



# PORTLAND WALDORF SCHOOL



## PARENT HANDBOOK 2023-2024

**"Receive the children in reverence, educate them in love, and send them forth in freedom." - Rudolf Steiner**

August, 2023

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# Official School Contact Information

School Address: 2300 SE Harrison St., Milwaukie, Oregon 97222  
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Aftercare: 503  
Fax: 503-652-5162  
<http://www.portlandwaldorf.org/>

## School Hours (September 5th, 2023 - June 14th, 2024 when students are present)

### Early Childhood: Pre-School (3 or 5 days) and Kindergarten (5 days)

Beforecare	8:00a- 8:30
Half Day	8:30a - 1:00p
Full Day	8:30a - 3:00p
Aftercare	3:00p - 5:30p

### Grades 1-8

Beforecare	8:00a- 8:30
Drop Off	8:15a - 8:30a
Full Day	8:30a - 3:00p
Aftercare	3:00p - 5:30p

### Grades 9-12

Monday, Wednesday, & Friday	8:30a - 3:45p
Tuesday and Thursday	8:30am-3:30p

### School Office Hours - when students are present.

Monday through Friday	8:15am-4:00pm
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## Leadership and Key Contact Information

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**TBA**  
Enrollment Director

# WELCOME and INTRODUCTION

Welcome to the new school year! This handbook of school guidelines is offered as a way of bringing clarity and consistency to the educational program and administrative vision and function of Portland Waldorf School. This information applies to parents, students, faculty, staff, and other community members.

Parent Handbook updates may be sent out periodically through the school year. For the latest version, please see the website and PWSConnect.

## Mission Statement

Portland Waldorf School educates children for the whole of life in order to uplift humanity. Out of the insights of anthroposophy, the school nurtures the imagination, cultivates the intellect, and recognizes the unique spirit of each child in the community. In this way, children are surrounded by striving adults and strengthened individually and socially to meet the challenges of life. Students emerge as creative, independent thinkers who meet the world with initiative and purpose.

Portland Waldorf School embraces the opportunity to serve children and their families from all walks of life, from infancy through high school, building on Rudolf Steiner's transformative vision of the human being to educate toward a more equitable and sustainable society.

Portland Waldorf School, a 7-acre campus comprising wetlands, fields, streams, and gardens, stands at the intersection of city and country, drawing its strength from easy access to river and island, as well as farmland, forest, public transit and urban environments. From this diversity of experience its heart beats – where history meets innovation, culture meets nature, and family meets community.

Portland Waldorf School celebrates 40 continuous years of dedication to its mission.

## Core Values

- Educate the whole self to be healthy and balanced
- Honor place and care for our home
- Nurture relationship and care for humanity
- Connect with spirit through reverence and seeking our true purpose

## Diversity, Equity, and Inclusion

Portland Waldorf School strives to advance equity in education and nurture a diverse learning community of children, teachers, families, and staff. We value individual differences while promoting and celebrating the richness in our community.

At Portland Waldorf School we strive to create an inclusive community where our differences are both valued and acknowledged AND our shared humanity and striving to be our best selves is a priority.

We commit to being a community that is inclusive of people of diverse culture, race, gender, sexual orientation, political view and spiritual orientation. To address the needs of our students and the issues of our current world, we commit to make ongoing innovations in our curriculum, festivals, policies, and practices in order to better reflect and support our current community.

We welcome open dialogue and acknowledge that mistakes and discomfort are sometimes part of the process, which also provide an opportunity for growth. We seek to embrace diversity because: only if we welcome and incorporate a variety of lived experiences can we become fully human.

[See our website for information about the DEIJ Committee](#)

## **Non-Discriminatory Policy:**

Portland Waldorf School does not discriminate based on race, religion, national origin or sexual orientation in the administration of its educational policies, admissions policies, scholarships, tuition assistance programs, staff hiring, or other school programs.

# Governance

PWS is a self-governing independent school that works with a collaborative leadership model. The Board of Trustees is responsible for the legal and financial health of the school, as well as the developing and maintaining a strategic plan for the future.

The College is the group of faculty and staff members responsible for the spiritual and pedagogical life of the school.

The School Director is mandated by the Board of Trustees to ensure that decisions are made in all areas of the school, working directly with the Lower School Director, High School Director, Director of Finance and Human Resources, and Board Chair. All teachers, administrative staff members, parents and board members are involved on some level.

## Board of Trustees

The Board of Trustees has the legal and fiduciary responsibility of the school. It has the authority to select and remove the **School Director**, who is charged with the day to day running of the school and is the chief financial and business adviser to the Board. The Board establishes and maintains financial policy, approves the school budget, and has the authority to borrow money and incur debt for the benefit of the school. It is responsible for ensuring that all business practices of the school are in keeping with local, state, and federal statutes as are applicable to PWS as an independent non-public school in the state of Oregon. It does control or make decisions concerning the curriculum, program, or staffing. It is not involved in hiring or dismissal of teaching faculty, although it has the authority to fund staffing changes.

## College

The College is responsible for making curriculum and program decisions. This includes but is not limited to subjects, programs, additions, and revisions. Intrinsic in this is the focus on study and generative conversation as a means of inspiring and informing our work and advising. The College will empower a small number of mandated groups, supporting them in being robust, efficient groups, with no more than 3-5 people in each group to carry out essential responsibilities on behalf of the College.

## Leadership Team

The leadership team exists to ensure that decisions are made by the correct committee, group, or individual to support the mission of the school. It ensures that processes are in place for initiatives, addresses problems that arise, crisis management, receives employment inquiries, addresses questions from parents and faculty, and is otherwise a catch-all for issues that arise that need to be addressed. It ensures that the decision making matrix is employed and that communication is timely.

## High School Leadership Team

The leadership team exists to ensure that decisions are made within the scope of the High school. It consists of the HS Director, HS Office Administrator, and HS Assistant Director. It ensures that processes are in place for initiatives, addresses problems that arise, crisis management, receives employment inquiries, addresses questions from parents and faculty, and is otherwise a catch-all for issues that arise that need to be addressed. It ensures that the decision making matrix is employed and that communication is timely.

## Accreditation

Portland Waldorf School is a fully accredited member of the [Association of Waldorf Schools of North America](#) (AWSNA). Accreditation is awarded after a rigorous process and is subject to renewal every seven years.



The Early Childhood program is accredited by [Waldorf Early Childhood Association of North America](#) (WECAN).

PWS High School is accredited by Cognia, “a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

In the spring of 2023 the school was approved by [Northwest Association of Independent Schools](#) (NWAIS) as a Candidate School for accreditation, which paved the path in order for it to become fully accredited with NWAIS, early childhood through 12th grade.

# COMMUNICATION

## Email

Email is our primary medium of communication at Portland Waldorf School. At the same time, we are conscious of the challenges that it brings with it. While basic questions, answers, and information may easily be shared via email, it is important to recognize instances where email may not be the ideal medium.

Our faculty and staff use email as a way of providing information, saving personal conversations for face-to-face interaction.

We also recognize the massive quantity of emails that each of us receives every day. We try to be mindful of the number of people who receive an email, as well as the total number of emails sent, with the ongoing goal of being as efficient, relevant, and open with our communication as possible.

Teachers and administrative staff members make every effort to respond to individual emails in a timely way. However, teachers have limited time and access to computers during the day so please understand that emails cannot always be answered on the day they were sent. If you have an item that requires prompt attention, please call the Main Office (Sarah Salas) or High School Office (Alyssa Grass).

Most classes have email groups for teacher communications. These are for information pertaining directly to school or class business or social activities. Any communications of a sensitive or potentially harmful nature should be discussed in person, by telephone, or video conferencing.

We are committed to supporting healthy conversations and communication. If there is a disagreement between you and another person and you feel uncomfortable, we are here to help. Ask a trusted third party for advice or support.

## Weekly Bulletin

Regular school news and announcements are sent weekly via our all-school Weekly Bulletin. All parents are encouraged to read the Weekly Bulletin for school news, upcoming events, important reminders, links to important school communications from school leadership, and deadlines and other school business. Additionally, High School parents will receive High School Announcements from Alyssa Grass, High School Administrator. Each weekly bulletin also includes a link to past bulletins for reference.

Please contact [Caitlin Hudson](#) or [Alyssa Grass](#) if you are not receiving the Weekly Bulletin or HS weekly announcements.

All current families will receive periodic email communications from the School Director, Lower School Director, High School Director, or Board Chair. Additionally, when relevant, you might receive a particular reminder email about an upcoming event or deadline.

## Emergency Alerts

When families enroll or re-enroll we update all of your contact information in our system. We will use this information to contact you. With this information, we use a third party alert system (BrightArrow connected to PWSCONnect) to send updates via text message and email following emergency events and also to notify parents and staff about school delays or closures. Please remember that the school requires current contact information, in order for parents and guardians to receive these messages.

We all hope that the need for these plans and protocols should never arise, but we thank you for being our partners in emergency preparedness and for helping to keep our whole community as safe as possible.

[Also see our Annual Safety Letter for more detailed information.](#)

## **Additional Communication Mediums**

1. Portland Waldorf School website: [www.portlandwaldorf.org](http://www.portlandwaldorf.org)
2. PWSConnect: Parent portal is available through the website: <https://portlandwaldorf.myschoolapp.com>
3. PWS Community meetings take place three times per year to provide updates from our leadership and discuss issues related to our community. The first is our Back to School Night and typically followed by a winter and spring meeting. Times and dates will be announced in the Weekly Bulletin and found on the PWSConnect calendar.
4. We are a cell-phone free campus—both indoors and outdoors. You are welcome to step into the main office if you need to use your smart phone during school hours.
5. Social Media: PWS has accounts on Facebook, Instagram and LinkedIn that we use to connect with the larger Waldorf community and share information and good news with those who are remotely connected. We value your comments, tags, likes and shares, as this helps to spread the word about our school.

## **Planned Student Absences**

Teachers may instruct parents about how to notify them if a student will be absent for a planned absence. This includes doctor or dental visits or other necessary or planned absences. All attendance-related notifications should be sent to [attendance@portlandwaldorf.org](mailto:attendance@portlandwaldorf.org), with the student's name and grade in the subject line. [Also see absentee policy.](#)

# SCHOOL and COMMUNITY LIFE

Early Childhood | Grades 1-8 | High School 9-12

## Early Childhood

“Receive the Child in Reverence...”

Children find security in a rhythmical, joyous daily and weekly routine where one knows what to expect. By alternating quieter activities with more active ones, a balanced, rhythmical “breathing” is experienced by each child every day. Children are drawn to happy participation in imaginative play—inside and outdoors—and in a variety of creative offerings.

We honor the seasons in a celebratory way, preparing for them with special foods, crafts, stories, and puppet plays. Throughout the year we also celebrate each child’s birthday, inviting parents to be part of the special story. Your child’s teacher will communicate how they honor this day in their class.

## Preschool

Program Offerings

Monday-Wednesday (3 half days for 2.5-3.5 year olds)

Monday-Friday (5 days for 3-4.5 years olds) with half-day until 1pm and full-day until 3pm options

The preschool program offers children a simple daily rhythm as the teachers weave simple songs, movement games, and stories with indoor and outdoor free play. The simplicity of our beautiful classrooms allows teachers to guide children in a joyful and predictable manner. Our playful curriculum supports the development of hand-eye coordination, attention span, awareness of patterns and sequencing, and appreciation for the beauty of language.

## Kindergarten

Program Offerings

Monday-Friday (5 days for 4-6 years olds) with half-day until 1pm and full-day until 3pm options

Children come together with their teachers to experience and explore their immediate world with imagination. Emotional intelligence is supported through the tradition of storytelling. Children are guided toward self-initiated and cooperative play

## Aftercare

Our extended day aftercare offering provides opportunities for creative play and for establishing and deepening friendships. It is available at Portland Waldorf School from 3:00pm-5:30pm on all days school is in session except the last day of school before the winter break and the last day of the school year. Parents are encouraged to pack extra food for afternoon snacks. Extra snacks are also provided by the extended day providers once the children have finished most of their non-perishable food from home.

## Class Placement Process

We take the following into consideration when forming an early childhood class:

- Ages of children

- Needs of the individual student and the class as a whole
- Balance of ages and genders where possible

## **Morning Arrival**

To help create a healthy transition from home to school when you arrive, please assist your child in putting away their lunch basket, coat, and shoes. As time goes on, the children will master these tasks for themselves.

## **What to Bring on the First Day and Keep at School:**

1. A plain ceramic drinking cup
2. A complete change of clothing with each item marked with your child's name
3. Inside shoes (ideally soft-soled, light and supportive with a proper fit and a waterproof bottom)
4. Rain pants and a raincoat that will fit over a warm winter coat
5. Rain boots (thick pair of wool or fleece socks during the winter months)
6. Warm hat that covers ears and warm, water-resistant gloves
7. Sun hat for fall and springtime. If you wish for your child to have sunscreen, please apply it before your child joins the class.

## **What to Leave at Home**

We ask that your child's personal items such as toys, purses, wallets, money, jewelry, watches, and games stay at home. These items can cause difficult social interactions between children and are often lost.

## **Clothing**

The best clothing for school is sturdy and made of natural fibers. Layering of clothing allows for flexibility in changing temperature conditions. We ask that you dress your child in clothes that do not have writing, pictures and cartoon or media images. We request that you provide your child with outdoor shoes that support the foot for running and jumping. Please, no shoes lacking a back strap (flip-flops/clogs) and no shoes with wheels or flashing lights.

## **Snacks and Lunches**

Please pack a lunch for your child in a basket or cloth bag free of media-inspired images and tucked in a small placemat, napkin and utensils. Include food that is healthy and natural. Try to avoid things that have high sugar content or artificial ingredients. We ask that sugar not be the first ingredient in any food brought to class. Food safety regulations require that items be kept at an appropriate temperature. Use a thermos bottle or ice pack as appropriate.

## **After School on Campus**

Early Childhood classes play at Walnut Hill, the fenced area in the southeast corner of campus, and also in the play area designated for First Grade (known as Cedar Knoll). Please refer to Appendix 3 for the full list of Early Childhood Playground Rules, and help us provide a consistent play environment by observing those rules after school and any other time you may be playing on campus.

When playing afterschool, please be fully aware of and responsible for your child, even though they may be playing with friends, and help them remember the rules and guidelines that keep play safe and healthy.

### **Additional Campus Reminders:**

1. "Walking Feet" in the hallways. Hold your child's hand if needed. 2. Hold your child's hand in the parking lot.
2. Keep your child in sight at all times.
3. Stay away from railroad tracks.
4. Stay five feet away from the small stream that divides the property. You can, however, access that stream twelve feet downstream. Please do not walk on the banks of the stream.
5. The West side of the main playground (where the hexamid is) is for 2<sup>nd</sup> grade and older. This is true during school hours especially, but it helps prevent confusion for your child if this rule is followed consistently after school as well.
6. During school hours, the grades children use the playground and fields. If you go out on the grades' playground after the 1pm EC dismissal, please vacate it when you hear the grades recess bell ring.
7. If you remain on campus after pick-up, you may also go to the Apple Orchard area on the north side of the main walkway. Be sure to keep your child in view at all times, as the larger creek is rapid and ends in the waterfall.

### **Transition To Home**

Please arrive by dismissal time (1pm for half day program; 3pm for full day program; 5:30pm for extended day). If someone else is picking up your child, we need a written note, dated, and signed by you. We may ask that person for identification.

### **Restorative Sleep**

Twelve hours of sleep is recommended for the healthy physical, emotional, and social development of your child. A quiet time or nap after lunch and a consistent early bedtime promote healthy growth and sense of well-being.

### **Early Childhood Home Visits**

Home visits are a unique and special experience in Waldorf schools. They allow teachers and families to connect in a warm and meaningful way. Once children know their teacher, it is a special treat to introduce them to the world of their own home.

Families should feel free to invite their child's teacher for a short visit at any time over the course of their preschool and/or kindergarten years. Your child's teacher extends this offer. Feel free to reach out when you are ready for this special visit.

### **First Grade Readiness**

The formation of each first grade is a collaborative process involving the kindergarten teachers, student support coordinator, the admissions committee and if possible the rising first grade teachers. The process begins in January of each year and comes to conclusion, likely in the Spring with most acceptances completed by February break.

Students who turn 6 by May 31 will be eligible for first grade the following September.

## **Student Reports**

At the end of the school year, kindergarten teachers write year-end reports for each child going into first grade; these are sent to the parents and added to the student's educational file. The report includes a summary of the year's activities, as well as a report of the individual child's experiences, growth, strengths, and challenges.

## **Behavior**

Children whose needs are being met have a much better chance of being balanced in their behavior. Conversely, a child who is hungry, tired, cold, needing affection or otherwise stressed is likely to be out of sorts. A sense of well-being is foundational to all guidance.

If a child is exhibiting unacceptable social behavior at school, we may:

1. Redirect to another activity
2. Bring them into our work and let them help us with our domestic tasks, e.g.

sweeping, washing paint jars, and let them return to play once they are able to do so in an acceptable way.

If these measures do not produce the desired results, or they become recurring, a conversation with parents will begin in order to see how we can work together to help the student progress.

If more support is needed, the school will convene a comprehensive student support process beginning with an initial meeting with the teacher, student support coordinator, caregivers, and a member of school leadership. This meeting has a structured agenda and results in goals, an action plan, and an agreement to follow-up after 4-6 weeks.

While only as a last resort, the school reserves the right to suspend a student for one or more days. Additionally, we will expel a student if it is determined by the school that it can no longer ensure the safety of the student, their peers, staff members; or if the school can no longer meet the student's needs.

As a resource, we have an onsite student support coordinator with Waldorf appropriate remedial training who can work with students, offer additional suggestions to parents and teachers, and facilitate progress tracking in collaboration with parents and teachers.

## **Certified Child Care Center**

Portland Waldorf School operates as a Certified Child Care Center for our Early Childhood, Aftercare and Camp programs, licensed by the Oregon Department of Early Learning and Care (DELIC). Our teachers are trained in health, safety and the care of children as outlined in the annual Child Care Center licensing process. In addition, our Early Childhood teachers, Aftercare and Camp providers participate in Waldorf Teacher Training as it pertains to areas of focus and general curriculum knowledge, as well as the development of the young child.

## **Grades 1-8**

**"...Educate Them in Love..."**

When the children leave the kindergarten and move into the grade school, they carry with them a reverent and loving experience of nature and humanity. In Grades 1-8, the content of the curriculum builds on what has gone before and unfolds in a way that is interesting and meaningful to the

children of a particular grade because it addresses the development stages of the growing child. The children in a class form a community and travel the journey from childhood into adolescence together with their class teacher.

## Daily Schedule

8:30am-3pm, Extended Day 3pm-5:30pm

## Arrival, Dismissal, and Extended Day Expectations

- Students are expected to be at their classroom door or outside with their class at least 5 minutes before starting time. Your class teacher will let you know where the classes will begin each day.
- If your student is late, they are expected to stop at the Main Office and sign in on the late sign-in sheet. They will receive a late slip to give to their teacher after they are admitted to the room. If there is excessive tardiness, a parent/teacher conversation will be arranged.
- Safety is our priority and we ask your cooperation in providing adult supervision at all times on campus.
- All students in grades 1-8 are to be picked up, going home or in the extended day program no later than 15 minutes after school dismissal.
- Any student who is not picked up 15 minutes after dismissal and who has not left campus must report to the extended day caregivers. A late fee will be assessed.
- Any students taking public transportation or walking home are to do so directly at dismissal time.
- The extended day program offers opportunities for creative play and for establishing and deepening friendships. It is available from 3:00pm-5:30pm on all days that school is in session with the exceptions of the Friday before winter break and the last of school in June.

## Attendance and Absences

Regular attendance is necessary for optimum experience in learning. PWS administration track attendance daily for excused and unexcused absences and tardiness.

When a child is ill, please keep them at home. Also, please inform main office of any planned or unplanned absence by sending a message to [attendance@portlandwaldorf.org](mailto:attendance@portlandwaldorf.org). We will receive the attendance list from the class teachers each morning and will call parents if a teacher is not aware of the reason for a student's absence.

## Absenteeism

Poor attendance can greatly affect a child's ability to keep up with the ongoing learning process of school life. When planning family vacations, please respect the school calendar and avoid vacations during days when classes are in session.

If a student misses 10 main lessons or subject classes in the school year, parents will be notified. If a student reaches 15 missed days, a meeting will be scheduled between the student's parents, the class teacher and affected specialty teachers. The purpose of the meeting will be to evaluate how the child is doing and strategize toward completions of the school year. If the action plan does not proceed as agreed, after a second meeting between teachers and parents, continued absenteeism may result in dismissal.

## Snacks, Lunches, and Nutrition

Please provide your child with a healthy snack and lunch.



- Avoid sugary sweets, including baked goods, chocolates, and candy, including chocolate-coated energy bars.
- Gum is not allowed on campus.
- Children will not have access to a kitchen or microwave. A thermos is the best option for providing a hot lunch for your child.
- Please send along a cloth napkin, placemat, and silverware.
- Also send a mug or water bottle which can be filled with the filtered drinking water in classrooms.

## **Home Visits**

Home visits allow you and the teacher an opportunity to make a bridge between home and school by visiting with each other in your own environment. Such an opportunity enhances the relationship between the teacher and student. These visits may be initiated by the teacher or parent.

## **Class Meeting**

Class meetings for parents, convened and led by the teacher, serve as a forum for discussion of child development, the Waldorf curriculum and the children's experience. The meetings also offer an opportunity to gather socially and attend to the business of the class community. It is a wonderful window into your child's daily educational experience and also the most direct way to address your questions. All parents are encouraged to make regular attendance a priority.

## **Parent/Teacher Conferences**

In addition to the meetings about the class in general, the parent/teacher conference is an opportunity to have a conversation with your teacher about the development and well-being of your child. Sign-ups will be sent several weeks prior, and parents may sign up to meet with any or all of their student's teachers. Additional conferences may also be requested by a teacher or parent.

## **Student Reports**

Every year, class, and subject teachers for grades 1-8 write year-end reports for each student, which are made available to the parents in PWSConnect and added to the student's educational file. The report includes a summary of the year's curriculum, as well as a report of the individual child's experiences, growth, strengths, and challenges.

In Grades 5-8, class and subject teachers complete mid-year reports in mid-February for each student. Like year-end reports, these are made available to parents in PWSConnect and a copy is placed in the student's educational file.

## **Assessments and Student Support**

Because of the intimate nature of the Grades class, teachers are regularly assessing the needs and abilities of each student in their physical, cognitive, and social-emotional development. This information is shared with parents at parent/teacher conferences, and in the form of the mid-year and year-end reports in Grades 5-8.

In addition to the regular, ongoing student assessments, there are check-points in a student's time at PWS where more in-depth assessments are conducted to ensure that the student's developmental needs are adequately supported. These include First Grade Readiness Screening, Second Grade Screening and Sixth Grade Assessment. If you have any questions about these assessments, please ask your child's teacher.

## **Completion of Classroom Work**

Grades 1-8 teachers do not use letter grades, although middle school teachers often provide

students with assessment rubrics for larger assignments and quizzes. Children progress through their own levels of learning, with teacher support, within the context of the whole class. In this way, motivation for learning is developed as a natural, intrinsic part of self-development.

Completion of work is essential in assessing the student's understanding of the subject or the teacher's understanding of the progression in the student's development. We are aware that the time it takes for individual students to reach completion of a specific project or to master different academic concepts vary greatly.

Special support arrangements may be needed to ensure the student's completion of work. This may require staying after school, extra homework, one-on-one instruction/tutoring, or the use of recess time or holiday breaks to catch-up.

Teachers require that students do the work of a year within that school year. This could mean finishing incomplete assignments after the last day of school during summer break, if the class teacher or a subject teacher deems it necessary.

## **Educational Support**

The school has two Student Support Coordinators: one that serves Early Childhood through 6th grade, and another that serves 7th through 12th grade.

We strive to meet and include all students that come to us, and there may be occasions when we determine a child will be better served with accommodations, or even in a different educational environment. We strive to maintain a healthy balance of diversity in learning styles without compromising the integrity of the curriculum and the experience of the class as a whole group.

PWS requires parents to provide a copy of all professional assessments. If there are concerns about a student's physical, cognitive or social-emotional development, a meeting will be scheduled with the parents, teachers and the student support teacher. A plan of support will be designed for the student, signed by the parents and will become part of the student's educational record. Tutoring provided by independent contractors is the financial responsibility of the student caregiver, and is not included in the services provided by tuition.

Plans of support may possibly include requiring professional assessments, educational support with a PWS teacher, outside tutoring, or therapeutic intervention. These possible outcomes may involve additional expense, which is the responsibility of the parents. We also work with support made available through North Clackamas School District Student Services.

## **Dress Code for the grades**

The dress code is written as a guideline with the expressed intent of encouraging students' full participation in all lessons. Clothing should be suitable for both classroom and outdoor play, and activities including movement, eurythmy and gardening classes.

It is also written to enable students to dress in ways that affirm their identity without fear of discrimination based on gender orientation, culture, religion or body type.

While all students are expected to uphold this dress code, teachers may use their discretion to make exceptions in circumstances that support a student's continued well-being (educational or social).

In general, anything that might be a distraction to learning should be avoided.

1. Any design on clothing should be non-distracting and non-commercial. In general, this means no pictures, writing, numbers, advertisements or licensed images with the exception

of clothing representing school-sponsored activities: i.e. Olympiad, Wolf Pack, etc. Small logos or images that can be covered by two fingers are permitted.

2. Hair should be clean, neat, and out of the face. Bleached or colored is not permitted (See 6-8<sup>th</sup> grade addendum).
3. Shoes must always be worn while on campus and be functional for school activities. For safety, closed-toed shoes are required in handwork and woodwork classes. Athletic, non-marking shoes are required for indoor games and movement classes. No opened-backed shoes or shoes with wheels, lights or sounds. High heels or platform shoes no taller than 2.5”.
4. Analog wristwatches (grades 3 and up) and simple digital wristwatches that don't make noise (grades 6 and up) are allowed.
5. Hats may not be worn inside the classroom, except for religious and cultural head coverings.
6. Simple non-dangling earrings may be worn. No cosmetics or writing on the skin.
7. Nails should be trimmed short.
8. Shirts should cover the torso, including the back, chest and stomach, even when arms are raised.

### **Grades 6-8 Dress Code Addendum**

1. Grades 7 and 8 may use cosmetics moderately.
2. Natural hair coloring is allowed (example: black, brown, red, blond, etc.)
3. Dangling earrings are allowed.

### **Birthday Celebrations and Parties**

Birthdays at Portland Waldorf School are important for the birthday child and the entire class. Teachers arrange classroom celebrations in a variety of ways and will discuss birthday arrangements with parents at the beginning of the year.

If you are planning a party at home, please be sensitive to its effect on the life of the classroom. Parties to which all but a few are invited are difficult for the excluded children and often create hurt feelings. We ask that caregivers avoid scheduling parties on school nights.

### **Grades 1-8 Playground Guidelines for Recess/After School**

For information on playground rules and designated play areas, [please see Appendix 3.](#)

### **Grade School Smartphone/Cell phone and Electronics Policy** (v.2023.07.21)

Waldorf and mainstream research has shown that smartphones, social media and internet gaming can lead to addictive behaviors, a lack of empathy, and increased anxiety and depression . Therefore, we strive to be a cellphone free Grades school. Our expectation is that parents will abstain from purchasing or allowing their children to have cellphones of their own until at least the completion of 8th grade. Should extraneous circumstances arise, such as a child who takes public transportation needing to contact their caregivers, we strongly suggest that children are only given access to devices that can receive and make phone calls to a given set of pre-programmed phone numbers, and do not have access to the internet. There are many easily accessible devices available for this purpose, so please ask your teacher for their insight if this is your particular need or see the list of suggestions below.

If, as a community, we all support each other in this lofty endeavor, we can help to create a vessel for healthy adolescent growth and provide unencumbered access to the gifts of the Waldorf Grades curriculum.

Students in grades 1-8 may not bring smartphones, cell phones, smart watches, or any other electronic device (internet connected or otherwise) or accessories (earbuds, etc.) anywhere on campus at any time, with the exception of a teacher approved cell phone.

If a parent chooses to provide his or her child with a cell phone (preferably a non-internet connected phone), the parent and student must sign an agreement with the class teacher that the device will be concealed by the student at all times in a bag or backpack and only used in the school office or in the classroom with teacher permission. PWS is not responsible for storing these approved cell phones.

Any smartphone, cell phone, smart watch, or other electronic device belonging to a grade 1-8 student that is seen or heard on campus will be confiscated and will need to be retrieved from the school office by the student's parent. After the third confiscation, the student will be suspended (this follows step two of the upper grades discipline policy). Additionally, permission to bring the cell phone to school will be revoked.

We encourage all after school planning to be pre-arranged by parent and student. In an emergency or for an urgent matter, a student may call a parent using the office phone. For after school matters, students may ask to use the phone of a coach, a parent or an after-school adult leader in the school office or off campus. Parents who need to reach their child during the school day may call the office and leave a message, which will be given to the student during a break.

The lower school building and playground is a cell phone/smartphone free zone. We ask that parents and other adults refrain from cell phone/smartphone usage in the building (except in designated office areas) and/or on the playground, in order to focus their attention on the children and interactions with each other and set a positive example for the children of the school.

**Cell Phone suggestions:**

<http://www.gabb.com>

<https://www.pinwheel.com/>

<https://www.bark.us/bark-phone/>

<https://troomi.com/>

<https://www.magicjack.com> ("landline" through your internet)

## **Screen Media and Electronic Devices (K-8)**

The Portland Waldorf School curriculum carefully balances academic, artistic, and practical activities to stimulate and develop the imagination. The children take these experiences and images into their sleep life where they mature and progress, so that they may be further developed by the teacher the next day.

**Screen based media, such as television, movies, computers, video games, electronic tablets, smartphones, cell phones** and even music on electronic devices can prevent this from happening. We work consciously at every grade level to cultivate children's natural creativity, to provide conditions that allow them to concentrate on challenging tasks that help them grow, and to lay the basis for a life of intellectual inquiry. **We ask parents to minimize or eliminate electronic media (grades 1-5) so that they don't undercut the very education they are otherwise committed to.**

**In the early childhood years (including grades 1-5) we strongly recommend little to no screen media.** This protection from the adverse effects of screen time allows more time for social interaction, creativity and problem-solving. Your child's development thrives when given opportunities for inside and outside play. We encourage you to allow your child to join you in the happy care of home environment and exploration of the natural world "first-hand". Abilities and self-sufficiency skills will increase, and they will gain confidence and competence in knowing how to do things and how to make things, as opposed to living in a virtual world.

**We strongly recommend that students (grades 1-8) do not engage with social media or algorithm driven content.** As students move up in the grades the topic of screen media and electronic devices will become a topic in class meetings. We recognize the pressures of our information-rich society and virtual friends, and we wish to help create support for parents who wish to allow their children to develop to their fullest capacities while in the Grade school. Successfully navigating the nuances of social media sites takes greater self-knowledge and self-control than the Grades student possesses.

***To these ends, the school reserves the right to require students to reduce or alter their use of media if that exposure is undermining their education or the education of others.***

## **GRADES 6-8**

During Grades 6, 7, and 8, it is appropriate for students to have a gradual and guided introduction to the applications and use of electronic media. During these transition years, use and exposure to media should be very moderate, under clear parental guidance and participation, and not work to the detriment of the social and educational climate of the class. Media exposure can be a socially divisive influence in these years and often works directly against what is brought in the classroom.

Children in Grades 6, 7, and 8 should not be exposed to electronic media during the school week and should have, at most, limited exposure on weekends and vacations.

Any exposure in Grades 6-8 should be in keeping with the following:

*Television and Movies:* It is important that parents carefully select and monitor any visual and audio media to which their children are exposed. Movies rated R and many PG-13 movies are clearly inappropriate at this age; parents are urged to preview movies to make their own informed judgments. As a courtesy to other families and to nurture a positive social climate, parents should not allow children who are guests in their homes to be exposed to visual and audio media that has not been cleared with the visitor's parents. Students in Grades 6-8 should not watch television or movies during the school week and should never have a television or computer in their bedrooms.

*Video Games:* Children of this age should not have access to video games, including online gaming sites. Video games can be addictive and can adversely impact students' work, as well as the social life of the class.

*Music Players:* Any use of music players should be limited and through docking stations rather than headphones. The use of music players with headphones both isolates the listener and has real potential to damage children's hearing.

*Internet Access:* Children of this age should not have unrestricted or regular access to the Internet. If they do access the Internet or use the computer, such access and use should be carefully monitored, for limited time periods, and never on school nights, with the exception of the occasional word processing homework assignment in grades 8. Please protect computers in the home with passwords to control access. Do not allow computer use when a parent is not at home. Please locate computers in open areas of the home and never in children's bedrooms.

*Social Networks and algorithm driven content:* No grade school student should have access to any social networking site. These sites (examples of which are Instagram, Facebook, Twitter and Snapchat) limit their ability to interact in socially healthy ways.

*Cell Phones:* Students should use cell phones as telephones only, not for Internet access, as cameras, or as gaming or audio devices. We have seen text messaging create damaging social situations in our community. Accordingly, the text messaging feature on these students' phones should be disabled or restricted to emergency situations, if possible (and never to be used between schoolmates).

*iMessage, email, Instant Messaging (IM), and Chat Rooms:* Students should not make use of these technologies as forms of communication between classmates, as experience shows that such use creates serious social problems in the culture of the classroom.

*FaceTime/Skype:* Students should be supervised while using this technology.

For parents who grew up with media, we are aware that it can be hard to change media habits, and we are available to assist you with suggestions and support. For more information on the effects of social media and technology, refer to articles and books written by Jonathan Haidt and Jean Twenge.

<https://www.hhs.gov/about/news/2023/05/23/surgeon-general-issues-new-advisory-about-effects-social-media-use-has-youth-mental-health.html>

**Cell Phone suggestions:**

<http://www.gabb.com>

<https://www.pinwheel.com/>

<https://www.bark.us/bark-phone/>

<https://troomi.com/>

<https://www.magicjack.com> (“landline” through your internet)

## High School

### “...Send Them Forth in Freedom”

By fostering self-discipline, self-confidence, capacity for discernment, competency, and a lifelong desire to learn, Waldorf High School strives to prepare students for higher education and the whole of life. The High School faculty is made up of teachers whose task is to help students to recognize and understand the distinct qualities of each subject they study, as well as the ways those subjects are linked together in the human being.

## High School Handbook

All High School parents and students are expected to read the [High School Handbook](#), available in PWSConnect.

Both students and parents will be asked to acknowledge they have read the HS Handbook and agree to the policies by signing a form at the beginning of each school year. The HS Handbook includes important information related to all aspects of community and academic life. Below are just a few topics specific to high school parents.

## Program Hours

8:30am-3:45pm Monday, Wednesday, Friday

8:30am-3:30pm Tuesday, Thursday

## Parent Evenings

Parent evenings are scheduled and planned to allow the adult community to meet, discuss, and learn about the education offered in the High School. We schedule four parent evenings each year and ask all parents to attend. These meetings are very important to building our HS parent community. Meetings typically begin as a community, with a topic for parents of all grades of the High School, during which there is discussion, observation and opportunity for questions. That shared time is typically followed by separate meetings for each class, led by the Class Sponsors of that grade, during which the time is devoted to the specific class and related topics.

## Student Reports

Grades for individual courses are posted in the school database as teachers complete grading of assignments, with final course grades being posted after the end of each course (depending on whether the class is Morning Lesson block, quarter-length class, trimester-length class or semester-length class). Grade Reports (Electronic Report Cards) and transcripts are published in PWSConnect quarterly, in November, February, April and late June.

## HS Cell Phone & Personal Electronics Use Policy

PWHS is an educational community which thrives on person-to-person interaction among students, teachers, and staff. Our electronics use policy is designed to foster a humane educational environment and community for all students and their teachers.

All personal electronic devices — including cell phones, headphones, personal laptops, music listening devices and Smartwatches — must be in the student's locker or bag while on campus during the school day (8:30 am to 3:30/3:45 pm). Computers may be used in class at the teacher's discretion.

Please note that students are expected to turn cell phones and personal electronic devices off while at school. If an urgent communication need arises during the school day, students may use the HS Office phone or verbally request to retrieve their cell phone and make a call in the HS Office. Parents can reach students by calling the HS Office at (503)654-2200 ext 218 and asking to either relay a message, speak directly with the student, or have a call back from the student. If students need to use their cell phone after the school day has ended, they can do so in the parking lot behind the High School. (as opposed to the greater campus areas shared with the lower grades students.)

Beyond the circumstances stated above, phones and electronic devices that are used inappropriately during school hours will be confiscated and held in the HS Office until the end of the day. If the policy is persistently not honored by a student, the Accountability Committee will work with both the student and parents to support the necessary change.

Generally, we ask that students take care of charging their personal electronic devices at home. Charging devices for the purpose of transportation or emergency situations may be permitted in the office at employee discretion.

## High School Dress Code

It is the policy of the Portland Waldorf High School that each student and their parent/guardian hold the primary responsibility in determining the student's personal attire, style and personal items or accessories. PWS is responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

### Core Values

In relation to student dress, our core values are the following:

- Students should be able to dress and style themselves for school in a manner that expresses their individuality without fear of unnecessary discipline or discrimination;
- Students have the right to be treated equitably. Dress code enforcement will not create disparities or marginalize any group.
- Students should not face unnecessary barriers to school attendance.

### Universal Dress Code

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottoms (pants, shorts, skirt, dress, etc.); and
- Footwear.

Students may not wear clothing, costumes, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote (illegal or violent) conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Demonstrate hate group association/affiliation and/or use hate speech or derogatory language or images targeting groups based on race, ethnicity, gender, sexual orientation, gender identity or expression, religious affiliation, or other protected groups;
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material;
- Cover the student's eyes or face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or
- Demonstrate gang association/affiliation.

## **Assembly Attire and Dress Code for Attending HS Classes in the Main Building**

For the high school, the description “Assembly Attire” refers to the expectation that high school students follow special guidelines for dress when we attend events and assemblies in the main building where we share spaces and hallways with younger students. This also includes attending any high school class in the main building, visiting the school store, the main office, etc. We are an example to whom the younger students will look.

The goal of this expectation is to honor the dress code of the grade school, which may mean making some changes to ordinary high school dress. A teacher may remind you, though it is expected that you also take responsibility for this awareness on your own.

Shirts and top layers should cover the torso, including the back, midriff, chest and stomach. Hats are asked to be left in the high school building. Clothing worn in the main building needs to be free of commercial elements (this means free of writing, numbers, advertisements or licensed images, except for Wolf Pack and school-sponsored activities). Larger images permitted in the HS Dress code should be covered when in the Main Building.

## **School Assemblies, Festivals, and Seasons**

Celebrating life and the seasons with festivities is integral to our education. Through honoring cultural diversity and the world’s wealth of festivals, we educate universal citizens, and we help each other maintain our awe for the mystery and wonder of the cosmos, the earth, and our own individuality.

## **Annual Festivals and Celebrations**

During the course of the curriculum from K-12, students learn about various cultures and spiritual and religious beliefs and practices. Individual classes hold celebrations honoring traditions from around the world. We continuously review, revise, and renew our festivals and celebrations. Please check the website, Weekly Bulletin, and messages from your teachers for information on festivals and events.

## **Curriculum Assemblies**

In addition to the annual festivals and celebrations, curriculum assemblies are held throughout the year. All parents are welcome to attend these presentations, which are planned at regular intervals for the simple joy and inspiration of seeing each other’s classroom work. Check the Weekly Bulletin or the PWSConnect calendar for dates and times.

## **Family Festival Life**

We acknowledge and share other religion’s customs and celebrations enjoyed by our families. We are grateful to be able to celebrate diverse festivals in our community. Parent participation helps to make these festivals meaningful and special. Additionally, to support family life, PWS supports parents in keeping their children home in observance of religious holidays.

## **Photography and Videotaping of Students**

Portland Waldorf School asks observers to refrain from photography or video recording of student performances, including plays, assemblies, and music concerts, unless pre-arranged with the explicit permission of the teacher or performance organizer. The school hires professional photographers or videographers for all school major events and publishes highlights in the Weekly Bulletin.

Our approach as a Waldorf school provides many opportunities for the students to gain confidence and poise in public presentation and we feel an obligation to hold such performances with care. Most importantly, we encourage everyone to be fully present in the moment of a performance or



presentation free of the distractions of audience members taking photos and video.

Many teachers may designate a “documentary” video recorder, but this recording may not be shared until specifically requested by the teacher, for example, at an 8<sup>th</sup> grade promotion celebration. Out of respect for the privacy of our students and families, we ask that no images of students during school hours or events be posted publicly without explicit consent from those in the photo or video.

# EXPECTATIONS OF STUDENT BEHAVIOR

## Early Childhood through 8th Grade

### Our approach to addressing student conduct and behavior

A central task of PWS is to firmly insist on a high standard of behavior. This means having the well-being of the students at heart and providing a framework of standards. Teachers work to help each student learn appropriate social interaction, utilizing some or all the following, depending on the child's age:

1. Appropriate behavior will be stated, requested, and modeled.
2. Intervention by teachers will occur as needed.
3. Inappropriate behavior will be redirected. If redirection proves inadequate, the child may be given an activity or chore to engage them such as washing paint jars, sweeping, etc.
4. Children may be helped to find a genuine gesture of reconciliation or healing.
5. Given time away from the situation, within the classroom.
6. For older grades, discipline is most often similar to that in lower grades, but occasionally these students will "test limits" and additional strategies and consequences are needed.
7. A child may need to be sent home at the discretion of the teacher:
  - For the physical or emotional safety of the child or others
  - For the general well-being of the class
8. In extreme circumstances students may be suspended or even expelled at the discretion of the School Director.

If the behavior jeopardizes the wellbeing or safety of the child, another child, the class, the teacher or school property, the parents of the child(ren) will receive a phone call or written communication informing them of what has occurred and what has been done. When communicating to parents about students other than their own, names will not be provided so that confidentiality of each student is held.

If teacher intervention becomes a frequent occurrence a parent-teacher conference is held and may include student support staff, section director, or the School Director as well. The importance of congruence between home and school life is discussed to help ensure that the student is consistently supported. The parents and teacher work in partnership to identify common goals and an action plan that can be measured and tracked. Parents and teachers have a follow up conference as needed to discuss progress towards these goals.

Parents are encouraged to report any concerns or questions regarding social and behavioral issues to their child's teacher.

## Rules and Expectations for Early Childhood - Grade 8

Below is a general list of expectations and rules for Early Childhood and Grades students. Each class will have additional age-appropriate rules and expectations, as well as class agreements that our teachers will monitor and enforce.

1. Treat all living beings respectfully.
2. Honor the physical and emotional well-being of oneself, each other, the teachers, and staff of PWS.
3. Refrain from disturbing others or violating their space.
4. Be in a state fit to learn at all times when attending school.
5. Follow all rules and limits, whether established by the classteacher, a subject teacher, assistant, a substitute teacher, adult volunteer, or any employee of PWS.
6. Respect personal privacy and property.

7. Take care of school property.
8. Walk in the hallways at all times.
9. No foul language, demeaning expressions, or intimidating language.
10. Students will not bring gum or candy to school.
11. Leave all toys and electronics at home unless permission is given by a teacher.
12. Students are not permitted in areas not scheduled for classes, including non-classroom areas of the basement, stairwells, offices, faculty spaces, etc. [See appendix](#) for designated play areas and playground rules.

## **Consequences for extreme or frequent harmful harmful behavior**

### **Consequences of behaviors not in keeping with rules and guidelines**

If the behavior directly affects other children in the class, the teacher may send a written communication to the other parents in the class stating: What has happened, what has been done, and who else has been informed. When communicating to parents about students other than their own, names will not be provided so that confidentiality of each student is respected.

When teacher intervention becomes a common occurrence the child's parents are notified and a parent-teacher conference is convened. The importance of congruence between home and school life is discussed to help ensure that the student is consistently supported. Common goals are written and tracked. Parents and teachers have another conference after a short period of time to discuss progress in light of the common goals.

If the student's behavior remains unacceptable, a teacher may request restrictions or conditions in order to continue attendance. The School reserves the right to suspend or expel a student for extreme or frequent unacceptable behavior at the discretion of the School Director.

### **Related Policies and Protocols**

- Addressing Incidents at school [See appendix](#)
- Incidents at School Events--[See Appendix](#)
- Harassment, Intimidation and Bullying--[See appendix](#)

# CAMPUS SPACES AND SPACE USE

There are many requests from parents and other community members to use space during the school day. While we value the community offerings, we have limited space and student use always takes priority. All events and activities requiring school space, whether in the school day or off hours, must obtain prior approval for the event and a reservation. The approval, reservation and calendaring procedure can be obtained from [Dionne Kane](#), the Operations Director. Rental fees may apply.

Other common spaces to note.

1. **Spring Creek Store** Located downstairs in the main school building. The store is open to enter from outside the building south of the main building. Our store manager is Yvonne Cseko, [store@portlandwaldorf.org](mailto:store@portlandwaldorf.org).
2. **Lost and Found** Can be found downstairs by the Woodwork Room.
3. **Animals on campus** Please keep your well-behaved animals on a leash if you are bringing them to the campus.
4. **Playground Use** Priority use of our playground spaces is given to our students during the school day. Skateboarding, rollerblading, scooter, or bicycle riding is not allowed on PWS grounds between 8am and 5:30pm on school days. Bicycles used for transportation to and from school must be locked up at the bicycle racks to the left of the front stairs and along the south-facing wall of the High School during school hours. For those families using the playground after school hours, please refer to [Appendix 3](#) for the playground rules.

# HEALTH and WELLNESS

## Illness Policy

PWS requires that students and employees stay home when they are sick. The [Illness Policy](#) and PWS Communicable Disease Plan applies to all students, employees and visitors of Portland Waldorf School. It contains guidance on communicable disease prevention, symptom and disease exclusion, and outbreak identification and management. If an individual starts to feel sick at school or believes they have contracted a communicable disease, they should contact [attendance@portlandwaldorf.org](mailto:attendance@portlandwaldorf.org) for guidance.

All employees and students are expected to stay home from school if experiencing any of the following symptoms:

**Fever:** a measured temperature equal to or greater than 100.4°F orally.

- MAY RETURN AFTER fever-free for 24 hours without taking fever-reducing medicine.

**Cough:** persistent cough that is not yet diagnosed and cleared by a licensed healthcare provider **OR** any acute (non-chronic) cough illness that is frequent or severe enough to interfere with participation in usual school activities.

- MAY RETURN AFTER symptoms improving for 24 hours (no cough or cough well-controlled.)

**Difficulty Breathing or Shortness of Breath** not explained by a situation such as exercise: feeling unable to catch their breath, gasping for air, breathing too fast or too shallowly, breathing with extra effort such as using muscles of the stomach, chest, or neck.

- MAY RETURN AFTER symptoms have improved for 24 hours.
- This symptom is likely to require immediate medical attention.

**New Loss of Taste or Smell**

- MAY RETURN AFTER symptoms improving for 24 hours.

**Headache with Stiff Neck and Fever**

- MAY RETURN AFTER fever-free for 24 hours without taking fever-reducing medicine AND symptoms resolve.
- This combination of symptoms may indicate a serious condition. Individuals are advised to seek medical attention.

**Diarrhea:** three or more watery or loose stools in 24 hours **OR** sudden onset of loose stools **OR** student unable to control bowel function when previously able.

- MAY RETURN AFTER 48 hours after diarrhea resolves **OR** after seen and cleared by a licensed healthcare provider or LPHA for specific diarrheal diagnoses.

**Vomiting:** at least 1 episode that is unexplained.

- MAY RETURN AFTER 48 hours after last episode of vomiting **OR** after seen and cleared by a licensed healthcare provider.

**Skin Rash or Sores:** new rash\* not previously diagnosed by a health care provider **OR** rash increasing in size **OR** new unexplained sores or wounds **OR** draining rash, sores, or wounds which cannot be completely covered with a bandage and clothing.

- MAY RETURN AFTER rash is resolved **OR** until draining rash, sores or wounds are dry or can be completely covered **OR** after seen and cleared by a licensed healthcare

provider.

- \*Some individuals have chronic non-infectious skin conditions—e.g., eczema; they need not be excluded for apparent exacerbations of these conditions.

**Eye Redness and Drainage:** unexplained redness of one or both eyes **AND** colored drainage from the eyes **OR** eye irritation accompanied by vision changes **OR** symptoms such as eye irritation, pain, redness, swelling or excessive tear production that prevent active participation in usual school activities.

- MAY RETURN AFTER symptoms resolve **OR** after seen and cleared by a licensed healthcare provider.
- Eye redness alone, without colored drainage, may be considered for attendance per [CDC guidelines](#).

**Jaundice:** yellowing of the eyes or skin that is new or uncharacteristic.

- MAY RETURN AFTER seen and cleared by a licensed healthcare provider.

**Behavior Change:** may include uncharacteristic lethargy, decreased alertness, confusion, or a behavior change that prevents active participation in usual school activities.

- MAY RETURN AFTER symptoms resolve; return to normal behavior **OR** after seen and cleared by a licensed healthcare provider.
- These symptoms may indicate a serious condition. Individuals are advised to seek medical attention.

## Major Health Event or Student Requires More Care than School Staff Can Safely Provide.

This may include an illness lasting more than two weeks, emergency room treatment or hospital stay, a surgical procedure with potential to affect active participation in school activities, loss of a caregiver or family member, or a new or changed health condition for which school staff is not adequately informed, trained, or licensed to provide care.

- MAY RETURN AFTER health and safety are addressed.
- Written instructions from a licensed healthcare provider are likely to be required.

Again, all attendance-related notifications should be sent to [attendance@portlandwaldorf.org](mailto:attendance@portlandwaldorf.org), with the student's name and grade in the subject line.

## Restrictable Diseases and Communicable Disease Plan

Restrictable diseases are specific infectious diseases in Oregon Administrative Rule (OAR) [333-019-0010](#) that require students or employees to remain at home for a specified amount of time to limit transmission. Clackamas County Public Health Division (CCPHD) must be notified of the infection as soon as it is diagnosed in students or employees. Please report diagnosed diseases to [attendance@portlandwaldorf.org](mailto:attendance@portlandwaldorf.org) so appropriate guidance can be shared.

PWS follows the PWS Communicable Disease Plan. The following communicable diseases require documentation from the local health department or healthcare provider indicating the individual is no longer communicable prior to returning to school: Chickenpox, COVID-19, Diphtheria, Hepatitis A, Hepatitis E, Measles, Mumps, Pertussis (whooping cough), Rubella, Salmonella enterica serotype Typhi infection, Scabies, Shiga-toxicogenic E.coli (STEC) infection, Shigellosis, active tuberculosis.

## Student Health Forms

Families are expected to fill out a Student Health Form which requests disclosure of health conditions

(such as asthma or diabetes), allergies, (including seasonal), and medications that may impact your student during the school day. It is important that you fill out this form. This disclosure of student health history may be used to confirm the presence of pre-existing/baseline symptoms in the event of potential communicable disease exclusion.

## Medications

Please give your child any needed medication doses at home. If it must be sent to school, a waiver of medication administration must be filled out before the school day begins. Medication must be provided from home in the original bottle with the original prescription attached (where applicable) please leave medication in the Main Office or High School Office where it will be dispensed as needed. Students in grades 6-12 may have the option to self-administer with medication administration waiver on file.

## Sick at School

If a student becomes sick during the day and needs to leave school, the parent(s)/guardian(s) are called. There is a bed in the school office where children can lie down until they are feeling better or are picked up by their parent/guardian(s). Parent/guardian(s) who are unable to come and pick up a sick child during the school day must designate someone else on the Release Form who is authorized to pick up the child to ensure a timely pick-up is possible.

## Head Lice

Lice spreads from person to person, and are most often transferred when children share brushes, combs, hats, coats, bedding or other common material or furnishings. If you find a nit, please notify [the office](#) immediately so that shared areas and items can be thoroughly cleaned, and class families can be notified. In addition to keeping the child out of school until nit free, please do not send a student with known lice on to aftercare or athletic events. After all treatment procedures have been completed, and your child is free of live nits, they may return to school.

## Accidents/First Aid

Many class teachers and office staff have first aid training. Basic first aid (ice pack and bandaging) is used for standard injuries. Parents will be notified when a child has a significant accident at school, such as falling from higher than standing height, getting a cut, or twisting an ankle. Any injury to the head or groin will be reported immediately to parents and/or guardians. Records of accidents and injuries will be recorded by office staff and kept in the student's file.

## Immunization Requirements

Oregon state law requires that all students, including those in independent schools, have a completed Certificate of Immunization Status (CIS) form on file at the school. This form must be updated when required immunizations are received according to the child's age and grade. Each entry must be initialed by the parent. For those families who do not wish for their children to have the required immunizations, a medical or nonmedical exemption may be used. This requires submission of additional documentation. If this option is used, children may be excluded from school if any of the immunizable diseases occur within the school. The office staff will check CIS forms to make sure immunizations are up to date.

# **PARKING and TRANSPORTATION**

## **Parking, Drop-off and Pick-up at PWS**

PWS strives to be good to our neighbors, and we are committed to traffic safety in our community. We request that everyone be particularly mindful in making our parking and drop-off/pick-up process not only courteous but safe for our students, families and our Milwaukie neighbors each school day.

The Monroe Lot is the largest parking area on the school's campus and is accessed from SE Monroe Street, on the south end of the property. This lot is for parents, staff, faculty, and visitors. Please abide by the directional signage and be mindful of small children in the lot.

The Harrison lot is located on the east side of the property and is accessed from SE Harrison Street. It has limited parking including 20 minute visitor parking spots. Please do not leave cars parked in these spots for longer than the posted time and park only in designated spots elsewhere in the lot. Parking in the driveway or fire lane is strictly prohibited. These are tow-away zones.

Please do not park in neighboring apartment or business lots that are not designated as public parking.

The parking area in front of the school is strictly for dropping off and picking up students during school hours. Please note the updated signage. Cars may not be left unattended for any amount of time in the spaces in front of the school. This was formerly referred to as the Bus Parking area. Please pull up parallel to the curb, let passengers out or in, and depart immediately if using this zone.

U-turns are illegal and especially dangerous for motorists and cyclists in front of the school on SE Harrison St. The Milwaukie Police will ticket for illegal parking, stop sign violations, and U-turning.

Parking in fire lanes or leaving vehicles unattended in loading zones at any time of the day is prohibited.

Do not park in a handicapped zone or space unless you have the plates or placards that allow you to do so.

For those who park on city streets, per [parking code](#), please do not park: blocking a driveway or driveway apron; in bus or loading zones; within 10 feet of a fire hydrant; within 20 feet of a crosswalk.

We encourage students and families to walk, bike, take public transit or carpool to school if possible!

## **Carpooling, Bicycling**

Portland Waldorf School encourages carpooling whenever possible to build community, reduce traffic flow at the site, and for the positive environmental effects. Currently families work out carpool arrangements using PWSConnect and the office staff as resources to help carpool connections. Bike parking is located against the south wall of the high school building and in front of the main building to the left of the front steps. PWS cannot be responsible for theft of bikes, please lock up!

For information on field trip drivers and parent chaperones, [see Appendix 4](#).

## **Visitors and Volunteers**

All visitors to the campus or individual classrooms should check-in at the Main Office or High School Office and wear a visitor's badge while on campus.

Visiting Adults should not use shared student restrooms while volunteering and/or attending a school-wide event/meeting; single occupancy adult restrooms should be used and are located in the School Store, Student Support Room and adjacent to shared high school restrooms.



# EMERGENCY PREPAREDNESS

Portland Waldorf School works closely with emergency authorities and other local schools to respond optimally in case of unfortunate events. Planning and coordination are done by the Safety Committee. Our Safe School Plan is updated annually and can be found on the Resource Board of PWSConnect.

Teachers and administrative staff members are trained and prepared to handle emergencies and maintain a safe environment for everyone. Our protocols and drills conform to “Standard Response Protocols”, adopted by other local school districts and law enforcement agencies and occur in coordination with the local authorities. The drills include four distinct situations:

1. Evacuation/Fire--“Out of the building and/or off school grounds”
2. Shelter/Earthquake--“Take cover”
3. Lockout--“Secure the perimeter”
4. CodeRED/Lockdown--“lock, Lights, out of sight”

Fire drills are held monthly. Other types of safety drills are held intermittently throughout the year. Teachers prepare students for practice drills, as appropriate to the developmental stage of the student.

## Emergency Communication

Portland Waldorf School uses the BrightArrow Notification System (connected to PWSConnect) to notify parents, faculty and staff members of changes to our normal operating schedule including weather closures, unexpected early dismissals and other on-or-off campus emergencies. Messages from the alert system are sent via cell phone text and email. For text messaging, PWS must have current contact information. Parents must ensure that they update information in PWSConnect at the beginning of each school year and whenever contact information changes.

The alert system will occasionally be tested. Parents, faculty, and staff will receive messages noting that a test is being run. Please be assured that emergency drills are routine for you and the students.

The School Director in conjunction with emergency and weather agencies, decides when emergency communication is necessary. Communication will be concise and as timely as possible and will include directives for action by parents (if applicable). PWSConnect, the website and outgoing phone message may be updated with emergency information when possible.

## Reunification Plan

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazardous material spill or if a crisis occurs at the school. Because a controlled release is not a typical end of school day event, a critical aspect of crisis response is the accountable reunification of students with their parents or guardians in the event of a school crisis or emergency.

Parents and guardians will be notified via BrightArrow emergency alert broadcast text/email message. A reunification text message from the school may look something like this:

“PWS has closed. Please pick up your student at the main entrance. Bring your ID.”

Depending on the circumstances, it may be possible to pick up students directly from their classrooms. If classroom pick-up is not possible, the front steps will have signs for a check-in area. If it is necessary to evacuate the school property parents will be notified of the reunification location. Students with access to phones will be asked not to send text messages either in or out of the school or reunification area.

Protocols established by the school’s Safety Committee provide much more detail and specific training for

faculty and staff. Also see [Appendix 9](#). More details by contacting [safety@portlandwaldorf.org](mailto:safety@portlandwaldorf.org).

# TUITION, TUITION ADJUSTMENTS, and PAYMENT POLICIES

Please read your **enrollment agreement** carefully as it contains the terms and conditions of enrollment and your financial obligations. You can access your enrollment agreement anytime in your PWSConnect account online.

Paying your tuition and fees on time is important to the financial health of the school. If your billing account becomes delinquent, your student may be excluded from school attendance. No student may be considered for re-enrollment or a tuition adjustment for the succeeding academic year unless their billing account is current. Contact the Business Office for all inquiries related to contracts, tuition, tuition adjustments, billing, and payments.

The **binding date** of the agreement is June 1st each year. After this date, 100% of the full annual tuition is owed to PWS, even in the case of student withdrawal. Per the contract, early withdrawal does not release the parents from further tuition payments. In rare circumstances, exceptions to these obligations may be granted. Requests for releases from contracts should be submitted to the Business Office in writing for consideration. All tuition and fees paid are non-refundable.

The **Tuition Adjustment Program** assists in the overall health and growth of our school by seeking to balance the economic needs of families with the economic needs of the school. Tuition contribution amounts are adjusted for families for whom the current tuition amount would be a significant financial hardship, and amounts granted are based on a family's ability to pay by considering all funds available to the family outside of core cost-of-living expenses. Families can apply online in their PWSConnect account. Tuition Adjustment applications are due by February 1st each year and applications must be submitted annually. Be prepared to submit financial documentation such as tax returns, paystubs, etc. with your application. Tuition adjustment awards apply to tuition only and do not apply to any fees.

PWS does not subsidize private tutoring or special assessments for students or candidates that are accepted with related conditions. For example - a student with a specific learning difference is accepted on the condition that they are supported by a private tutor paid for by the caregiver. The school does not offer any additional subsidy, though it may require the additional support as a condition of enrollment.

# PARENT and COMMUNITY INVOLVEMENT

All parents work collaboratively with the teachers and administrators in supporting the education of your student. Whether volunteering to support your individual classes, or the school organization, your involvement builds a strong sense of community and service to the school. Read more at [portlandwaldorf.org/volunteer](http://portlandwaldorf.org/volunteer).

## Great Ways to get involved at PWS:

1. **Volunteer at PWS:** PWS is always looking for volunteers to help with administrative projects, hosting events, organizing other volunteers, taking photos or videos of our school and events, helping with organizational and cleaning projects, adult education opportunities and community lectures.
2. **Weekly Parent Activities:** crafting, blacksmithing, painting, crafting, choir, eurythmy, basketball and more
3. **School Events:** Check PWSConnect calendar and the weekly bulletin.
4. **Adult Education:** Courses for parents and caregivers provide opportunities to help the community deepen their understanding of the principles and practices of Waldorf education and anthroposophy, as well as Rudolf Steiner's work in other fields.
5. **Class Parent:** The Class Parent works closely with the class teacher, PA reps and the parents in that particular class. They may help coordinate volunteers for field trips and festivals, orchestrate teacher cards and gift-giving, help organize classroom activities and events, and in a general way cultivate positive classroom culture.
6. **Athletic Events:** check the weekly bulletin for dates and times of athletic events.
7. **Parent Association:** Ask about becoming a Parent Association representative. Parent Association meetings are held monthly and are open to all parents and caregivers. or you can just attend meetings to stay informed. The PA is a wonderful way to meet parents from other classes, stay informed, and get to know the school organization.
8. **Come to a Work Party:** Work Parties are a fun way to meet and work with other PWS families, put in volunteer hours and make an impact on the safety and beauty of our building and campus. They are typically held in the fall and spring.
9. **DEI Community Meetings:** The DEI Community meetings meet monthly. Parents, Faculty, Staff, and school leadership are invited to and welcome to join us in the diversity, equity, and inclusion issues that face our children, our families, our school, and the greater community. Come deepen your understanding and participate in these lively conversations.

## Fundraising

Like every nonprofit organization, PWS needs the philanthropic support of the people who care about our school and our programs, and who believe in the mission of Waldorf education. Like every independent school, tuition alone does not support the cost of educating our students. Tuition revenue covers only about 85% of actual operating costs; for the rest, we rely on fundraising.

## Annual Giving

Each year we ask families, extended family members, alumni, trustees, community members, and friends of PWS to consider making a significant financial contribution to PWS. A generous charitable contribution to PWS can make a world of difference to improving our school so that we can offer the best Waldorf program to as many as we can. These contributions support gaps in financial equity in tuition assistance. It helps complete larger projects that our operating budget doesn't cover. It shows potential grant-givers and major donors that our community supports this education. Donations from people like you are deeply meaningful to those that work so hard to make PWS the blessing that it is today, as it has been for so

many for over 40 years.

We ask every community member to give what they can afford. No donation is too small or too large. Every gesture in a Waldorf school makes a difference. You can make a gift today, right here <https://www.portlandwaldorf.org/give-now>.

Auctions, Walk-A-Thons and other benefits and fundraising events are the main ways we connect and celebrate our community while raising necessary funds to ensure our future sustainability. Stay tuned for plans for the 23-24 school year.

## **Other Fundraising**

Our devoted community has had many ideas for raising money for our school at large or for specific projects. We are so grateful for these efforts! For accounting and tax purposes, before collecting money in any way- whether it be from a Facebook fundraiser or a class-sponsored project, please check first with the Business Office.

## **Parent Association and community development**

The Parent Association is a volunteer organization consisting of at least two Parent Representatives per class and members of PWS Faculty and Board. All caregivers including parents, caregivers, and grandfriends are warmly welcomed to get involved.

Parent Association Meetings are held monthly, usually on the first Monday of each month. Parent Representatives are expected to attend these meetings, but all parents and caregivers are welcome to attend!

### **The mission of the Parent Association is to:**

1. Enliven all aspects of community life
2. Facilitate communication among faculty, administration, and the parent body
3. Build a better understanding of the cultural mission of the school as set forth by the College of Teachers

### **To achieve this, the PA works to:**

- Support volunteer efforts throughout the year
- Enliven and enrich community life through festivals, activities, fundraising and parent education
- Support faculty in building the community's understanding of Waldorf Education
- Create awareness and organization for the volunteer needs of PWS
- Strengthen support networks and community connection for both new and long-term PWS families

## **DEIJ (DIVERSITY, EQUITY, INCLUSION, AND JUSTICE)**

At Portland Waldorf School, we strive to create an inclusive community where our differences are both valued and acknowledged AND our shared humanity and striving to be our best selves is a priority.

We commit to being a community that is inclusive of people of diverse culture, race, gender, sexual orientation, economic background, political view and spiritual orientation. To address the needs of our students and the issues of our current world, we commit to make ongoing innovations in our curriculum, festivals, policies and practices in order to better reflect and support our current community.

We welcome open dialogue and acknowledge that mistakes and discomfort are sometimes part of the process, which also provide an opportunity for growth. We seek to embrace diversity because: only if we welcome and incorporate a variety of lived experiences can we become fully human.

Work and education that supports the inclusion, diversity and equity of our community is ongoing within

our faculty, administrative staff, parents and Board. The DEIJ committee supports and facilitates this work.

# APPENDICES

## APPENDIX 1: School History / Intro to Waldorf Education

### A Brief History of Portland Waldorf School

Portland Waldorf School (PWS) was founded in 1982 as the Morning Song School by a group of teachers and parents deeply invested in Waldorf education and the philosophies of Rudolf Steiner. In 1999, Portland Waldorf High School began with a 9<sup>th</sup> grade class of nine pioneering students.

In July 2002, after an exhaustive search for a site that could bring all three sections to one campus to grow together, PWS moved to its current home, located on 7+ acres in downtown Milwaukie, Oregon. The building and grounds continue to grow and evolve with PWS as a testament to the vision, care, and hard work of the many heads, hearts, and hands that have shaped our school and community.

### Introduction to Waldorf Education

The description below is taken from “Waldorf Education: An Introduction,” a webpage created and maintained by the Association of Waldorf Schools of North America(AWSNA). It is reprinted here with permission. For more information, visit [www.waldorfeducation.org](http://www.waldorfeducation.org)

Waldorf schools offer a developmentally appropriate, experiential, and academically rigorous approach to education. They integrate the arts in all academic disciplines for children from preschool through twelfth grade to enhance and enrich learning. Waldorf education aims to inspire life-long learning in all students and to enable them to fully develop their unique capacities.

Founded in the early 20th century, Waldorf education is based on the insights, teachings and principles of education outlined by the world-renowned artist, and scientist, Rudolf Steiner. The principles of Waldorf education evolve from an understanding of human development that addresses the needs of the growing child.

Music, dance and theater, writing, literature, legends and myths are not simply subjects to be read about and tested. They are experienced. Through these experiences, Waldorf students cultivate their intellectual, emotional, physical and spiritual capacities to be individuals certain of their paths and to be of service to the world.

Professors who have taught Waldorf students across many academic disciplines and across a wide range of campuses—from State Universities to Ivy League—note that Waldorf graduates have the ability to integrate thinking; to assimilate information as opposed to memorizing isolated facts; to be flexible, creative, and willing to take intellectual risks; and are leaders with high ethical and moral standards who take initiative and are passionate to reach their goals. Waldorf graduates are highly sought after in higher education.

Teachers in Waldorf schools are dedicated to generating an inner enthusiasm for learning within every child. This eliminates the need for competitive testing, academic placement, and rewards to motivate learning and allows motivation to arise from within. It helps engender the capacity for joyful life-long learning.

Waldorf education is independent and inclusive. It upholds the principles of freedom in education and engages independent administration locally, continentally and internationally. It is regionally appropriate education with hundreds of schools worldwide today. Waldorf education is truly inspired learning.

## **APPENDIX 2: AWSNA 7 Core Principles**

The Association of Waldorf Schools of North America (AWSNA) is a non-profit membership organization of independent Waldorf schools and institutes in Canada, the United States, and Mexico. It accredits PWS with the following core principles in mind:

### **1. The image of the human being as a spiritual being informs every aspect of the school.**

Waldorf schools work actively with insights from Rudolf Steiner about the incarnating human being. One core insight is that the human being is a threefold being of body, soul, and spirit. Waldorf education enlivens the physical, emotional, intellectual, social, artistic, and spiritual capacities of the human being as the individual moves through the phases of this life.

### **2. Waldorf schools foster social renewal by cultivating human capacities in service to the individual and society.**

Waldorf schools foster development so that, throughout life, individuals are motivated to serve humanity with strength of will, depth of feeling, clarity of thought, and the ability to work with others. The educational program is designed to strengthen these fundamental human capacities in our students.

### **3. Anthroposophical understanding of child development guides the educational program.**

Waldorf schools work with the gradual development of the human being from child to adult. This development follows an archetypal sequence of three seven-year phases. During this time, the soul and spirit progressively take hold of the physical body. Each child's development is a unique expression of the human archetype. Each phase has characteristic physical, emotional, and intellectual dimensions.

The educational program is developed out of this understanding. Core components of the educational program include the student-teacher relationship; the artistic approach; working from experience to concept; working from whole to parts; use of rhythm and repetition; and observation as the foundation for assessment. Each approach is tailored to meet the students in each phase of child development.

Thus, it is essential that teachers have formal preparation in Waldorf pedagogy or are engaged in such preparation.

### **4. Waldorf schools support freedom in teaching within the context of the school's shared agreements.**

The educational program of each Waldorf school is founded on Rudolf Steiner's insights about the growing child, informed by the teachers' ongoing study of anthroposophy and their professional development in Waldorf education. The faculty of the school works collaboratively and cooperatively to develop, refine, and periodically review the educational program. Individual teachers work creatively with curricular, pedagogical, and assessment components of the program out of freedom and in a way that serves their individual students, the class as a whole, and the school community. This work reflects and respects the shared educational understandings and agreements of the faculty.

### **5. The conscious development of human relationships fosters individual and community health.**

Enduring human relationships between students and their teachers and among the children themselves are at the heart of Waldorf education. The teacher's task is to work with the developing individuality of



each student and with each class as a whole within the context of the entire school. These relationships gain in depth and stability when they are cultivated over multiple years.

Healthy human relationships with and among parents and colleagues are essential to the well-being of the school. Members of the community are invited to join in developing meaningful, collaborative, transparent forms for working together. Each individual's self-development is encouraged since it is key to the well-being of the whole.

## **6. Spiritual Development In Support Of Professional Growth Is An Ongoing Activity For The Faculty, Staff, And Board.**

Members of the faculty, staff, and board work in an ongoing way to cultivate their spiritual development with the help of anthroposophical and other study. Waldorf schools create opportunities for shared educational study, artistic activity, mentoring, and research to further this growth and development in service to the students.

## **7. Collaboration And Shared Responsibility Provide The Foundations Of School Leadership And Governance.**

Waldorf schools are self-administered. This work is strengthened by cultivating a shared anthroposophical understanding of social interaction. Faculty, staff, and the board share responsibility for guiding and leading the school in the following manner:

- a) The educational program is developed by the faculty under the guidance of the pedagogical leadership of the school.
  
- b) Administrative activities further the educational program.
  
- c) The board works strategically to enable legal and financial health in order to realize the mission and vision of the school.

Governance of the school is structured and implemented in a manner that both cultivates collaboration and is effective.

# APPENDIX 3: Playground Rules | Equipment | Play Spaces

Playground rules apply to all students at all times during and outside school hours. Following are those that apply to early childhood and grades students.

## Early Childhood

Early Childhood classes play at Walnut Hill, the fenced area in the southeast corner, and also in the play area designated for First Grade, i.e., in front of the school, on the south side of the main sidewalk and over to the south creek bed, and to the sidewalk on the east side, towards the railroad tracks. These are the rules for this age group:

1. "Kind words" and "Gentle ways" (i.e., No hitting, pushing, kicking, threatening, growling, clawing etc.)
2. Mind the adults present.
3. This is a sharing place; we share stumps, houses, equipment, etc.
4. We all play together—no one is left out.
5. If there is a problem, use words. If that does not work, get an adult to help.
6. When on Walnut Hill, stay in the fenced area. Enter and exit through the gate only. Children must have adult permission to open the gate or go outside the fence.
7. Sticks are used as tools, not weapons and tips point down, not above the head.
8. We never point sticks at other people.
9. Play with balls with your hands; no kicking of balls.
10. Bottoms or tummies on swings, no standing up.
11. If you want to chase someone, get their OK first. Use a leaf or feather for games of tag.
12. No pulling on others or their clothing.
13. Ask a teacher before you pick or eat anything; flowers, fruit, vegetables...
14. Walking feet in the garden and sandbox as these are quiet activity areas.
15. One at a time on the hand-over-hand bars, going from the ladder to the platform.
16. Feet first down the slide. "Up the ladder, down the slide."
17. No sitting atop the fence that surrounds the playground.
18. Garden straw mulch stays in the garden. Straw by the barn may go in the playhouse.

## Grades 1-8 Designated Play Areas by Grade:

- First Grade: Play area extends from the main sidewalk to the south creek bed. It is bordered on the east and west by the two sidewalks east heading to the Monroe Street parking lot.
- Second Grade: First Grade area, plus the hexamid and play structure bark chip area to the west of Monroe Street sidewalk.
- Third Grade: Second Grade area, plus the field to the south of the creek, near Walnut Hill.
- Fourth through Eighth Grades: All of above, plus the large playing field. Asphalt area may be used by any class as a play area, but only from Grade 5 on up for basketball.

## Equipment and Play Structures

1. The following equipment may be used: jump ropes, playground balls, hoops, and paddles, whiffle balls, Frisbees, footballs and volleyballs. Other equipment from home may be used after approval by the class teacher and the teacher on duty, and the school is not responsible for replacement if it is lost or broken.
2. The children who bring play equipment out are responsible for bringing it in.
3. All ball kicking happens in the big field only. Soccer balls present a safety concern and may only be used by Grades 7 and 8 in the big field. For reasons of safety and healthy development, kicking balls, including kickball games, is not allowed until Grade 4.
4. No bike riding, skateboarding, scooters, rollerblading or wheeled shoes on campus during

program hours (8:00 to 5:30 on weekdays).

5. No tackling, ever, in games or free play.
6. No standing on swings or flips off swings (jumps OK).
7. No climbing, sitting, or standing on the top cross bars of the swings or the tire swing.
8. Slides are one-way: down only.
9. Jump ropes are not to be tied to equipment in a way that is hazardous to children climbing or running.
10. Climbing on marked trees only. No climbing on fences. 11. The hexamid is for Grade 2 and up.

## **Blacksmith Shop and the surrounding area**

- Early Childhood and Grades students are not allowed inside this structure unless accompanied by the blacksmithing teacher.
- The east side wall of the blacksmith shop is available for wall ball. Softer, less-bouncy balls are allowed for wall ball; this includes tennis balls, whiffle balls, and large (7"–9") playground balls. Small paddles may also be used.

## **Team Games**

1. Participation in team games requires good sportsmanship, cooperation, safe play and communication. Children who cannot meet these standards may be asked not to participate by a teacher.
2. The general rule is to encourage inclusive play among various grades with age appropriate games. However, individual classes may initiate an exclusive game at times. The adults on duty will intervene if space and games are not being shared fairly.
3. Grade 2 may have balls for catch games on the grassy areas.
4. Four-Square is appropriate for Grade 4 and up (after approval from their class teacher.)
5. Kickball is to be played only in the large field by Grade 4 and up (after approval from their class teacher).
6. Play that blocks the gym doors is not allowed, games in that area will be monitored by the recess duty teachers for safety.
7. Softball may be played by Grade 6 and up on the diamond area.
8. Soccer may be played by Grades 7 and 8 using half the large field (preferably the south end) and one goal net. No heading of the ball.
9. Basketball may be played by Grade 5 and up.
10. Touch football may be played in the field by Grade 6 and up.

## **Off-Limits Areas (all students)**

1. Five feet adjacent to the south stream, except between the concrete stairs and 12 feet downstream from the south-east stone bridge. The rest of the stream is protected waterfowl nesting habitat.
2. All sides of the green cement gardening shed. 3. Stream and waterfall area north of school.
3. Railroad tracks.

## APPENDIX 4: Parent Chaperones And Field Trip Drivers

Each year, all parents complete emergency contact information forms prior to the first day of school, and Field Trip Release Form will be sent via PWSConnect and must be signed prior to any trips. All drivers and chaperones are required to complete background check requests with the Business Office at least two weeks prior to the trip, and drivers will be asked to provide a copy of their driver's license and proof of insurance to the Main Office before departure.

Per the Oregon educator vaccine requirement [OAR 333-019-1030](#), PWS requires volunteers (including chaperones and drivers) to provide COVID vaccination information or provide approved/accepted documentation of a medical or religious exception. Please contact [Dionne](#) to submit vaccination information.

Field trips are considered part of the school day and the policies, expectations and guidelines for behavior, food and dress are the same as they would be on the school campus. Parent drivers act as the teacher for the children in their care, and they are served well by consistency.

If you are a driver for a group of children, please uphold the following guidelines:

1. Do not play the radio while students are in your car. Personal music, i.e. CD players or iPods are not allowed. This is a wonderful time for car games, socializing or singing together.
2. Do not talk on a cell phone or text while driving. If you need to make or receive a call, pull over as soon as you are able.
3. Children are not allowed to use or operate any electronic equipment, to include cell phones, in the car, just the same as in the classroom. If a student has an electronic device, you are asked to keep it in your possession until your destination is reached and it can be turned over to the teacher. They will decide the appropriate action at that time.
4. If your vehicle has a TV, please do not turn it on at any time while you are transporting students.
5. Candy and sugary drinks are not allowed on a field trip. Please do not buy treats for your carload without permission from the teacher.
6. Students will ride in their assigned car for the duration of the trip.
7. Before boarding, please consult with the teacher and then be clear with the children riding with you about your expectations regarding food or drinks in your vehicle. All the drivers may want to agree upon similar rules.
8. Consult with your teacher about any other expectations or restrictions they would like you to support, i.e. are there any games that are not allowed? Are there dietary restrictions you should be aware of? Are individual stops authorized, or will all the drivers try to stay together?

# APPENDIX 5: Harassment | Intimidation | Bullying Policy

PWS is committed to a safe and civil educational environment for all students, faculty and staff, parents and legal guardians, volunteers and community members that is free from harassment, intimidation, or bullying.

“Harassment, intimidation or bullying” means any communicated message or image, including those that are electronically transmitted, or any intentional verbal or physical act when the message, image, or act:

1. Physically or mentally harms a student or damages the student’s property;
2. Has the effect of substantially interfering with a student’s education;
3. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Motivation for the message, image, or act may include but is not limited to race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, physical appearance, clothing or other apparel, socioeconomic status, weight, or other characteristics. Nothing in this section requires the affected person to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

This refers to the individual’s choice to engage in the act rather than its ultimate impact.

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit open-minded conversation around artistic, religious, philosophical, or political views, provided the discussion does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other school policies or building, classroom or program rules.

## **Sexual Harassment**

Sexual harassment can differ from other types of harassment. Sexual harassment includes conditioning any benefit (employment or educational) on submission to sexual demands, or verbal or physical behavior that unreasonably interferes with an individual’s performance or creates a hostile, offensive, or intimidating environment. Behavior which may be considered sexual harassment ranges from licentious comments to gender stereotyping or discrimination. It must be defined within the context of the situation.

## **Retaliation, False Allegation, and Corroboration**

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying. It is also a violation of this policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, a person found to knowingly report or corroborate false allegations will be subject to appropriate discipline. In the event a complaint of harassment is found to be false or otherwise without a reasonable basis, appropriate disciplinary measures may be taken against the student or employee who brought the complaint. While this is in no way intended to discourage any employee or student who believes he/she has been the victim of harassment from bringing a complaint, PWS recognizes that a charge of harassment can cause serious damage to the reputation and personal character of the accused.

## APPENDIX 6: Incident Response Policy (EC-Grade 8)

This section provides a description of types of incidents that may occur, and the steps that teachers and parents may follow to resolve them.

### Defining an Incident

A challenging behavior is considered an incident when it causes harm or jeopardizes the safety of the student, the safety of another student, the class, or the teacher. The faculty will assess the impact of the behavior based on the following factors:

- Physical and emotional impact on the student who was harmed
- Emotional condition of the student who caused the harm
- Background and cause of the incident

Incidences of bodily harm include but are not limited to:

- Hitting
- Punching
- Kicking
- Biting

Other types of incidents include but are not limited to:

- Microaggressions
- Put-downs and slurs
- Verbal or non-verbal taunting, teasing
- Biased or racist jokes
- Other behaviors associated with bullying or aggression

*IMPORTANT NOTE: the school is most interested in students learning from mistakes, correcting their actions, and being willing to make a situation better again. We seek to facilitate an opportunity for one to take responsibility when another has been harmed intentionally or otherwise. We are resolved to make a difficult incident better again so that all parties feel safe and all harm has been addressed. However, the degree and frequency of harm matters. It is important for all parties to understand that the school always reserves the right to suspend or expel a student when physical harm, harassment, bullying, intimidation, or retaliation has taken place.*

### Guidelines for an Incident Report from the School

In the case of an incident, the teacher or staff member will consult with the Lower School Director, High School Director, or School Director. High School incidents are typically addressed by the High School Accountability Committee ([see High School Handbook for more information](#)).

The parents/caregivers will receive a phone call from a member of school leadership or the teacher depending on the nature of the situation. Depending on the severity of the incident and clarity of the available facts, the student(s) involved in the incident may be suspended and sent home on the day of the incident.

[The incident will be documented](#) and sent to the Lower School Director.

- Incident reports are filed in a [shared drive](#) by the Lower School Director.
- The Lower School Director will review the incident and follow up with teachers and parents as needed.
- All reports are reviewed by the School Director.

If there are other students involved, the parents of those students will receive a phone call and be notified of the incident.

## **Parents and caregivers reporting a concern about a suspected incident**

At home, it's important that children feel safe to share a difficulty they may be having at school including an incident of harm that may have occurred. It's hard to know for sure if the situation is concerning enough to let the school know, but we encourage caregivers to share such reports with the school so it can investigate in a timely manner. Concerned parents should contact the child's class teacher and share all factual information about any incident that is cause for worry.

1. The class teacher will send a confirmation message to the parents, usually within 24 hours during weekdays, and 48 hours during non-school days. This message may include acknowledgement of the concern and notification of the next step in addressing the concern.
2. If the incident is manageable by the class teacher, the teacher will resolve the issue and communicate this to the parents.
3. If the parents are not satisfied with the resolution brought by the class teacher they may contact the Lower School Director.
4. The teacher will consult with the Lower School Director and determine whether a formal review of the incident is needed or not.
5. The Lower School Director will communicate with the parents and the teacher and describe the review process, goals, and timelines. It is possible that an appropriate designy will assist or be assigned in the interest of timeliness and/or objectivity.
6. The school will review the information collected about the incident and work to seek as complete a picture as possible of what happened, who was impacted, and who is responsible.
7. The Lower School Director will determine the next steps on the basis of the results of the review and these will be communicated to the parents and the teacher.
8. School Student Support Coordinator may be consulted as needed.
9. Meetings may be called by the Lower School Director as needed.
10. All processes will be documented and reviewed by the Incident Review Committee (School Director, Lower School Director, and corresponding section chair and class teacher).
11. If the parents need further support, they may contact the School Director for a more in depth conversation.

Parents are encouraged to report any concerns or questions regarding social and behavioral issues to the child's teacher, the Lower School Director, and/or the School Director as soon as possible. The Lower School Director will review this communication and any subsequent action will be determined according to this policy. In the instance that all prior methods of support prove unsuccessful, Portland Waldorf School reserves the right to suspend any child from the program for a specified period of time, or as a last resort, to terminate any child's enrollment.

## **Responses to Harassment, Bullying, Intentional, Physical Harm, or Retaliation**

Anyone who believes they are being harassed or subjected to intimidation or bullying, or who witnesses an incident of harassment, intimidation, intentional physical harm, or bullying, should report it to their teacher, any member of school leadership, or another trusted faculty or staff member. If reported to a teacher or if the teacher is aware of such an incident, the teacher must report it to the School Director.

The frequency of incidents, the developmental age of the student, and the severity of the conduct will all be considered in determining appropriate intervention strategies. Interventions will range from counseling, correcting behavior, restorative justice, and discipline. These actions can include, where appropriate as determined by the school, suspension, expulsion, and law enforcement referrals.

All complaints will be investigated promptly. The identity of the person making the complaint, as well as the identity of the individual accused of harassment, will be kept as confidential as possible.

Nothing in this policy in any way restricts PWS from immediately suspending or expelling a student--without following the policy and procedures set forth above--at the discretion of the school leadership.

### **Discrimination**

Discrimination means treatment that reflects prejudice or differential treatment on a basis other than individual merit. Any student or parent who believes they are being subjected to discrimination, or who witnesses an incident of discrimination, should immediately report it to a trusted faculty or staff member. If appropriate, this faculty or staff member will help with direct communication. If the issue is not adequately resolved, or direct communication is not appropriate, the issue will be brought to the School Director so that the matter can be promptly investigated and appropriate action taken in accordance with the procedures for investigating incidents of harassment, intimidation and bullying.

1. The complaint is received verbally or in writing. In conversation with the person filing the complaint:
  - a. All specifics are gathered and documented.
  - b. Confidentiality and disclosure is discussed. Permission to use their name is sought, and if not granted, limitations on the ability to investigate are explained.
  - c. Process of investigation, possible outcomes and resolution are described.
  - d. The parents/guardians of the reporting student are notified of the allegation.
2. While observing rights of due process, in conversation with the alleged harasser:
  - a. Describe allegations and document the response.
  - b. Confidentiality and disclosure are discussed.
  - c. The process of investigation is described.
  - d. The parent/ guardian of the alleged harasser is notified of the allegation.
3. According to the discretion of the investigating employee:
  - a. If harassment is admitted or otherwise already proven, the appropriate response is determined, implemented, and documented.
  - b. If it is already clear that no harassment took place and the complainant agrees, the process stops here, perhaps with a facilitated restorative discussion between the complainant and the alleged harasser. The teacher documents this.
  - c. If it is not clear what actually happened, and the allegations, if true, would constitute harassment, intimidation or bullying, the investigation continues. Outside authorities may be involved. The specific circumstances, including the seriousness of the allegations and the evidence brought to light would determine how the investigation is to proceed.
5. Conclude the investigation:
  - A. Document findings and reasons.
  - B. Determine what resolution and/or disciplinary action is necessary, if any. Consequences will match the seriousness or recurrence of the incident. Possible consequences may include, but are not limited to:
    - A meeting with the alleged harasser, alone or with parent/guardian
    - Harassment education



- Counseling
- Suspension
- Expulsion
- Referral to Law Enforcement

C. Decision is communicated to the complainant and their parents/guardians.

D. Decision is communicated to the alleged harasser and their parents/guardians.

## APPENDIX 7: Incidents at School Events

**Events Required of Students:** Teachers are responsible for student behavior and well-being during events that happen during the school day or during activities that happen after school hours but are required of that student. Students performing in a music concert, class field trips, class plays, Maypole dancers at May Faire (note the teacher is only responsible for the Maypole students while they are performing or preparing to perform). If an incident happens during a required event, the usual school policies will be followed. Once the after-school activity ends, and children are released to their parents or caregivers, these are the adults officially responsible for the student.

**Optional Events at School for students:** Parents are responsible for student behavior and well-being during events that are held at school but are options. During optional events, we ask that 1) parents supervise their children at all times or have a friend supervise them, 2) young children are not allowed to play on equipment designed for older children, 3) parents carefully consider the dangers of allowing children to play movement games with students older than them.

If an incident happens (social conflict, injury, behavior problem) at an optional event, parents are asked to take the following steps:

1. Get an adult to attend to the children's safety and ask that they keep all people involved in the incident until you return.
2. Have someone call 911 if it is an emergency.
3. Find the on-call employee can't be found, get any PWS employee.
4. Although parents are responsible for the supervision and well-being of their own students, the school is responsible for addressing any emergencies and doing any investigation of social conflict. Parents can ask where a student is hurt, how they got hurt and offer to help ease their pain, but should not question students or other parents about social conflicts.

Employee response:

1. The PWS employee will ask questions for a better understanding of the incident.
2. The PWS employee will determine what follow-up is needed in the moment and after the fact. This may be as simple as finding the student's parent, informing them of the situation and leaving it to the parent for follow-up. The school reserves the right to take follow-up action with the students at the moment.

# APPENDIX 8: Guidelines Concerning Activities Outside School Hours

Recognizing that Portland Waldorf School addresses the whole child and that certain activities are potentially damaging to the young adolescent, teachers have a responsibility to inform and meet with the parents of any students in their care that are strongly suspected of engaging in a dangerous activity, even when that activity takes place away from school.

While our concerns are mostly directed towards the student's use of illegal drugs, alcohol, tobacco, and precocious sexual activity, other unhealthy repeated behavior such as untruthfulness, video game addiction, bullying (or inappropriate use of) on social media, shoplifting, etc., may come to the attention of the class. When dangerous actions by a student outside of school hours come to a teacher's attention, the following procedure may be followed:

1. The teacher will attempt to ascertain if the stories/rumors/suspicions are true.
2. If it is determined that the behavior most likely is occurring or has occurred, a parent-teacher conference will be scheduled as soon as possible. The conversation will include possible outcomes that could include but not be limited to: appropriate consequences both outside school and possibly in school, the need for counseling or other form of intervention, and future expectation of student's behavior.
3. A second conference including the student should follow the first to inform the student of the parent-teacher conference discussion and joint decisions.
4. After this conversation, the parents are responsible for contacting the teacher in a regular, ongoing schedule. This contact will continue until both parents and teacher agree that the situation has changed and monitoring is no longer needed.
5. A brief report of the parent-teacher conference will be given to the Section Chairs and School Director. A brief summary of the conversation will be written by the teacher for the student educational records. A follow-up report at the end of the parent reporting period will be provided to the Section Chairs and School Director.
6. If during this process, the actions of the student are significantly and negatively affecting his or her academic or social standing in the class, or adversely affecting the other students, the teacher, supported by the Section Chair and School Director, and with the support of another colleague, will have a conversation with the parents and student regarding his or her continued inclusion in various class activities (field trips, class trips, etc.) and possibly in the school.

## Prohibited Items

Students are not allowed to use any of the following nor to have them in their possession on school grounds: alcohol; aerosols; flammable substances; fire igniting equipment such as matches, lighters or lighter fuels (except as provided by the school and used under the direct supervision of a teacher); tobacco products of any kind, toys or weapons, such as guns or knives ; electronics and electronics accessories, cell phones (with the exception of approved and concealed voice-only cell phones under contract with class teacher). It is a felony to possess a firearm in a private school building. Use or possession on school grounds can be a reason for student(s) to be suspended or expelled according to the discipline process.

## Discipline Process

These steps provide a process to be used when a student's behavior is too extreme or when unbalanced behavior persists despite other measures. Serious circumstances may warrant suspension and/or expulsion.

Please refer to the High School Student Handbook for a full description of discipline in the High School.

**Step 1:** Student is sent home

**Problem:** Disruptive behavior, an unresponsive attitude and/or verbal abuse. The student is over-tired, uncooperative, talks back, and/or is unwilling to work in a class setting. The behavior frequently interrupts the lesson and/or the teacher stops the lesson frequently to deal with the behavior.

**Consequence:** Teacher calls parent(s) requesting that the student be picked up from school. Parents arrange to pick-up the child. Emergency numbers are used if necessary. The student may not participate in a school event or sports team later that same day. The teacher documents the incident(s). The parent(s) and teacher have a conversation. If the behavior of the child being sent home becomes a common occurrence, suspension will be considered. (See Step 2)

**Who is Involved:** The class teacher or subject teacher, after a conversation with the class teacher.

**Action:** The student is sent home from the lesson.

## **Step 2: Suspension**

**Problem:** Frequent negative, uncooperative behavior and attitude; persistent bickering with teacher and/or others, or inappropriate use of physical force and/or harming of others physically, third confiscation of electronics, and broken cell phone contract.

**Consequence:** Parents are notified, and the student is suspended for up to five school days. During this suspension the student may not participate in PW S Sports. The teacher(s) document the incident and the documentation is placed in the student's file. A letter is sent to the parents restating the situation. Parent(s) and teacher(s) meet before the student returns to the classroom.

**Who is Involved:** The teacher(s) and the parent(s).

**Action:** Suspension. Service work and/or conditions formed in concert with the teachers may be required. Written notification is given to the parent(s). In the case of a broken cell phone contract, no new contract may be made.

**Step 3: Expulsion Problem:** Initiated subsequent to the implementation of steps one and two, if negative behavior, attitude, harassment or aggression towards others continue. Implemented if behavior puts one's own safety and the safety of others at risk, for example:

1. Two suspensions can be grounds for expulsion
2. Harming others physically
3. Bringing objects and/or substances which will put the child or others at risk
4. Possession of items not allowed at school as stated in parent handbook
5. Inappropriate sexual behavior
6. Continuous or long-term disturbance of class work
7. Use of fire
8. Vandalism of school property or the property of others

**Consequence:** The student is suspended until a meeting with the Section Chair, Pedagogical Director and School Director, where the problem is reviewed and final action is taken. The student is expelled. The teacher(s) document the incident and place the documentation in the student's file.

**Who is Involved:** The teacher(s), and the College. The incident is reported to the Board of Trustees.

**Action:** Expulsion. The parent(s), the teacher(s), and a representative from the College of Teachers meet to communicate the expulsion. A letter is sent to the parent(s) outlining the school policy and confirming the final decision signed by the Interim School Chair. A written report is given to the Board of Trustees.

## **Restitution Following Negative Behaviors**

A restitution process can help restore what has been damaged in a physical, emotional, social or spiritual sense. It also allows the person who has offended to reclaim self-esteem through personal effort.

A restitution activity may involve a simple intervention by a teacher or more follow-up may be needed, including parental involvement. The seriousness of the offense and the response of the wrongdoer primarily determine the rigor of the process. Each situation is met individually with the emphasis on compensation and learning a better way.

In the case of more serious student actions such as those listed in Steps 2 or 3 of the discipline process, there may be a request for the implementation of a restitution process. An effective restitution happens within the framework of a higher value or mission so that the student does not see the restitution as an isolated event, but part of a larger picture of how people treat each other in community.

Characteristics and guidelines of a good restitution include the following:

1. Seen by the victim as adequate compensation
2. Requires effort in which the wrongdoer helps to find a solution to help the victim
3. Needs to be genuine
4. Does not in any way encourage repetition of the offense
5. Relevant to the general area of the mistake
6. Strengthens the person who has offended

Successful restitution is also characterized by the lack of criticism, guilt, anger or resentment.

## APPENDIX 9: Resources on the impact of media

1. **Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked**, by Adam Alter. Penguin Press, 2017
2. **Of Ants and Human Beings: Technology and the Urgent Need for New Ideas to Project Children, Our Communities, and the Future**, by Patrice Maynard. Research Bulletin Vol. XXI, No. 2. Autumn/Winter (2016): p62-67.
3. **The Revenge of Analog: Real Things and Why They Matter**, by David Sax. PublicAffairs, 2016.
4. **The Attention Merchants: The Epic Scramble to Get Inside Our Heads**, by Tim Wu. Alfred A. Knopf, 2016.
5. **Managing Screen Time**, by Edmond Schoorel. Floris Books, 2015.
6. **Her**, a film by Spike Jonze. Warner Bros. Pictures, 2013 (Film).
7. **The Shallows: What the Internet is Doing to Our Brains**, by Nicholas Carr. W.W. Norton & Co., 2011.
8. **The Plug-in Drug: Television, Computers, and Family Life**, By Marie Winn. Penguin Books, 2002.
9. **The Child and the Machine: How Computers Put Our Children's Education At Risk**, by Armstrong, Alison & Charles Casement. Steiner Books, 2000.
10. **Endangered Minds: Why Children Don't Think and What We Can Do About It**, by Jane Healy Simon & Schuster, 1999.

# APPENDIX 10: Annual Safety Letter

## PORTLAND WALDORF SCHOOL



Dear Community,

We like to take this back to school moment to share an annual summary of safety practices at Portland Waldorf School (PWS). Student and staff safety and well-being are a primary concern at our school. Along with expectations for a quality curriculum and facilities maintenance and beautification, expectations for increased safety and security are one of our highest priorities. PWS is continuously working to strengthen our protocols and procedures and also to better communicate with parents about what we do when emergency situations arise during the school day. This reminder provides an overview of policies and procedures that ensure the safety and security of the students entrusted to our care.

This is intended to be an overview, and not a comprehensive list of the many policies and protocols which govern safety at PWS. If you have specific questions not covered in this document, please email [safety@portlandwaldorf.org](mailto:safety@portlandwaldorf.org).

## Emergencies and Alerts

### PWS Safe School Plan

For many years, PWS faculty and staff have collaborated with staff, parents and local law enforcement to create and revise the PWS Safe School Plan. The plan details actions required by teachers and staff to maintain a safe environment, coordinate emergency activities with local authorities, and conform to Standard Response Protocols adopted by other local schools and law enforcement agencies.

It includes protocols for the following scenarios:

- **Evacuation** (exiting the building as in the case of fire or other extreme event)
- **Shelter-in-place** (seeking shelter in an earthquake, severe weather, power outage, etc.)
- **Lockout** (securing the building perimeters in the case of a threat OUTSIDE the building)
- **Code RED** (securing all rooms in the case of a threat INSIDE the building)
- **Reunification** (controlled release of students to authorized parents/guardians/emergency pick-up persons following an emergency event or extreme weather event)
- **Missing Child** (procedures to locate students identified as missing during school day or activities and/or notify parents/guardians and/or law enforcement)

### Faculty/Staff Training

Our faculty and staff participate in a regular safety and emergency training program marked by scheduled in-service days and regular training events.

- **CPR/AED/First Aid Certification** is mandatory for all Early Childhood, Aftercare and Camp faculty. It is optional for other faculty/staff.
- **Recognizing and Reporting Child Abuse and Neglect** is part of the annual staff training program. Faculty and staff members are mandatory reporters of known or suspected child abuse and neglect.

- **Appropriate Boundaries Training** (including teacher-student dynamics, student-student dynamics, and best practices for teachers and administrators, including online activity) is part of the annual training program delivered during in-service.
- **Narcan Training**, also known as opioid overdose response training, occurs during in-service.
- **The PWS Safe School Plan** is reviewed annually by faculty and staff during in-service. Drills are run throughout the year.

## Emergency Drills Involving Students

All students and staff participate in certain emergency preparedness drills throughout the school year. Your children may come home to tell you about these drills, or you may be on campus to witness and participate in the following types of drills:

- Evacuate (fire) drills
- Shelter-in-place (sometimes called earthquake) drills
- Lock Out drills (done with high school students only)

NOTE: Code Red training is exclusively for faculty and staff. Students do not participate in this training.

The goal of these drills is to improve our ability to protect students, save lives, and reduce injuries. They also allow us to evaluate our Safe School Plan and improve our emergency response skills, as individuals and as a community body.

We strive to perform drills in a manner appropriate to every child's level of development. We invite you to speak with your child's or children's teacher(s) to learn more about how drills are implemented in any of our classrooms or common areas.

## Parents' Roles in an Emergency

If you are OFF campus:

1. Ensure you can be reached. Update your contact information, via the Parent Portal in PWSConnect.
2. In the event of a Lock Out drill or actual Lock Out event, all of the perimeter doors to school buildings will be locked and will remain locked until the danger or issue has passed. To enable everyone to remain safe, no one will be allowed to enter the building or leave the building until the Lock Out is over. Parents should be aware that if they approach the building during a drill or actual Lock Out event, they will not be admitted.

If you are ON campus:

1. Remain calm and follow the nearest faculty or staff member's instructions.
2. In the event of a Lock Out drill or actual Lock Out event, do not open the exterior doors to admit anyone; notify an administrative staff member if you are unsure about this.

## Emergency Alerts

We use a third party alert system (BrightArrow connected to PWSConnect) to send updates via text message and email following emergency events and also to notify parents and staff about school delays or closures. Please remember that the school requires current contact information, in order for parents and guardians to receive these messages.

We all hope that the need for these plans and protocols should never arise, but we thank you for being our partners in emergency preparedness and for helping to keep our whole community as safe as possible.



## **Disaster Supplies**

For disasters that may keep students and staff at school or trap them in a room, PWS has provided Disaster Bins in each classroom and office. They are stocked according to the normal population of the room. Faculty and staff are trained on where to find them across campus, and you may notice them from time-to-time yourself.

In the event that we cannot access the bins in the building, we also store emergency items in the small shed near the spring.

## **PWS and Milwaukie Police Department (MPD)**

PWS administration also works in partnership with the Milwaukie Police Department. Every year our local police partners join PWS faculty and staff during summer in-service to review the MPD-PWS relationship, local police responsiveness, and how to engage with MPD should we experience a Code Red event.

## **Day-to-Day Safety Considerations**

### **Dogs and other pets**

Animals are not allowed in the building without expressed permission from a teacher. While we recognize that animals can present a potential benefit to many of our students and staff, we are also responsible for the overall health, safety, and emotional well-being of all students and employees within the schools. In order to create an inclusive school environment for those who are adversely affected by the presence of dogs, we ask that dogs be well controlled and leashed at all times while on school grounds. Animals are not ever allowed within the fenced area of the EC playground at Walnut Hill/Mulberry Knoll. Please immediately clean up after pets in all areas of the campus.

### **School Hours**

**Our campus is closed to the public from 8:00am to 5:30pm and during school community events.**

School doors open at 8:15am, unless arrangements for early drop-off are made with a teacher.

## **Parking, Drop-off/Pick-up**

The Monroe Lot at the south end of campus remains the school's primary parking and drop-off/pick-up area.

You may notice a new parking configuration in front of the school on SE Harrison Street. Note that improvements have been made to create a safer drop-off/pick-up area for those who remain in their vehicles. Cars may not be left unattended for any amount of time in the drop-off/pick-up zone. Please pull up parallel to the curb (no head-in parking) and park within designated parking spots. Let passengers out or in and depart immediately if using this zone.

U-turns are illegal and dangerous in front of the school on SE Harrison St. Note that Milwaukie Police will ticket for illegal parking and U-turning and these actions are especially dangerous for motorists and cyclists.

Please do not stop for loading/unloading in the driveway to the parking lot behind the high school.

Remember that parking in fire lanes or leaving vehicles unattended in loading zones at any time of the day is prohibited.

For those who park on city streets, per city parking code, please DO NOT park: blocking a driveway or driveway apron; in bus or loading zones; within 10 feet of a fire hydrant; within 20 feet of a crosswalk. Tickets have been issued to members of our community, so we encourage you to take this seriously and read up on the rules!

As good neighbors, we ask that you do not use the parking lots of adjacent buildings, apartments, or businesses. Please stick to legal street parking or an appropriate, designated PWS lot.

## **Monroe Lot**

The lot at the southwest corner of the school on SE Monroe St. and SE 21st Ave. is available for faculty, parent, and student parking. **This is our primary parking lot.**

## **Back (Harrison Street) Lot**

The lot behind the high school building has a limited number of parking spots. When they are full, please do not park in the fire lane, curbs painted with red paint, driveway or handicapped spots. Once filled, please park in the Monroe Lot or in available public or street parking.

There are a few Visitor Parking spots. Please refrain from parking in them for longer than 20 minutes.

## **Bicycles, scooters, and pedestrian traffic**

**Please do not jaywalk** across adjacent streets. SE Harrison Street experiences heavy, surprisingly swift moving traffic especially during our drop off and pick up times. Crosswalks are located at the intersections of:

- SE Harrison St./ SE 21st Ave.
- SE Harrison St./SE 24th St.
- SE Monroe St./SE 21st Ave.
- SE Jackson St./SE 21st Ave.

**Please dismount your personal bicycles or personal scooters** at all campus entrances, and walk them in on our campus sidewalks and footpaths. Please ask your children to do so, too. Our campus is an extension of our classrooms, and it's important to protect against possible collisions.

NOTE: Our grades students can be very active, running or playing before the bell rings. They are not on the lookout for bicyclists or scooters. We also have many toddlers and Early Childhood students who have not yet learned to watch out for bicyclists. Accidents can happen so fast, so we thank you for taking extra care and walking your bikes/scooters on campus to protect them.

**At drop-off especially, it is ideal to walk your bicycle(s) and scooters along the SE Harrison St. block** between SE 21st Ave and campus. Many families socialize on that block, young children are likely to step out of the grass onto the sidewalk without looking, grades students are carrying in equipment or special projects, and our community neighbors commute along that stretch of sidewalk, too.

While some of the day-to-day policies may seem like optional courtesies, our daily actions and respect for these policies set the tone for safety in our community. Thank you for your cooperation.

## **Environmental Safety**

### **Asbestos**

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA). This law required all K-12 schools to be inspected for asbestos-containing building materials (ACBM) and to create an Asbestos Management Plan (AMP). A copy of the Portland Waldorf School AMP is on file in the office of the Operations Director.

Throughout the duration of the summer 2022 seismic construction in the main building, abatement was performed under supervision of Howard S. Wright Construction.

In January 2023, JSE Labs, Inc., in accordance with Federal Regulations under AHERA, performed our most recent required 3 year inspection. All known materials were found to be in good condition.

All asbestos-containing building materials that have been identified in the management plan will continue to be monitored. Designated personnel conduct a re-inspection of inventoried asbestos containing material every six months. The results of all inspections are filed with the school's management plan.

Users of PWS buildings, both children and adults, will not be exposed to any level of free and harmful asbestos. Mitigation measures by certified companies take place during renovations while covering, enclosing (boxing in), or encapsulation (painting, wrapping, or otherwise sealing) ACM provides the necessary protection from possible hazards.

## Lead

Our main building was erected in 1936. The high school was constructed in 1977-78. Building standards and materials have changed throughout the lifetime of these buildings, and lead has been a part of the main building's history.

Our facilities have been tested for lead paint and water safety, and we follow U.S. Environmental Protection Agency (EPA) prescribed protocols and recommendations to help minimize and eliminate lead exposure to children, faculty, staff, visitors, and all community members on campus.

- **Settled dust sampling:** During the summer 2022 seismic construction, Forensic Analytical Consulting Services performed ongoing monitoring of air and settled dust sampling to maintain an asbestos safe environment throughout the entirety of the project.
- The school utilizes EPA recognized cleaning protocols annually for window sills, troughs, and thresholds.
- **Water testing** is performed at least every six years. Our most recent water lead analyses of all faucets used for drinking of food preparation were done in June and September, 2019 by Alexin Analytical Laboratories (a water testing lab certified through the Oregon Environmental Laboratory Accreditation Program). All tested faucets showed non-detect (ND) levels.
- **In addition, PWS has water filters** in all Early Childhood and Grades classrooms, the Aftercare classroom, the kitchen food prep sink and at the High School and Lower School first floor hallway drinking fountains. These filters are replaced, per usage guidelines, every two years.

Testing results and mitigation records are available for review in the office of the Operations Director during normal business hours.

## Radon

Portland Waldorf School operates in accordance with Oregon state laws, including Senate Bill 1025, requiring that the Oregon Department of Consumer and Business Services Building Codes Division adopt radon mitigation standards for public buildings.

Tests were performed in the main building basement in December, 2022 following the seismic construction. The main building first floor was last tested in 2017 while the high school building was last tested in 2019. Radon levels have been found to be below EPA actionable levels in all rooms.

NOTE: The EPA recommends action when radon levels are 4.0 pCi/L or above. In 2022, main building basement levels ranged from <0.9 to 1.5. In 2019 high school levels ranged from <0.8 to 1.2. In 2017, main building first floor levels ranged from <0.2 to 2.0.

Radon levels have always been found to be below EPA actionable levels in all rooms. No mitigation actions have been recommended for Portland Waldorf School.

The school tests for elevated levels of radon every 10 years or following major renovations. Should levels prove to be actionable, PWS will follow EPA and Oregon model plans for radon mitigation. Test results are available for review in the office of the Operations Director during normal business hours.

## Seismic Safety

As residents of the Pacific Northwest, we know that seismic safety and preparedness are important concerns. Our main building, built in 1936, does not meet current seismic standards, and the Board of Trustees and administration are aware and are executing steps to address our structural vulnerabilities. In fall of 2021, an architect, structural engineer, and construction company were hired to design and begin to install a system to preserve life in the event of a major seismic event. In the summer of 2022 the seismic retrofit project commenced on our main building that included a system of steel brace frames, sheerwalls, and posts and beams. The plan is to have the work recommence in subsequent summers to complete the project. If you would like to know more about this work, please contact [Chiaki Uchiyama](#), School Director.

## Inclement Weather and Alerts

When inclement weather is expected on the morning of a school day, every attempt is made to decide and communicate about closures and delays the evening before. For an unexpected or less definite weather situation, every attempt is made to make a decision as early as possible. Expect closure or delay announcements no later than 6:30am, local time, on the day of such an event.

## Where to find communication about PWS school closures and school delays

1. **Text and Email Alerts** We use the BrightArrow Alert system (linked to PWSConnect) to send updates about school delays or closures via text message and email.
2. **Website** An alert bar with information about delays or closures will appear at the top of the PWS home page when you navigate to [www.portlandwaldorf.org](http://www.portlandwaldorf.org).
3. **Phone Message** If you call the school at (503) 654-2200, the general voicemail message will indicate school delays or closures.
4. **Media** PWS posts our closure/delay information with FlashAlert. Some local news agencies pick up our data (along with that of other local schools) and will display updates on their websites and stations.

## How PWS makes decisions about delays or closures

In inclement weather, we strive to make the most appropriate decision for our students and faculty based on the available information. Typically, PWS follows Portland Public Schools (PPS) and North Clackamas School District (NCSD) in determining closures and delays.

However, these districts often make decisions based on potential bus route issues. Because our families provide most of the transportation solutions for our students, we may make a different call than what we see with PPS or NCSD—especially in the case of “light” weather disruptions, our call may differ.

As our families come from all over the Portland Metro area, we believe each family is in the best position to determine whether they can safely make it to school and back. Families are encouraged to use their own judgment in determining whether to attend school during extreme weather days.

All of our safety and security policies and procedures are reviewed annually by the safety committee and School Director. Our work is aimed at taking action to build knowledge, resilience and to prevent problems before they occur. We will continue to review and update our safety and security measures for students, families, faculty and staff members at Portland Waldorf School.

Thank you  
PWS Safety Committee