve as members of the Charter Council, Parent Council, and/or committees.

The Parent Council (PC), with respect, trust, & integrity, brings together the community of parents to serve the children, parents, and teachers in the educational goals and ideals of the SBS. Our Parent Council webpage (link below) contains the PC Vision and Mission statements, and the PC by-laws (available upon request from the current PC Chair) contain the PC election procedures and other information:

- <https://www.stonebridgeschool.org/school-business/about-parent-council>

The Parent Council meets monthly, August through June, to conduct its business. Meetings are held on the first Tuesday of each month at 6:00 pm at the school and all parents are welcome and encouraged to attend. Each class is represented on the PC by class representatives who serve as voting members of the council. The Parent Council is headed by an executive board which is made up of a Chair (or co-chairs), Treasurer, and Secretary.

Each PC representative is nominated and elected by their class parents and serves as a liaison / communication link between the parents in their class and the PC, keeping their class parents informed about PC activities and goals. The PC is an independent 501c3 that plans, organizes, and coordinates school fundraising activities, and creates and manages its own annual budget and financial contributions to the school.

The Administration strives to keep the PC informed of major school issues, and the school's Executive Director and Administrative Coordinator report at all monthly PC meetings. In addition, the Faculty Council provides a representative who attends all monthly PC meetings and serves as a liaison between the PC and Faculty Council, keeping the PC informed of issues and business of the Faculty Council. Finally, one member of PC serves as the Parent Council / Charter Council representative, attending the meetings for both groups and providing them with updates about the topics being discussed in the other group.

## **Administration**

The administration plays a vital role in ensuring the smooth flow of communication among all groups of the school and participates in the creation and implementation of the school's policies and procedures.

## **Executive Director**

The Executive Director oversees the general operation of SBS and works in concert with the school's councils:

Charter, Faculty, and Parent. It is the Executive Director's responsibility to oversee the day-to-day business of the School, including understanding and enforcing school district, county, and state charter school requirements; facilitating communication; authorizing procurement of school materials and supplies; overseeing building safety and maintenance, seeking legal advice when needed, addressing parent needs, and other operational practicalities. The Executive Director manages the School budget, makes staffing decisions, and manages personnel, and plans for the future of the charter school. Relations with the public, governmental agencies, Napa Valley Unified School District, Napa County Office of Education, vendors, insurance providers, etc. are also handled by the Executive Director.

The Executive Director is available to answer any questions, and to hear concerns or ideas. The Executive Director has an open-door policy and, time permitting, may be available for short, unscheduled conversations. If your communication contains a concern or conflict, please be sure to first speak directly with the person most immediately involved before seeking the Executive Director's assistance.

### **Administrative Coordinator**

The Administrative Coordinator manages and coordinates logistical operations across multiple areas of the school program. This position is responsible for supporting and coordinating the school calendar, school-wide events, newsletters and communications, scheduling, substitute coverage, and student testing. The Administrative Coordinator also oversees the Safety and Emergency Preparedness Program and coordinates the management of SBS facilities, materials, and operational needs.

### **School Secretary**

The School Secretary is the go-to person for most of your questions and needs. The School Secretary handles attendance matters, student records, student medication, and fieldtrips, and is the first point of contact for the public. They also provide assistance to the students in the form of first aid, as well as handling a variety of other important tasks that help the school run smoothly.

### **Business Office Coordinator**

The Business Office Coordinator is responsible for management of the school's accounts payable, payroll, on-boarding of new employees, etc. The Business Office Coordinator is also in charge of the enrollment of new students, which includes managing the annual open enrollment process and conducting enrollment lotteries.

### **Administrative Committees and Groups**

To provide help to the administration and to ensure strong faculty and parent participation in the governance of the school, standing and ad hoc administrative committees exist. These committees help create and implement policy, budget, and personnel decisions within the school. Depending upon the function, an administrative committee may consist of faculty, parents, the Executive Director, and/or classified staff.

The standing administrative committees are the Talking Heads Committee (chairs and co-chairs of the Charter, Faculty, and Parent councils along with the Executive Director and Administrative Coordinator), Budget Committee, and Hiring Committee.

From time to time administrative task forces (or mandate groups) are formed by the administration to study specific issues, or to carry out specific tasks, reporting their recommendations to the Executive Director or Charter Council.

### **Who to Talk to About What**

It is normal for questions to arise during the course of your child's education, and we are committed to helping you understand our unique program. Questions that arise through participation in our school community are best addressed at the point of origin through direct and clear communication, and it is important that you are guided to the proper source for answers. For questions about class assignments, homework, grades, how your child is doing in class, social interactions with other students, etc., your child's teacher should be your first point of contact. For other sorts of questions and concerns, the sections above summarize the primary responsibilities of various school groups and employees (e.g. [Charter Council](#), [Faculty Council](#), [Parent Council](#), [Executive](#)

[Director](#), [Administrative Coordinator](#), [School Secretary](#), [Business Office Coordinator](#)), which should help guide you to the person most capable of assisting you. If your question or concern does not seem to be addressed above, please do not hesitate to contact the school's main office for further direction.

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## Communication

Many avenues of communication are in place at SBS. These include:

- **School Communication:** Through school-wide blasts and newsletters, the SBS Administration keeps the school community informed about school events, personnel changes, policy and procedural changes, and parent education. The *SBS "Blasts"* are published by administrative staff and are emailed to SBS families.
- **Konstella:** This online platform is managed by the Parent Council to coordinate communication regarding fundraising, volunteer opportunities and social parent events.
- **Bulletin Boards:** Information can be found on the bulletin boards located outside the school office. With approval from the Administration, and if space is available, parents may also post items of direct interest to the School community. Information such as Charter Council meeting agendas can be found there.
- **Web Site:** Please go to [www.stonebridgeschool.org](http://www.stonebridgeschool.org) to learn more about our school, check the calendar for events, find current information regarding fundraising, enrollment, aftercare, summer camp, NOSH, school policies and forms, and volunteer information.

### Communication Basics

SBS encourages proactive and open communication. Constructive feedback and concerns should be funneled through the appropriate channel. Talking directly to the person with whom you have a concern is the most efficient way of communication. This is especially the case when it comes to your child and the classroom teacher. Please direct any feedback or concerns regarding your child's academic or classroom experience to the teacher, before reaching out to Administration. Questions or concerns about school-wide topics may be directed to the office.

### Electronic Communication

Communication is most effective face-to-face, when eye contact and other social cues are available to fully clarify the content of conversation. In order to encourage effective communication, email among parents about school matters should be reserved for information sharing only. Electronic group discussions of sensitive topics or situations are inappropriate. Please use electronic communication among your class and school community only to share objective information. Email distribution lists of school families are for school related and personal communication ONLY and not for commercial or business use.

### Conflict Resolution

Conflict is an inevitable part of life. Disagreement may arise in any community and such differences are an inevitable consequence of human interaction. Such situations can be the beginning of a valuable problem-solving process if you are willing to listen and understand other points of view and share your own in a positive way. In a majority of disagreements, the parties involved resolve the problems amongst themselves. SBS's **CONFLICT RESOLUTION POLICY** in the [Parent Handbook, School Policies & Forms](#) section of our school website is designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences.

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## Student Life

### **Rhythm, Schedules, and Attendance**

Careful consideration has gone into creating the annual school calendar. We have chosen a modified traditional school calendar that offers a natural and rhythmic seasonal balance with logical pacing of instruction and regular breaks. This helps to maintain students' joy and interest in learning. This also helps to develop lifelong skills as they approach learning and work with enthusiasm, purpose, determination, and balance.

As a public charter school, we are required to provide a minimum of 175 instructional days each school year. The school calendar for the upcoming year is finalized mid-year and published in the Academic Calendar section of our school website. To support consistent learning and classroom continuity, we ask families to plan vacations and non-essential travel during scheduled school breaks whenever possible. We also encourage families to schedule appointments outside of school hours when feasible.

Consistent attendance is essential to both student learning and the health of the classroom community. Research shows that frequent absences can negatively affect academic progress, social development, and students' sense of connection within the class. In addition, because public school funding is tied to daily attendance, each absence results in a loss of state funding that supports our educational program and school operations. Please see the Attendance section of this handbook for additional information. (See the [Attendance](#) section of this document for more information.)

#### ***Daily Schedule during a typical school year:***

TK / Kindergarten	8:15 – 12:35 (Monday through Friday)
Grades 1 – 8	8:15 – 3:05 (Monday through Wednesday & Friday)
Grades 1 – 8	8:15 – 12:35 (Thursdays and minimum days)

Note: 1<sup>st</sup> grade follows the minimum day schedule from the first day of school until late October.

#### ***Weekly Schedule***

Thursday is ALWAYS a minimum day for first through eighth grades. School ends at 12:35 p.m. on Thursdays.

### **Curriculum Overview**

SBS believes that it is vital that the education a child receives at school continues in the home. To accomplish this, a child's enrollment in the school is best supported by the parents' understanding of the unique nature of the school's curriculum. Our goal is to develop children with strong potential for academic success, a commitment to improving their community, and the ability to think independently and act freely.

Below is a brief summary of the language arts, mathematics, history, and science curriculum presented in Main Lesson, grade by grade. Students and teachers develop a deep and enduring relationship through the shared experience of the main lesson curriculum, where one subject is taught for the first two hours of each day in blocks of three or four weeks (initiated in the 1<sup>st</sup> grade). During this uninterrupted time, the class teacher leads the students in a rhythmic component of the lesson composed of recitation, movement and music then presents the current academic subject, that the students question, discuss and recall. Textbooks are not used to introduce subjects since the children make their own books, full of illustrations, compositions, observations, maps, and diagrams from subjects presented by the class teacher. These colorful Main Lesson books are carefully crafted with attention to detail and artistic presentation. They are a unique and vital part of the student's education. At the end of the year, each student's Main Lesson books are bound into one book.

## **Curriculum Summary by Grade**

In Waldorf education, stories are living companions that walk alongside the child from early childhood through adolescence. Told orally and received inwardly, they awaken imagination, cultivate empathy, and meet the growing child at each stage of development.

### **TK/Kindergarten**

The kindergarten program is developmentally appropriate, non-academic, and play-based. The home-away-from-home feeling is the beginning stage of long-lasting friendships as the children advance together through SBS. In the kindergarten, the children are encouraged to develop and strengthen the use of their imagination through daily circle activities, story time, songs, games, plays, and puppet shows. There are specific activities for each day of the week, which may include painting, drawing, beeswax modeling, baking bread and/or making soup, as well as practical activities such as washing, sweeping, folding, digging, and hammering. Consistency and rhythm set a tone of assurance and security for the child, wherein the imagination—the foundation of intelligence—is free to grow. Kindergarten, “a child’s garden,” is a time to preserve childhood. Through imitation and imagination, SBS kindergartners recreate the world around them. Imaginative play is their work. Gentle fairy tales, nature stories, and seasonal festival stories cradle the child in rhythm, warmth, and wonder.

### **First Grade**

Storytelling is a large part of the first-grade curriculum, encompassing Fairy Tales, Folk Tales, and Nature Stories from around the world that nourish moral imagination and support the child’s first steps into formal learning. Students may experience explorations of nature, pictorial and phonetic introduction of the alphabet, letter and word recognition, beginning reading skills, qualities of whole numbers, introduction to the four processes in arithmetic, mental math games, lower multiplication tables, form drawing, speech/recitation, music, and drama.

### **Second Grade**

Students are introduced to animal fables, and noble people stories that illuminate human strengths and weaknesses through vivid contrasts and memorable characters. Students focus on lower and upper-case letters, continue reading development, basic elements of grammar and sentence structure, form drawing, broadening arithmetic processes, times tables, numerical patterns, mental math, introduction of cursive writing, continued observations of natural phenomenon (e.g., weather, seasons, etc.), speech/recitation, drama, and music.

### **Third Grade**

Students are introduced to ancient legends and Hebrew and creation stories, reflecting humanity’s journey toward self-reliance and a grounded relationship with the Earth. They study practical life including farming and gardening, housing and house building, clothing, cooking and baking. They continue to explore reading, spelling, cursive writing, original compositions, grammar, punctuation, parts of speech, higher multiplication tables, weight, measuring, money, time, primary numbers, word problems, speech/recitation, music, and drama.

### **Fourth Grade**

Stories from Norse mythology and Celtic sagas and legends are explored by the students, filled with bold heroes and dramatic tension, mirroring the child’s growing sense of individuality and inner strength. Students study local geography and cartography, California history, zoology (animals in relation to humans), fractions, long division, averages, factoring, speech/recitation, music and drama.

### **Fifth Grade**

Students are introduced to ancient civilizations and mythologies from India, Persia, Mesopotamia, and Egypt through classical Greece, which offer images of harmony, beauty, and the flowering of civilization. They explore composition and poetry, spelling, reading, grammar, U.S. geography economics, decimals, ratio and proportion, freehand geometry, metric system, mixed numbers, botany (study of the plant kingdom), speech/recitation, music, and drama.

## **Sixth Grade**

Roman and Medieval history and legends that explore law, order, responsibility, and the shaping of society are studied by the students. They continue with composition and poetry, reading, formal letter writing, grammar, spelling, North and South American geography, mineralogy, physics (including acoustics, static electricity, magnetism, optics and heat), astronomy, percentages, economics, ratios, proportions, geometric drawing with instruments, business math, speech/recitation, music and drama.

## **Seventh Grade**

Students study the periods of Renaissance, Reformation, and the Age of Discovery. They continue to explore literature, epic poetry, and biographies that speak to transformation, curiosity, and expanding horizons, and deepen their work with composition, complex grammar, spelling, and creative writing. World geography becomes a focus as well as more physics (including mechanics and current electricity), human physiology, chemistry (inorganic), business math, graphing, powers of numbers, pre-algebra, speech/recitation, music (reading, violin, combined chorus) and drama.

## **Eighth Grade**

Students study the Industrial Revolution, French Revolution, U.S. Revolution, the U.S. Constitution, and world geography. They explore modern history and biographies that engage questions of conscience, leadership, resilience, and social change. Studies in physiology and anatomy continue, as well as explorations in physics, algebra, solid geometry, chemistry (organic), aerodynamics, meteorology, epic and dramatic poetry and current events, music and drama. Students plan and present an 8<sup>th</sup> Grade independent research project.

## **The Curriculum beyond Main Lessons**

A recess and several forty-five minute periods follow the main lesson with subjects such as singing and instrumental music, drama, Spanish, handwork, form drawing, painting, clay and beeswax modeling, woodworking, speech, movement, and farming.

## **The Curriculum and Child Development**

Running parallel to the age-appropriate subject matter of the Waldorf curriculum are insights into the phases of child development that correlate directly to specific physical growth milestones (e.g., the change of teeth, change of voice or onset of menses, and completion of bone formation). Implicit in the first phase is protection of the physical-sensory organs against over-stimulation. Appropriate work for the preschool-and kindergarten-age child is actually directed creative play that refrains from drawing upon intellectual powers before the child is sufficiently mature. In the middle phase, grades one through eight, the class teacher aims to present experiential lessons that evoke a healthy range of emotional responses and interactive explorations. In this lower curriculum, storytelling, heroes, and historical events are prominent elements while the interdependent relationships between Man and The World are revealed in wonder, filled with life and imbued with meaning. During the third phase of child development, grades nine through twelve, intellectual prowess steps onto center stage. Teen years are spent in mental gymnastics, which dissect the surrounding world with pure logic and scientific scrutiny.

As the human capacities of willing, feeling and thinking unfold in orderly progression, the child's environment becomes a world continually enriched with goodness, beauty and truth. The impact produced by these powerful formative forces is immediately evident in Waldorf graduates. Their disciplined actions, artistic talents, and meaningful aspirations have produced numerous outstanding leaders in cultural, economic, and political professions around the world.

## **Overview of Class Organization and Rhythm**

Ideally the **Class Teacher** takes the same class of children through several years of elementary school, teaching all of the morning main lesson subjects. Practically, an individual teacher's involvement with the class may last for a shorter period of two, three, or four years. The administration and the teacher are always evaluating which circumstances can best serve the students, but the continuity of a teacher leading a class for several years is a high priority. For the teacher, this means time to really know the children and help them unfold their gifts, as well as facing an enormous challenge of working with a new curriculum each year. The child finds camaraderie

and commitment with fellow classmates, as well as stability and continuing guidelines from the long-term, dedicated relationship with the teacher.

**Textbooks** are not typically used in the elementary grades with the exception of math and Spanish textbooks in the upper grades. Instead, the daily lessons are taught orally, with ample opportunity for active student participation in discussion and projects. The children carefully document each day's lesson into their own personal Main Lesson books, incorporating narrative, artwork, and later, calligraphy. These books are not only a valuable tool for developing organization, neatness, attention to detail and appreciation for beauty, but they also serve as a life-long record of learning and are a source of self-esteem.

**World Language** (Spanish) is taught beginning in kindergarten, giving the children insights into other cultures. In first through third grade, languages are taught orally with songs, games, poetry and dialogues. In fourth grade, reading, writing and grammar are added and continue through eighth grade.

**The Sciences** are taught phenomenologically, that is, science is introduced through immersion in the phenomenal world and out of this immersion further inquiry arises so that (in the early grades) the students' science experience is discovery-based. Through this process, the students can begin to recognize the interconnectedness of all living things and recognize their responsibility and respect for nature. In the early grades, a young child needs living pictures that fill their minds with wonder and surprise, not concepts. Then in the upper grades, when the students are introduced to mineralogy, physics or chemistry, the students are asked to describe their observations precisely and accurately in written form, with an artistic representation of the lesson. The class then discusses their observations, thinks about them, wrestles with them, and strives to arrive at a conclusion. They arrive at the scientific concepts through their own inner thought activity. Through this process, rigorous, independent thinking and sound judgment are trained and the students begin to learn to value their own thoughts.

**The Humanities** take the children through a full sweep of cultural heritage. Beginning with stories of ancient Hebrew cultures in third grade, students progress around the world and through history, arriving at WWII by eighth grade. By looking into these cultures and historical periods using their legends and their literature, students gain flexibility and an appreciation for the diversity of humankind. By the close of eighth grade, the students have journeyed from Greece and Rome to medieval history, the Renaissance, the Reformation, the Age of Exploration, up to our modern era. World religions are studied from an objective point of view in conjunction with the cultures from which they arose. This study is intended to foster knowledge, understanding and compassion.

**Language arts skills** are acquired at a different pace for each child. Each child's reading and writing skills are assessed in relation to their developmental stage.

First graders prepare for **writing** with rhythmic, gesturing exercises known as form drawing. In first grade, consonants are introduced with a story that connects the shape and sound to a related image. Hence, a capital letter "M" may take on the form of a mountain. The children learn that written language, far from being abstract and arbitrary, has its origins in the expression of universal form. In the course of human history, real experience leads to pictorial images and then moves to abstract symbols. Throughout the grades, the children are encouraged to develop a profound love for language through drama, recitation, reading and writing. Texts taken from the rich humanities curriculum provide a high standard of quality for reading practice.

**Music** is introduced in Kindergarten, where the children are exposed to music through the entire morning rhythm. Even their discipline can be guided through singing. In the first grade, children begin playing the pentatonic flute and continue playing instrumental music throughout the grades. In the 3<sup>rd</sup> grade, the students begin playing the C-flute. In the 5<sup>th</sup> grade, they begin playing recorders and in middle school they are playing in recorder ensembles with bass, treble, alto, and soprano recorders. Concurrently, the children are singing throughout their whole education so that by 8<sup>th</sup> grade they are singing four-part choral music.

**Handwork/Woodwork** is an integral part of the required curriculum in the grades. Students learn to knit in the first and second grade and crochet in third, creating many functional and colorful objects. Decades before brain

research could confirm it; studies that led to the Waldorf educational model recognized that brain function was founded on body function. Learning to knit and crochet in the early grades develops motor skills, which metamorphose into lively thinking and enhanced intellectual development later on. Coordination, patience, perseverance, and imagination are also schooled through practical work. Activities included in the elementary school curriculum, such as sewing, woodwork, building and gardening give the children an understanding of how things come into being and a respect for the creation of useful items.

**Festivals** offer us an opportunity to experience deeply the changing rhythms of the season and to honor what has come before us. Annual festivals include the kindergarten Lantern Walk, Harvest Festival, Winter Spiral, and Spring Festival. If you are interested in working on a festival, please contact your class parent, teacher, or member of the Festival Committee or Parent Council and volunteer to assist with festival preparations.

### **Class Traditions**

A number of traditions exist at SBS from grade to grade. Each teacher has flexibility to decide what is best for their class but here is an example of some of what you and your children may experience:

- Kindergarten – Lantern Walk, Lavender Ceremony.
- 1<sup>st</sup> grade – Rose Ceremony
- 3<sup>rd</sup> grade – Cooking, chicken care
- 4<sup>th</sup> grade – Overnight trip to a living history program
- 5<sup>th</sup> grade – Greek Games Pentathlon
- 6<sup>th</sup> grade – Medieval Games
- 7<sup>th</sup> grade – Explorer’s Tournament
- 8<sup>th</sup> grade – Track and Field Tournament, 8th Grade Projects, an extensive 8<sup>th</sup> grade trip and a full-length play production.

### **Homework**

The faculty at SBS believes that true learning comes from within the child when guided by imaginative thinking. Faculty members work diligently to provide enlivening lessons that awaken the interest of the child and provide balance among head, heart, and hand activities. Homework, too, will be balanced in this manner, allowing the child to discover his or her own working style. Additionally, homework should produce independent work skills that are nurtured but not coerced. It is ideal if homework is continued learning, but not tiring; stimulates interest, but not fear; and also encourages innate human eagerness to learn. In this light, some homework activities will be more demanding and focused, while others will be more exploratory, open-ended and creative, providing a healthy rhythm and variety of activities.

Because SBS functions within a developmental model, the teaching staff always focuses on the question, “What do these particular children need at this particular time in order to grow into complete human beings?” Therefore, what the first-grade child needs in homework is different from what the eighth-grade child needs. **Children in kindergarten through second grade** live so fully in the current moment that they usually cannot connect what happened at school during the day to their home lives. It would not serve the child at this developmental stage to assign homework such as most of us understand it from traditional education. However, devotion to the teacher is a very typical attribute of the young child, and they will sometimes voluntarily produce something at home to be given as a “gift” to the teacher or class.

**As students progress into the third and fourth grades**, they move into a new capacity to connect the home and the school. They have a new-found separateness from the teacher and can also begin to work through at home what they have done at school. Homework at this stage should stay enlivening and creative but can now begin to connect the memory of where they have been as a class to an anticipation of where they are going.

### **Homework from grades three through eight is designed to:**

- Help develop their habit life encouraging responsibility for bringing things to and from school
- Allow exploration of personal interests in a given topic
- Further enhance main lesson, practice periods, and specialty classes

- Provide additional, stress-free time for students who work at a slower pace
- Give additional practice time to develop academic, creative and musical skills.

**Homework for grades three through eight may include but is not limited to:**

- Reading, writing and mathematics to support main lesson or practice periods
- Continuation or completion of main lesson book pages
- Independent project (teacher assigned and/or student generated within teacher parameters)
- Projects or assignment as given by subject teachers
- Make-up work from days or classes missed
- Remediation activities as discussed during parent-teacher conferences

Parents can assist the school by supporting their child as he or she strives to complete their homework. In this manner, the bridge between the school and the home is strengthened, and parents can get a glimpse of what the child is completing during the day. Parents can assist their children by providing a work space clear of clutter and screens at a rhythmical time in the day that is set aside for homework. Hopefully, the time that is set aside is earlier rather than later in the day. Each teacher will explain his or her particular homework expectations to the class and the parents, including how homework will be evaluated. Parents are encouraged to support their child’s successful and timely completion of homework and to encourage the development of good work habits by reinforcing the teacher’s homework expectations.

**Student Assessment**

It is important for the development of young students that curriculum content relate directly to their level of maturity and that their imagination, creativity, and artistic abilities be nurtured. At the same time, it is the teacher’s task to see that basic skills are developed. SBS will meet the statewide performance standards and conduct pupil assessments required pursuant to section 60602.5 of the Educational Code.

There is ongoing evaluation of student progress combining state and Waldorf education-based measurements of specific grade/skill level standards. Assessments will include skills in the following areas:

- **Core Academic Skills**, including critical thinking and creative expression that underlie core skills;
- **Lifelong Learning Skills**, such as study techniques and the ability to plan and evaluate;
- **Social Interpersonal Skills**, such as citizenship, responsibility, and collaboration.

Progress is assessed by designated assessment tools, use of student work, including samples of the child’s main lesson books, various pieces of artwork, and practice papers. Parent conferences are generally scheduled once per year.. To assist in the development of the child, parent or teacher may request additional conferences. Parents of students in grades 1-8 will receive mid-year and end of year reports representing their current progress.

**Students with Special Needs**

SBS strives to meet the needs of all children who come to us regardless of their physical or developmental challenges. One of the central aims of the faculty is that all of the children will have the opportunity to experience the benefits of the curriculum in an environment that fosters their potential, self-esteem, and well-being. Specific practices relating to students with special needs can be found in the Charter and in a Memorandum of Understanding (MOU) between SBS and NVUSD. Copies of both of these documents are available in the school office, available upon request.

**Classroom Behavior/Discipline Policy**

In order to provide a school environment that fosters cooperation, responsibility and respect, children will be expected to follow several basic rules:

- Courtesy is always expected toward other children, teachers and parents. Pushing, hitting, kicking, fighting, teasing, swearing, talking back, spitting, and biting are prohibited.
- Students are expected to participate in classroom activities and to refrain from playing or talking out of turn during lessons. Disruptive behavior of any kind will not be tolerated.
- Students are not allowed to bring personal objects to school. This includes electronic devices, toys,

- candy, etc.
- Students are expected to adhere to SBS's **CELL PHONE POLICY** (which can be found in the [Parent Handbook, School Policies & Forms](#) section of our school website).
- Activities that are damaging or hurtful to the property of the school and others are not allowed.

One of the central aims of SBS is that all of the children will have the opportunity to experience the benefits of the curriculum in an environment that encourages their potential and fosters self-esteem and well-being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for adults, peers and property must be sought at all times and at all levels of student participation at our school. Teachers will communicate specific expectations, and the consequences of failing to meet such expectations to their students.

When there is divergence from these expectations, the teachers will seek age appropriate interventions, which redirect inappropriate behaviors into more successful behaviors with the least disruption to the class and which are least restrictive to the individual involved. At the same time, effective results will be sought.

When there exists a recurring pattern of abusive or acting out behavior a hierarchy of interventions may be called for, moving from the least restrictive procedures to more restrictive procedures. SBS's **BEHAVIOR AND DISCIPLINE POLICY** can be found in the [Parent Handbook, School Policies & Forms](#) section of our school website.

## **Attendance**

For optimal success as a student, good attendance is necessary. The content of the curriculum offered daily in the main lesson plan is presented orally and as a group interaction. There are no textbooks for students to read or refer to if they miss a lesson. A student who is frequently absent will find it difficult to make up work or fully understand the material. In addition, the student and the class lose their rhythm and momentum when there are frequent absences. Consistent attendance is crucial to your child's success, and to the unity and success of the class.

Every absence also negatively impacts the school's budget at a loss of approximately \$70 per day. As with all public schools in California, our funding is calculated by our average daily attendance (ADA), not our average enrollment. In preparation for each new school year, our school budget is based on consistent, high attendance. Each day a student is absent, for whatever reason, our funding is reduced and our budget affected by the loss of funds already allocated. The financial health of the school supports your child's educational opportunities. Your child's consistent attendance is significant.

In addition, our children's school day is enhanced by arrivals that are routine and on time. Punctuality and predictability help everyone in creating an atmosphere supportive of excellent work and mutual respect. Children who arrive after the school day has begun miss the opening of their classroom day and feel the impact of this missed beat throughout their school day.

SBS's **ATTENDANCE POLICY** can be found in the [Parent Handbook, School Policies & Forms](#) section of our school website.

## **Medications at School**

Students are not allowed to bring prescription medication of any kind to school without a written doctor's note and proper paperwork. Over-the-counter medications (Tylenol, Advil, etc.) may be administered by the office staff with written authorization from a parent. All medications must be kept in the school office and not in the possession of a student.

The California Education Code Section 49423 allows school personnel to assist students who are required to take medication during the school day under specific circumstances. Please call the school office for details. Emergency medicine such as EpiPen and asthma inhalers may be carried by the student when recommended by an authorized health care provider and parent, as long as their parents and an authorized health care provider

have filled out the appropriate form available in the office.

SBS's **ADMINISTRATION OF MEDICATION FORM** can be found in the [Parent Handbook, School Policies & Forms](#) section of our school website.

## **Parking, Arrivals, and Departures**

Because of the limited parking options at the campus, the need for rules governing parking near the school, and the drop off and pick up of children are crucial to ensure student safety.

### **DO's:**

- Adhere to the **STUDENT DROP-OFF AND PICK-UP PROCEDURES** found in the [Parent Handbook, School Policies & Forms](#) section of our school website.
- Obey posted speed limits and drive safely; being aware of pedestrians and children.
- Do make a point of being courteous to everyone. Complaints from neighbors can harm our relationship with the community.
- Do allow enough time to relax and make drop-off and pick-up time a pleasant experience for you and your children.
- Always follow the established traffic flow in and out of campus. Avoid left turns entering or exiting.
- Visitors may park in the yellow parking spaces or along the street abiding by posted signs and are completely off the road and not blocking any driveways.
- Do use the crosswalks to cross the street into school.
- Do bike, or carpool to school whenever possible.

### **DO NOT:**

- Do **not** park in the numbered parking spaces on campus. These are reserved for employees.
- Do **not** jaywalk. Cross **only** at lined crosswalks.
- Do **not** make left turns entering or exiting the campus.
- Do **not** park in any red zones or in front of fire hydrants.
- Do **not** block our neighbors' driveways.
- Do **not** block the entrance or exits to the parking lots in front of SBS.
- Do **not** attempt a U-Turn if traffic is approaching within 300 feet.

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## **Dress Code**

At Stone Bridge School ("SBS"), we are committed to creating a positive and respectful learning experience for our students. The purpose of the Student Dress Code Policy is to support our commitment by providing an educational environment that:

- Is safe, age-appropriate, and conducive to learning (both indoors and outdoors).

- Promotes dignity and respect for self and others.
- Allows for age-appropriate personal expression within clearly defined boundaries.

Please refer to SBS's **STUDENT DRESS CODE POLICY** in the [Parent Handbook, School Policies & Forms](#) section of our school website for all of the specifics.

## Lunch and Snacks

Stone Bridge School also offers a free breakfast and lunch each school day through the NOSH program. (Our [NOSH Meals](#) webpage contains information about the NOSH menu, etc.) We request that all families complete the [NOSH Questionnaire](#) once a year.

Providing children with nutritious foods helps support their growth, development and learning. As a result, we ask that families provide an adequate breakfast at home to provide energy for their morning lessons. We also ask that food and beverages sent to school be nutritious and well-balanced, avoiding highly processed and/or sugary foods and drinks. Please refer to SBS's **FOOD GUIDELINES** in the [Parent Handbook, School Policies & Forms](#) section of our school website for more information.

## Media Guidelines

Electronic media has become a feature of modern American life. The Waldorf philosophy, consistent with current expert research and advice, questions the value of a child's exposure to technology. Children are deeply affected by everything in their environment. Television and media affect a child's behavior and school performance and can have lasting influence on development as well as on their peers' school experiences. Please refer to SBS's **MEDIA GUIDELINES FOR PARENTS** in the [Parent Handbook, School Policies & Forms](#) section of our school website for the details.

## Cell Phone Policy

Stone Bridge School does not allow student cell phone use while on campus or engaged in school sponsored activities, and asks parents to use their cell phones out of sight and hearing of students while on campus, at school events, etc. whenever possible. Please refer to SBS's **CELL PHONE POLICY** in the [Parent Handbook, School Policies & Forms](#) section of our school website for more information.

## Student Records

As required by law, the school maintains records for each student who attends our school. These records include such things as academic reports, attendance information, CAASPP test results, and discipline records. Parents may review their child's cumulative file upon request made at the school office.

SBS never releases student records to another entity without written parent permission, unless dictated by law. SBS may release student records to another school upon written request from the school/district. If your child will be applying to a new school, that school will provide you with a form to sign. They will then send the records request to SBS. It is the policy of our school to send all records directly from school to school, never through a parent or other party. If the school to which you are applying has different practices, please have them contact the office directly.

# CAASPP Testing

Each year in the Spring, a state-mandated test is administered. Students in grades three through eight participate in the online CAASPP test. These tests are administered online and cover language arts and mathematics and are adaptive (simpler or more complex questions) depending on student responses. Grades 5 and 8 will also take the California Standards Test for science. Test results are available through Pathways, our online student information system.

SBS does not “teach to the test,” nor do we view the test as an accurate or complete reflection of student achievement or the success of the curriculum, especially in the lower grades. Historically, our students have performed below grade level on the test in the early grades because of our non-academic kindergarten curriculum and the pacing of our curriculum due to our developmental approach to learning. As students move into the upper grades, test scores rise dramatically and typically, surpass local and state scores.

Our curriculum focuses on developing capacities with lessons typically offered in a conceptual, thorough, and arts-integrated manner. These standardized tests are generally designed to measure and test for the acquisition of facts. Our primary goal at SBS is to meet the needs of the whole child through the Waldorf curriculum. Our teachers implement a multitude of authentic assessment measures that correspond to the curriculum and reflect the learning that occurs in the classroom. As it is necessary for us to also meet all applicable state and federal testing requirements for public schools, our intention is to make this testing activity a positive and easy experience for each student. Our students score well when they are encouraged to do their best and are not pressured to perform. In support of this, we also strongly request that you do not share your child’s test results with them in the early grades. Parents should model a positive and inquisitive approach to the tests and encourage their child to do their best in this exercise. If you have any questions or concerns regarding your child and testing, feel free to contact your child’s teacher or the Executive Director.

## Expanded Learning Program - Aftercare

Aftercare provides a childcare service for the families of SBS on a free or fee basis depending on the economic status of families. It is open to all children from TK to 8<sup>th</sup> grade students. When a child needs a fun, safe place to go after school on a regular basis, our Aftercare program is designed to meet the needs of SBS families.

At Aftercare, children get a chance to mingle and play with children of multiple ages in a warm, friendly environment. After a long day of classroom work, Aftercare provides time to relax and play in a less structured atmosphere. Aftercare offers a loosely themed week of crafts and snacks, along with additional materials for free exploration and creative indulgences. The purpose of the program is to provide after school activities, enrichment, recreation, and care for children that complement the school's curriculum.

The aftercare contract and enrollment form can be found on the [Aftercare Program](#) section of the school’s website and must be completed and be on file for every child attending the Aftercare program. There is an annual enrollment fee and monthly service charges corresponding with contracted attendance.

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## Parent Involvement

### **Parent Participation**

The success of our students is aided by active family participation in the child’s education and the life of the school. It is because of active parent participation that SBS can provide such high-quality education. It is in the spirit of cooperation and mutual respect that we invite each family to participate in school events and committees by volunteering.

There are many ways to be an active participant at SBS, including:

1. Attend:
  - all-school meetings,
  - parent-ed opportunities
  - parent-teacher conferences,
  - class parent evenings,
  - festivals, and assemblies
2. Join a committee or task group.
3. Volunteer to support school activities or in the classroom
4. Be a class representative or class assistant;
5. Help with field trips;
6. Participate in classroom or campus clean-up.

Joining in school activities is also the best way to understand the school community and grow friendships. Studies have proven that parent involvement is associated with higher student achievement.

**Following is a bulleted list of what creates a successful partnership at SBS:**

- Attend an orientation of an overview of Waldorf education.
- Learn about Waldorf education and support the school’s educational philosophy at home by deepening your knowledge of the curriculum. (See the [Resources for Prospective Parents](#) section of our school website, which includes a link to a recommended reading list.)
- Provide a rhythmic, quiet, and safe home life with early bedtime and healthy foods.
- Ensure children are dressed in compliance with the dress code policy.
- Assume responsibility for the values, attitudes, and behavior of your children.
- Limit exposure of the young child to all electronic media (TV, movies, video games, computers, tablets, and cell phones).
- Read and follow the Parent Handbook.
- Participate in school activities and events by volunteering.
- Be responsible for child’s attending school regularly and on time.
- Read and respond to all school communications in a timely manner.
- Ensure that the child abides by the school rules of behavior.
- Attend scheduled class parent meetings and conferences throughout the year.
- Attend parent education evenings.
- Participate in school fundraising activities.
- Support your child’s class teacher, who may have other recommendations or requests.

When enrolling their children, parents are asked to review and complete the **PARENT PLEDGE FOR STONE BRIDGE SCHOOL** (accessible in the [Parent Handbook, School Policies & Forms](#) section of our school website), which outlines various expectations so the school and families can work as partners to ensure student success at Stone Bridge.

**Class Meetings (Parent Evenings)**

Throughout the year, teachers schedule class meetings with the parents of their class. The purpose of these meetings is to come together as a class community in order to explore the meaning of the curriculum, particularly as it relates to the development of the child, provide a picture of what is happening in class, handle class business, and deal with issues the class may be facing. We believe that parents need to understand their children’s developmental needs and how the teacher, through the Waldorf curriculum, is attempting to meet those needs. For the best success for your student, at least one of a child’s parents should attend all class meetings.

**Parent-Teacher Conferences**

At least once each year, an individual parent-teacher conference is offered. The purpose of this meeting is to

discuss your child's overall social and academic progress. For the best success of your student, all parents and/or guardians of the child should attend this important meeting. In grades 6-8, students are invited to attend, as well.

### **Etiquette for Classroom and School Visits**

SBS encourages parents/guardians and interested members of the community to visit the school and view the educational program. No electronic listening or recording devices or cameras may be used in a classroom by students or visitors without prior written permission from the teacher and Executive Director.

To ensure the safety of students and staff, as well as to minimize interruption of the instructional program:

- Visits during school hours should be arranged with the teacher and the Executive Director in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time.
- All visitors shall register with the front office upon arrival during regular school hours.

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## **School Safety**

SBS is committed to providing for the safety of the students and our community as a whole. Drills and practice events help us to be ready to put these resources to use.

### **Emergency Contact Information**

Stone Bridge School utilizes OneCallNow to contact families in the event of an emergency. Contact will be made through phone call, text, and email. It is of the utmost importance that the School has up-to-date emergency contact information for each child. If you move, get a new phone number, or have a change in who can pick up your child, contact the office immediately.

### **Emergencies**

Each year, prior to the start of school, parents must review and verify their emergency card information in Pathways, our student information system.

Having accurate emergency card information in Pathways helps ensure that the school can locate you or your authorized people in an emergency, and provides SBS with permission to seek treatment for your child if none can be reached.

The teachers and administration have taken every precaution to ensure that the campus is free of safety hazards. Parents are encouraged to notify the office immediately if they observe unsafe conditions. In the unfortunate event of an accident at school, the School carries accident insurance to cover the cost of treatment which would not be covered by the student's own medical insurance. All injuries must be reported to the office promptly. If necessary, inquiries regarding the School insurance policy should be directed to the office.

If, in an emergency, you need to change the arrangements for picking up your child, please notify the office promptly.

### **Emergency Operation Plan**

A copy of the school's Emergency Operation Plan can be found in the office.

### **Communicable Diseases**

If it is discovered at home that a child has a communicable and contagious disease (e.g., pink eye, lice, ringworm) it is the parents' responsibility to inform the school. It is also the parents' responsibility to keep the school updated as to the status of the medical condition. If there is a child with a communicable disease, a letter

will go out to inform the parents of all the children in that class. In some cases, a medical clearance may be necessary for the child to return to school, in which case the office staff will inform parents as to the protocol for the specific situation at hand.

If it is discovered at school that a child has a communicable disease, the child will be evaluated and parents contacted. The child may be sent home immediately or at the end of the day, whichever is appropriate given the specific situation.

The most important thing when dealing with communicable diseases is to maintain honest and open communication with our office staff. Our duty is to treat every situation with professionalism and compassion and to protect the health of all of the children at SBS. We greatly appreciate your assistance in achieving that goal.

Add link to CDH recommendations “when to come to school”

## **Vaccinations**

State Law dictates that in order to attend school, all students must:

- be current on all mandated vaccinations, or
- have current and approved medical exemptions in the CAIR system.

For current specific vaccination requirements, please reference the [CDPH Required Immunizations for School Entry \(IMM-222\)](#) publication, and if they do not currently meet the California immunization requirements, work with their pediatrician to get them caught up so they will be eligible to attend school.

## **Dogs on Campus Guidelines**

Bringing dogs onto our SBS campus can be problematic. Dogs are prohibited from being on campus for the general public during school hours. For SBS community members, dogs are permitted on campus for the following reasons:

- while walking onto campus to drop off or pick up a student
- for “show and tell” purposes arranged with the teacher in advance
- to perform their duties as service animals

If a dog is being walked onto campus for any of these reasons, the dog must:

- Be on a leash (no longer than 6ft) and under the complete control of someone 16 years or older.
- Be well behaved, which means it must not be barking, snarling, or scaring children in any way. (Please remember that even normally well-behaved dogs can become agitated or animated when around large groups of people.)
- Be current on all its shots.

The person walking the dog must:

- closely monitor the dog and the behavior of the children near the dog.
- keep the dog away from crowded areas.
- immediately take care of any messes the dog makes.

Through common sense handling of this situation, we can continue to enjoy the privilege of having dogs on campus in the ways described. Please contact the Office if you have any questions about these guidelines.

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## School Finances & Funding Model

SBS provides a tuition-free public education, offering a public Waldorf curriculum to all enrolled families. As an independent, direct funded charter school, we receive funding from the State of California on a per-student basis according to their grade level and actual attendance (i.e. based on Average Daily Attendance (ADA)). This funding is consistent across all California charter schools and comprises local property taxes as well as state revenue.

It is important to understand that California per-student funding is insufficient to fully support the cost of our Public Waldorf program. As a result, we need to annually supplement the State funding in order to balance our operating budget. This is done through fundraising, grants, and our (voluntary) Community Giving program.

### Community Giving Program

Community Giving donations go directly into the General School Fund. These contributions are one of the ways to support the growth, continuity, and full programming of our school. It is through Community Giving donations that we are able to offer a breadth of programs: handwork, woodwork, world language; choral and instrumental music, movement, and farming classes for your children.

**The Community Giving program is strictly voluntary and your child's enrollment in SBS is in no way dependent on participation.** All donations are tax-deductible to the extent allowed by law.

The health and vitality of SBS is sustained by families pledging and contributing what they can. Because many outside funding resources such as grant foundations look to the percentage of families pledging as an indication of the viability of SBS, your voluntary pledge at any level, whatever the size, is a strong indicator of our community commitment and our goal is 100% participation. Many employers have matching donation programs.

### Fundraising

Money raised through fundraising is collected and managed by the Parent Council. Parent Council makes financial contributions to SBS in order to strengthen and enhance our Waldorf school program. Additionally, PC often makes contributions to support field trip efforts, teacher class spending, etc.

### Schoolwide Fundraising Events

Through PC (Parent Council), parents coordinate schoolwide fundraising events such as the Enchanted Village Faire, Fun Run (jog-a-thon), and online auction.

### Class Fundraising

It is the tradition of most Waldorf schools for the 8<sup>th</sup> grade to celebrate the culmination of their educational journey with a class trip. In 5th grade, classes begin fundraising for their final trip. Fundraisers may include bake-sales, Holiday Bizarre, pizza lunch sales, plant sales, etc. The money fundraised by each class is saved in an account by PC, and submitted to the school in a lump sum to offset the cost of the 8th Grade trip.

### Grants

Grants can be another helpful source of income for SBS. We welcome parents who know of available grants and/or are willing to assist with grant writing/submittal to contact our Executive Director.