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PORTLAND WALDORF
SCHOOL



Parent Handbook

2017-2018

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Receive the child in reverence
Educate them in love
Send them forth in freedom.

-Rudolf Steiner

Welcome and Introduction to the Parent Handbook

This handbook of school guidelines is offered as a way of bringing clarity and order to the pedagogical and administrative vision and function of Portland Waldorf School. The information applies to parents, students, faculty, staff, and other community members.

The Parent Handbook is currently undergoing review and revision, and updates may be sent out periodically through the school year. For the latest version, please see portlandwaldorf.org/parent-handbook.

Mission Statement

The mission of Portland Waldorf School is to work out of the insights of Rudolf Steiner to educate children for the whole of life. The school nurtures the imagination, cultivates the intellect, and recognizes the spirit of each child. In this way, children are strengthened individually and socially to meet the challenges of life.

Vision Statement

Portland Waldorf School seeks to inspire a joyous, life-long love for learning and a reverence for life in our students. Operating from a sound financial model, we aspire to be economically accessible, socially responsible, and inspirational in the Waldorf and broader communities. We will build on our successful past by renewing and extending our commitment to our core values, enhancing our programs and facilities, and deepening the understanding of human development.

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1. Waldorf Education & Portland Waldorf School

A Brief History of Portland Waldorf School

Portland Waldorf School 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. By 1990, PWS had grown through 8th grade, and in the years since, it has steadily grown and moved through several locations in the Portland, including sites in NE Portland, Multnomah Village, and NE Couch Street.

In the mid-1990s, the Board of Trustees, College of Teachers, parents, and a dedicated group of faculty came together to grow a high school initiative, and in 1999, Portland Waldorf High School began with a 9th grade class of nine pioneering students. The first PWHS 12th grade graduated in 2003, and today we are proud to continue offering a Waldorf education that spans early childhood through 12th Grade.

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 our current home, located on 7+ acres in downtown Milwaukie, Oregon. Fifteen years later, 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 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.

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 of self-study, documentation, and on-site visits from AWSNA teams, and is subject to a similarly rigorous renewal process every seven years.

Additionally, our Early Childhood program is accredited by Waldorf Early Childhood Association of North America (WECAN). More information about WECAN is available at waldorfearlychildhood.org.

Additionally, our High School program is AdvancEd, a “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.” More information at www.advanc-ed.org.

Governance

Portland Waldorf School is a self-governing independent school that works with a collaborative

leadership model. The College of Teachers and Board of Trustees work in partnership to govern the school.

The **College of Teachers** is the group of faculty and staff members responsible for the spiritual and pedagogical life of the school. The **Board of Trustees** is responsible for the legal and financial health of the school. The College and Board work in partnership on long term and strategic planning.

The **Interim School Chair** is currently mandated to make decisions as needed working directly with both College and Board. She is assisted by the Interim Director of Administration.

The school's governance and committee structure is currently under review and possible revision.

Statement of Non-Discrimination

Portland Waldorf School welcomes students of all races, sexual orientations, religions, and national origins in its admission policy and conduct of its education programs.

2. 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. In this peaceable kingdom, children are drawn to happy participation in imaginative play—inside and outdoors—and a variety of creative offerings. They can be found engrossed in beeswax coloring, wet-on-wet watercolor painting, bread-making, seasonal crafts, gardening, domestic arts (cooking, cleaning, organizing, ironing, homemaking), woodworking, moving dynamically to music and verse (including a special weekly session of eurythmy), singing, enjoying stories, puppet shows, simple plays, and enjoying organic/biodynamic snacks, some of which have been grown right here on campus!

Because young children learn best through “absorbing” what is around them, their teachers create an environment worthy of this unique stage of development. Self-initiated movement is encouraged so they’ll be comfortable self-initiating as adults, and productive, healthy social values are taught through example. Self-care, care for each other and for our environment are modeled and support is given to help children achieve mastery in these areas.

Materials chosen from nature, such as carved pieces of wood, stones, colored cloths, and simple dolls are playthings that stimulate transformative creative play. Overall, play helps develop all aspects of a child’s being: imagination, concentration, coordination, executive functioning, resiliency, literacy, math, social and other capacities that will be

called upon, not only in their school years, but throughout their lives.

We honor the seasons in a celebratory way, preparing for them with special foods, crafts, stories and puppet plays. Please see the Festivals section of this handbook for more information. Throughout the year, we also celebrate each child's birthday, inviting parents to be a part of the special story, honoring the soul-spirit of the child. Your child's teacher will let you know how she does this in her class.

Program Hours

2 Day Pre-K	Thurs-Fri	8:30-1:00
3 Day Pre-K	Mon-Wed	8:30-1:00
3 Day Kindergarten	Tues-Thurs	8:30-1:00
5 Day Pre-K/K	Mon-Fri	8:30-1:00
Cricket Care Aftercare	Mon-Fri	8:30-1:00

Bluebell Pre-Kindergarten

Age 3 | 2, 3 or 5 days per week

Three-year-olds thrive in a day with simple rhythms. Small class sizes nurture the child's budding social relationships with their friends, teachers, and environment while building a bridge from home to school.

Lilac, Rose, & Lily Mixed-Age Kindergartens

Ages 3.5-6 | Mon-Fri

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. The home-like atmosphere of our mixed-age kindergartens

allows older children the opportunity of helping the younger ones, promoting patience and understanding, while giving younger ones models to look up to and learn from.

Cricket Care Aftercare

Our aftercare programs offer nourishing opportunities for creative play and for establishing and deepening friendships. It is available at PWS from 1:00–5:30pm 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.

The Cricket Care program for early childhood students is an extension of the daily rhythm of the preschool and kindergarten programs. After a busy morning of work and play, the children are provided with a quiet space in which to rest, have a snack and work on seasonal crafts, both inside and outdoors. Children in Cricket Care bring a small blanket and soft doll or stuffed animal for rest time. Parents are encouraged to pack extra food for snack for aftercare, but extra snacks are also provided by the teachers once the children have finished most of their non-perishable food from home.

Class Placement Procedure

We take the following into consideration when forming a class:

- Ages of children
- Needs of individual child and 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 & Keep at School:

1. A plain ceramic drinking cup
2. A complete change of clothing with each item marked with 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 (when it gets colder it's good to have a thick pair of wool or fleece socks, too)
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 personal items such as toys, purses, wallets, money, jewelry, watches, games, etc. stay at home. Such items cause difficult social interactions between children and are often lost. Children may bring items from nature to share. If your child wants to give something to a friend, please have them do it outside of class with parental supervision.

Clothing

The best wear for school is sturdy play clothing made of natural fibers. Unlike synthetics, natural fibers promote circulation and allow skin to breathe. In the late fall and winter, soft wool can be the best choice for warmth - merino and cashmere are soft, not scratchy. In late spring, cotton or other plant fibers will provide the greatest comfort. Layering of clothing

allows for flexibility in changing temperature conditions. The young child is inspired in his play by his surroundings and clothing is part of that environment. Therefore, we ask that you dress your child in clothes that do not have writing, pictures, and cartoon or media images. Based on the need a child has for vigorous movement, 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 flashing lights.

Snacks and Lunches

Please pack a lunch for your child in a basket or cloth bag free of media-inspired images and tuck in a small placemat, napkin and utensils. Include food that is healthy and natural and 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 to ensure proper temperatures.

Birthdays and the Young Child

It can be overwhelming for some young children to invite the entire class, or even half of the class to a birthday celebration in the home. Here are some ideas you might want to consider:

1. Invite just as many children as your child is old, e.g. five for a five-year-old.
2. Invite just one to three friends. A group of three can be difficult, so consider the relationship of the three.
3. Invite 1/3 of the class for a special winter party, 1/3 for the birthday party, and 1/3 for a springtime party. In this way you will have invited

every child in the class to a celebratory event with your child.

4. Invite the whole class to something like a party at a park, with all their parents, too.

After School on Campus

Early Childhood classes play in Walnut Hill, the fenced area in the southeast corner, and also in the play area designated for First Grade (known as Cedar Knoll), 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. Please refer to Appendix 2 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 after school, 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. Children, being smaller, are much harder for the driver of a car to see - especially when backing up.
3. Keep your child in sight at all times
4. Stay away from the railroad tracks
5. Stay five feet away from the small stream that divides the property. You can, however, access that stream near the southeast stone bridge where the stepping stones are, and walk in the stream twelve feet downstream. Please do not walk on the banks of the stream.

6. The West side of the main playground (where the hexamid is) is for 2nd grade and older. This is true during school hours especially, but it helps prevent confusion for your child if this rule is followed consistently.
7. During school hours the grades children use the playground and fields. If you go out on the grades playground after EC dismissal, please vacate it when you hear the grades recess bell ring. The vigorous play of grades children creates a risk for younger children.
8. 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 a waterfall.

Transition to Home

Children feel a sense of security when you are on time to greet them at the end of the day. Please arrive by dismissal time. If someone else is picking up your child, we need a written note, dated and signed by you, and we may ask that person for ID. Any students not picked up 15 minutes after dismissal time will join Cricket Care and may be picked up there. Standard Aftercare fees will apply.

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 a sense of well-being. Your teacher has resources and information to share which can help promote good sleep habits for your child.

For guidelines on when to keep a child at home due to illness or for other reasons, please refer to the Health and Wellness section of this handbook.

Early Childhood Home Visits

Home visits are a significant facet of Waldorf education in the early years. They allow a teacher an opportunity to make a bridge between home and school by connecting with the child and parents in their own environment. Such an opportunity enhances the relationship between the teacher and student. These may be initiated by teacher or parent-- please feel free to invite your child's teacher for a visit before being asked!

Student Reports

At the end of the school year, Early Childhood teachers write Year-End Reports for each student that will be going on to first grade; these are sent to the parents and added to the student's educational file. Reports may be written for younger students, at the discretion of the teacher. The report includes a curriculum summary, as well as a report of the individual child's experiences, growth, strengths, and challenges.

First Grade Readiness

The formation of each first grade class is a collaborative process involving the kindergarten teachers, Grades teachers, Lower School Student Care Committee, School Chair, and the Admissions Department.

In January of each year, the Lower School Student Care Committee and the Kindergarten teachers will begin assessing for first grade readiness. If possible, the rising grade one teacher will join this process. The assessment includes observation of each student's

physical, social, and intellectual development and is focused on determining what will best serve that student, continuing in kindergarten for the coming year, or beginning first grade.

If you have any questions about First Grade Assessment, please ask your child's teacher or Francine Adams, Chair of the Lower School Student Care Committee.

"An Ounce of Prevention is Worth a Pound of Cure"

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

Young children mirror, or imitate, what they experience around them, and incorporate this into their habits. They do as we do. We work both implicitly - through stories and models they can emulate, and explicitly - by stating expectations, reinforcing and enforcing them. Because different ages are at different stages of development, our expectations grow as the child does. A four year-old, for example, is likely to need daily reminders of any rules he hasn't internalized yet. A six year-old should be able to remember the rules.

Our unconditional regard for each child and our own joy in doing what needs to be done helps inspire good deeds and honors the reality that children really do want to please us.

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

- redirect to another activity - especially true for the younger ones.
- Bring him into our work and let him help us with our domestic tasks, e.g. sweeping, washing paint jars, and let him return to play once he is 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, to see how we can work together to help the child progress.

Please refer to the Discipline section of the Parent Handbook for additional information.

Oregon State License

Portland Waldorf School operates an Early Childhood and Aftercare Center with full licensing by the state of Oregon. It is our greatest endeavor to provide the best training for our teachers in health, safety, and the care of children outlined for us in the certification process. In addition, our Early Childhood and Aftercare Teachers participate in further Waldorf Teacher Training as it pertains to areas of focus and general curriculum knowledge, as well as the development of the young child. Our teachers have many years of experience teaching in the Early Childhood and have pursued training in many related subjects that supports their work with children and families.

Recommended Reading

Beyond the Rainbow Bridge: Nurturing Our Children from Birth to Seven

Barbara J. Patterson and Pamela Bradley

The Challenge of the Will

Margaret Meyerkort & Rudi Lissau

Childhood: A Study of the Growing Child

Caroline von Heydebrand

Children and Their Temperaments

Marieke Anschutz

The Education of the Child

Rudolf Steiner

Education Towards Freedom

Frans Carlgren

Festivals, Family and Food

Diana Carey and Judy Large

Healthy Sleep Habits, Happy Child

Marc Weissbluth, MD

The Hurried Child

David Elkind

Lifeways—Working with Family Questions

Gudrun Davy and Bons Voors

Phases of Childhood: Growing in Body, Soul, and Spirit

Bernard Lievegoed

Rhythms of Learning: Selected Lectures

Rudolf Steiner, Roberto Trostli

Simplicity Parenting

Kim John Payne

Spindrift: Poems, Songs and Stories for Young Children

Wynstones Press

Work and Play in Early Childhood

Freya Jaffke

Waldorf Education: A Family Guide

Pamela Johnson Fenner and Karen L. Rivers

Waldorf Education: Rudolf Steiner's Ideas in Practice

Christopher Clouder and Martyn Rawson

Waldorf Schools: Kindergarten and Early Grades

Ruth Pusch

You Are Your Child's First Teacher

Rahima Baldwin

3. Lower School (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 the lower school, 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 developmental 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.

The children develop in a natural way through the grades. Some learn quickly and others need more time. Rather than describing the children by how much they know or don't know, Waldorf education emphasizes experiencing the wonder of the world, recognizing and appreciating each other's gifts, working on skills, and being part of the class community. We foster each child's capacity to become an independent, thoughtful, compassionate, and purposeful human being.

Program Hours

Grade 1	Mon-Fri	8:30-1:30
Grade 2	Mon-Wed	8:30-3:00
	Thurs-Fri	8:30-1:30
Grade 3-5	Mon-Wed, Fri	8:30-3:00
	Thurs	8:30-1:30
Grade 6	Mon-Wed, Fri	8:30-3:00
	Thurs	8:30-2:45
Grades 7-8	Mon & Fri	8:30-3:00

	Tues–Wed	8:30–3:30
	Thurs	8:30–2:45
Grades Aftercare	Mon–Fri	1:30–5:30

Punctuality

Please arrive relaxed, at least five minutes before the starting time so that the children can visit the bathroom and get a drink of water before they enter the classroom. Many students need time to adjust and socialize before starting class. Classes work in unison to set intentions and breathe together during these first moments of the school day.

Drop Off

The front doors open at 8 am, unless arrangements for early drop-off are made with a teacher. Students need to be at their classroom door at least five minutes before class begins. The teacher or staff member on morning duty will ring the "five minute bell" outside the front door. Classes begin promptly. Please walk EC through Grade 3 students to their classroom door; Grade 4 and older can enter on their own.

Late Arrival

Students who arrive late must sign in at the office and bring a late slip to their teacher. If there is excessive tardiness, it will be brought in conversation between parents and teacher.

Pick Up

We work hard for the safety of each student. Please partner with us to provide adult supervision at all times on campus by following these guidelines.

1. All students in grades 1-8 are to be picked up, going home, or in an after school program no later than 15 minutes after school dismissal.
2. Any students not picked up 15 minutes after dismissal and who has not left campus must report to Early Childhood or Grades Aftercare and parents will be charged accordingly. Parents who are late may pick their child up there.
3. Any students taking public transportation or walking home are to do so directly at dismissal time.

Attendance and Absences

Regular attendance is necessary for optimum experience in learning. Each child is an integral part of the whole class. But, when your child is ill, please keep her/him at home. It is of the utmost importance that the Main Office knows the whereabouts of all children at all times each day. Therefore, please advise the office of any planned or unplanned absences, even if you have informed the class teacher.

Class teachers will take attendance each morning and send the list to the office. The office will call parents if a teacher is not aware of the reason for a student's absence. If a child is scheduled for Aftercare on a day when he or she is absent due to illness, the parent should call the office, report the absence and request an Aftercare credit.

Grades Aftercare

Our aftercare programs offer nourishing opportunities for creative play and for establishing and deepening friendships. It is available at PWS from 1:30 – 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.

The Grades Aftercare Program serves grades 1-8; grades 6-8 are admitted at the discretion of the Aftercare faculty. Aftercare students play, do art, and have projects, as an "out-breathing" in contrast to the "inbreathing" that characterizes the formal school day. The location for the Grades Aftercare program is in the designated Aftercare Room in the basement.

For fee information and to register for either program, visit the Main Office. Fees for Aftercare are due prior to Aftercare attendance and students may not be permitted to attend Aftercare until balances are paid in full. Parents picking up after 5:30 may be charged a \$1 for every minute after that time. More information can be found on the Aftercare form.

Snacks, Lunches, and Nutrition

In keeping with the school's desire to teach healthy eating habits for the children, please provide your child with a healthy snack and lunch.

- Please do not send sugary sweets, including baked goods, chocolates and candy. Even chocolate-coated energy bars can create a stir in the classroom.
- Gum is not allowed on campus.
- Children will not have access to a kitchen or microwave. A Thermos is the best option of providing a hot lunch for your child.
- Please send along a cloth napkin, placemat, and silverware.
- Classrooms have filtered drinking water taps; your child's teacher will ask you to provide a mug or water bottle

Home Visits

Home visits are a significant facet of Waldorf education in the early years. They allow a teacher an

opportunity to make a bridge between home and school by connecting with the child and parents in their own environment. Such an opportunity enhances the relationship between the teacher and student. These may be initiated by teacher or parent-- please feel free to invite your child's teacher for a visit before being asked!

Parent Meetings

Class meetings for parents are regularly held by each teacher. They serve as a forum for discussion of Waldorf curriculum and your child's classroom experience, and offer an opportunity to gather socially and attend to class business. These meetings are a wonderful opportunity to get a firsthand taste of your child's daily educational experience, and are also the most direct way to address questions, conversations, and concerns. All parents are encouraged to make regular attendance a top priority!

Parent/Teacher Conferences

These conferences, held during Thanksgiving week in November, provide a structured time for teachers and parents to have a conversation about the development and well-being of their student. Sign-ups will be sent by email 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 go are sent to the parents 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 mailed to parents and a copy is placed in the student's educational file.

Assessments & Student Support

Because of the intimate nature of the Grades class, teachers are constantly assessing the needs and abilities of each student in their physical, cognitive, and social-emotional development.

This information is shared with parents at regular intervals during parent/teacher conferences, and in the form of mid-year and year-end reports.

In addition to the regular, on-going 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 being adequately supported. These include First Grade Readiness, Second Grade Assessment and Sixth Grade Assessment. If you have any questions about these assessments, please ask your child's teacher.

Learning Differences

We strive to meet and include all students that come to us, and there may be occasion 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 delivery of our curriculum and the experience of the class as a whole.

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 take place with the

parents, teachers, and Student Care Committee, and a plan of support will be designed for the student, signed by the parents, and will become part of the student's educational record.

Plans of support may possibly include outcomes could 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 parent. We also work with support made available through North Clackamas School District Student Services.

Child Study

The Child Study provides an opportunity for the teachers to focus on a child in a meditative way. Initially, the teacher notifies and discusses with the parents the process and benefits of a child study. Information about the child is gathered with the help of the parents and is then presented by the teacher to his or her colleagues in as complete a picture as possible. The study is intended especially for spiritual support of the child rather than for problem solving which takes place between the teacher and parents or in a care group.

Extra Tutoring

We sometimes require that students entering PWS in 6th grade or older receive private tutoring in foreign languages, music or other new subjects prior to joining the class and/or concurrent with the class.

Hearing and Vision Screening

PWS provides parents an economical hearing and vision screening each year. Children who do not pass these tests should have further testing done, which parents are responsible for arranging.

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're 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. If you can't invite the entire class, we ask that you invite less than half the class—or one or two of your child's closest friends. We also ask that you avoid scheduling parties on school nights and that you send invitations through the mail to avoid hurt feelings and confusion with school-sponsored events.

Grades 1-8 Playground Guidelines for Recess/After School

Designated Play Areas by Grade:

First Grade: Play area to west front of the school, the south of the main sidewalk and over to the south creek bed, and to the east of the sidewalk heading to the Monroe Street parking lot.

Second and Third Grade: First Grade area (except Walnut Hill), plus on the south side of the creek to the top of the hill where the pool used to be Hex amid and play structure bark chip area to west of Monroe Street sidewalk.

Fourth through Eighth Grades: All of above (except Walnut Hill), plus the large playing field. Asphalt area may be used by any class as play area, but only from Grade 5 on up for basketball.

Equipment and Play Structures

- 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.
- The children who bring play equipment out are responsible for bringing it in.
- 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.
- No bike riding, skateboarding, scooters, rollerblading or wheeled shoes on campus during program hours (8:00 to 5:30 on weekdays).
- No tackling, ever, in games or free play.
- No standing on swings or flips off swings (jumps OK).
- No climbing, sitting, or standing on the top cross bars of the swings or the tire swing.
- Slides are one-way: down only.
- Jump ropes are not to be tied to equipment in a way that is hazardous to children climbing or running.
- Climbing on marked trees only. No climbing on fences.
- Hexamid is for Grade 2 and up—

Blacksmith Shop and the area around Shop

- 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

- 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.
- 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.
- Adults on duty will help the children develop fair rules for play, such as rotating in extra players.
- Grade 2 may have balls for catch games on the grassy areas.
- Four-Square is appropriate for Grade 4 and up (after approval from their class teacher.)
- Kickball is to be played only in the large field by Grade 4 and up (after approval from their class teacher).
- Play that blocks the gym doors is not allowed, games in that area will be monitored by the recess duty teachers for safety.
- Softball may be played by Grade 6 and up on the diamond area. This may require a non-recess-duty supervisor.
- 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.

- Basketball may be played by Grade 5 and up.
- Touch football may be played in the field by Grade 6 and up. No tackling.

Off-Limits Areas (all students)

- 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.
- Cistern at the source (east end) of this stream.
- All sides of the green cement gardening shed.
- Stream and waterfall area north of school.
- Railroad tracks.

Electronics and Social Media

Waldorf and mainstream research has shown that smartphones, social media, and internet gaming can lead to addictive behaviors and a lack of empathy. For a full picture of our pedagogical approach to screen media and electronics, see the section titled “Media & Electronics” in Section 10 of this handbook.

Cell Phones & Other Electronic Devices

smart•phone

/ˈsmärt fōn/

noun: a mobile phone that performs many of the functions of a computer, typically having a touchscreen interface, Internet access, and an operating system capable of running downloaded applications.

dumb•phone

/ˈdʌm fōn/

noun: a basic mobile phone that lacks the advanced functionality characteristic of a smartphone.

Students in grades 1-8 may not bring smartphones 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 voice-only (text disabled) cell phone, or “dumbphone.”

If a parent chooses to provide his or her child with a voice-only cell 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 voice-only cell phones.

Any phone or 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 in accordance with Discipline Process in section 14 of this handbook. Additionally, permission to bring the voice-only cell phone to school will be revoked.

We encourage all after school planning to be prearranged 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.

Social Media

We strongly recommend that students in grades 1-8 do not engage with social media. As students move up in the grades, 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 Lower School. Successfully navigating the nuances of social media sites takes greater self-knowledge and self-control than the Grades student possesses.

To support the academic and social health of individual students or a class, teachers may require students to reduce or alter their use of media if that exposure is undermining their education or the education of others.

Transition in 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 6-8 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 inappropriate at this age; parents are urged to preview movies to make their own informed judgements. As a courtesy to other families and to nurture a positive social climate, parents should not allow children who are guests in their home 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 grade 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: No grade school student should have access to any social networking site. These sites (e.g. 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 (and never to be used between schoolmates).

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 understand that it can be hard to change media habits, and we ask that if you have any questions or concerns, please approach your class teacher for a conversation about how to best support your child's development and educational experience. For more information on the effects of screen and electronic media, please check out the suggested reading list in Appendix 3, or ask your class teacher.

Dress Code

We strive to have beauty in every aspect of school life and ask children to dress neatly, cleanly and

tastefully. Please ensure that clothing is warm enough for outdoor play.

In general, anything that might become a distraction to learning or is provocative in any way shall be avoided. Your child's teacher may have additional guidelines for their class; please speak with them for specific standards. Disregard for any part of the dress code may result in the parents being contacted to bring other clothes to school or other disciplinary action for the child.

- Choose clothing that is clean, hemmed, and free from rips and tears. No cutoffs, torn clothing or frayed edges are permitted.
- Clothing should be suitable for both classroom and outdoor play, and activities including games and gardening classes.
- Clothing may be solid-colored, plaid, floral patterned, etc.
- Any designs on clothing should be non-distracting and non-commercial. In general this means no pictures, writing, advertisements or licensed images. This means no pictures, writing, advertisements or licensed images. Small logos, which can be covered by two fingers, do not provide undue distraction, may be worn, but please be mindful of this aspect of commercialism.
- Length of shorts, dresses and skirts it to be approaching the knee, or more than halfway to the knee. Slits should also not rise above this length.
- Hair should be combed, clean, neat and out of the eyes, and non-distracting. A teacher may request a child's bangs be cut or pulled back. Bleached, dyed or otherwise colored hair is not permitted.

- Shirts must be worn right side out. No exposed midriff, cleavage, or visible undergarments. Tank tops must have a shoulder width of 2 inches.
- Wearing hats is not allowed in the building.
- All clothing must fit appropriately. No baggy or sagging wear is permitted.
- Athletic warm-ups, opaque yoga pants and leggings may be worn as pants.
- Piercing of ears only.
- Shoes must be worn at all times while on campus and be functional for school activities. Closed-toe shoes are required in handwork and woodwork classes. Changing into appropriate footwear is not an allowable reason for tardiness. Gym shoes should only be worn in the gym. Shoes with wheels, shoes that light up or make sounds, high heels, platform shoes and open backed sandals are not allowed.
- The following items are not allowed: athletic uniforms, military fatigues; high heels or platform shoes, open-backed sandals or shoes, with the exception of slip-on indoor shoes only; chains, with the exception of fine jewelry; watches that beep in class.

Grades 6-8 Dress Code Addendum

- For 7th and 8th graders, very moderate use of cosmetics, nail polish and dangling earrings are permitted.
- Underwear, which includes bra straps and boxers, should not be visible. Exceptions will be made for the edges of sports bra straps showing at the neck of a shirt. (The spirit of this guideline is to address wearing of camisoles for shirts, showing of cleavage and underwear around the waist of low riding pants).

- Strap width on all tops may not be narrower than 2 inches. This includes layering pieces - if a top worn under a layer exposes more, the outer layer must not be taken off during the school day.

Consequences

1. **First offense:** Students must exchange the item of clothing in violation of the dress code for an appropriate item. (The office has a supply of T-shirts). Student's name will be recorded on a checklist in the office.
2. **Second offense:** Clothing exchange and recording of name as for first offense, plus teacher calls the parents. If parents work and are not available for pick up, they will designate an alternative person in case of a third offense at this time.
3. **Third offense:** Student is sent home. If parents work, a designated alternative person should be available. Before returning to school, both the student and parent should sign a dress code contract agreeing to abide by the dress code.
4. Further infringements follow the suspension procedure as outlined in the discipline section of this handbook.

Absenteeism

Poor attendance can greatly affect a child's ability to keep up with the ongoing learning process of school life. Getting behind makes it difficult for a student to connect and feel confident about the learning process. The important requirement of work completion may then become too difficult.

The faculty strongly encourages thoughtful family vacation planning that respects the school calendar

and supports the highest level of student attendance. Many rich experiential aspects of our teaching are simply lost, in part or in whole, when school is missed.

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, affected specialty teachers and the Faculty Chair. The purpose of such a meeting will be to 1) evaluate how the child is doing, and 2) strategize toward completion of the school year. If the plan of action does not proceed as laid out, after a second meeting between teachers and parents, protracted absenteeism could result in a recommendation of dismissal to the College of Teachers.

Completion of Classroom Work

Lower school 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 held in high regard by Waldorf teachers, and is a consummate representation of where the student stands in a given subject or developmental stage. We are aware that the time it takes for individual students to reach completion of a specific project or to master different academic concepts varies greatly.

Sometimes special support arrangements are needed to ensure that completion can happen. 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.

4. High School

“...Send Them Forth in Freedom”

By fostering self-discipline, self-confidence, capacity for discernment, competency, and a lifelong desire to learn, a 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. In our school, the studies of the visual and performing arts, and of physical education, are seen as supports to learning in the sciences and the humanities, just as careful observation and attentiveness, as taught in the sciences and humanities, nourish the growing craftsperson in their skill.

High School Handbook

All High School parents and students are expected to read the High School Handbook available at <https://portlandwaldorfhs.wordpress.com/handbook/>.

Both students and parents will be asked to sign a form saying they've read and agree to the policies.

In addition to the wealth of information available in the High School Handbook, below are a few topics specific to high school parents.

Program Hours

Mon-Wed, Fri:	8:30am-3:45pm
Thurs:	8:30am-2:45pm

High School Care Group

The High School Student Care Group ensures that PWHS provides proper care to students facing specific learning or emotional challenges. The Care Group is an educational support group made up of the Student Assistance Coordinator and two or more High School teachers. In addition to working with referred students to address their needs, the Care Group can provide recommendations for outside professional help and referrals in the areas of educational assessments, therapies and tutoring.

The Student Assistance Coordinator chairs the High School Student Care Group and directly oversees academic, social and emotional support services for the students and families at PWHS. Francine Adams is the Student Assistance Coordinator.

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 several parent evenings each year and urge all parents to attend. Meetings typically begin with a discussion of a topic of interest to parents in all grades of the High School, followed by separate meetings for each class with the Class Sponsors.

Student Reports

Students receive semester reports and grades from each of their teachers twice a year. These are mailed home in February and June.

Important Communication Resources

Parents, we request that you keep us notified of your current email address, and that you check email regularly. Many school messages are disseminated by email. We recommend that you take the necessary

steps to ensure that High School emails are not diverted to junk mail. If you have any questions about High School communications, please contact Kate McGill (kate.mcgill@portlandwaldorf.org) in the High School Office.

Recommended Reading

Between Form and Freedom, Betty Staley

Lifeways: Working with Family Questions, Davy and Voors

Recovery of Man in Childhood, A. C. Harwood

Thirteen to Nineteen, Julian Sleigh

Education for Adolescents, Rudolf Steiner

Towards Wholeness: Rudolf Steiner in America, M. C. Richards

Youth Longs to Know, John Fentress Gardner

5. Communication

Conversation

At PWS, we cherish human communication. We strive to set time aside for conversation. We value and model direct, personal interactions.

Conversation brings us the wealth of other people's ideas and perspectives, and helps us to grow socially. It has great creative potential when we agree, but it is also especially important to use to have conversation when we experience conflict or disagreement with another person.

Usually, what we really need is to hear the other's perspective. Therefore, we expect and support the bringing of disagreements and concerns directly to the person or people involved. Although it may seem difficult, it is in such conversations that we enable and empower each other to see a larger picture, develop connections, and build trust. Direct conversation also helps avoid the spread of misinformation, and underscores our common conviction that people act out of good faith and sound intentions.

If you feel uncomfortable or unable to approach the person or people involved, please ask for help! Ask a trusted third party for advice or support, or to come with you. If someone approaches you with such a difficulty, be encouraging and supportive of their process of bringing the conversation to the person involved. Conversation takes practice, and we are all here to help each other.

Email

Email is a primary medium of communication at PWS. It has greatly improved the ways in which we

are able to share information, and we embrace it as an efficient way for us to be informed and keep in touch.

At the same time, we are conscious of the challenges that it brings with it. First and foremost, email does not provide the same opportunities for tone, instant feedback, and nonverbal communication that enrich conversations held face-to-face, or even on the phone. 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.

Email is not a useful tool to address ongoing questions or concerns. It is also not an effective way to discuss sensitive topics or express disagreement and continual discussion in a group or from one individual to another. Our faculty and staff strive to use email as a way of providing information, saving personal conversations, whether joyful or difficult, for face-to-face interaction. We ask that parents help uphold this picture of school email communication with teachers, staff, and fellow parents.

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.

Emailing Individual Faculty and Staff

Each faculty and staff member has an email address in the following format:

first name(dot)last name(at)portlandwaldorf.org
(e.g. rudolf.steiner@portlandwaldorf.org)

Teachers and administrative staff make every effort to respond to individual emails in a timely way.

However, teachers have limited time and access to computers during the day and strive, emails cannot always be answered on the day they are sent. If you have an item that requires prompt attention, please call the Main Office.

Parent Email Groups

Classes usually have email groups for teacher communication. These are exclusively for information pertaining directly to school or class business. Any communications of a sensitive or potentially harmful nature do not belong in email form.

Weekly Bulletin & HS Announcements

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 and deadlines, and other school business. Additionally, High School parents will receive HS Announcements from the High School Secretary, which contain important information pertinent to High School only.

Please ensure that you are receiving these weekly emails in addition to individual emails from teachers and staff. If you are not receiving weekly all school or high school emails, please check your junk mail folder or filter to confirm that PWS emails are not being blocked or diverted, and contact the Main Office to make sure your contact information is listed correctly.

PWS Website

www.portlandwaldorf.org is the home of Portland Waldorf School on the worldwide web, and provides a wealth of information for prospective families. It also provides links and helpful information for current parents, including info about programs, faculty and staff, school events, fundraising, and resources on

Waldorf education. It is undergoing constant review and revision—this year, we are working to enrich the presentation of our curriculum and programs through increased audiovisual content. We are also working to enrich and increase our blog content by publishing articles previously found in newsletters to our blog.

Veracross Parent Portal

PWS uses the database Veracross to organize and track information from admissions, to finance, to class schedules and emergency contacts. Every parent of an enrolled student has access to a personalized Parent Portal, which provides access to calendars for school events and athletics, up-to-date directory information, high school student assignments and report cards, and more.

A link to your Parent Portal is available from the school website: www.portlandwaldorf.org/veracross. If you need help accessing your Parent Portal, or have any questions, please ask in the Main Office.

Newsletters

Community newsletters are sent out regularly throughout the school year, and include updates and information about curriculum, classroom happenings, school events, faculty spotlights, and more.

Newsletters are typically sent out via email, and available in hard copy. If you would like a hard copy mailed to your home or to a family member (grandparents frequently appreciate it!), please contact Grace Evans, Communications Coordinator at grace.evans@portlandwaldorf.org.

Community Gatherings

Community Gatherings are held to facilitate discussion on school-wide issues that concern our entire community. Agendas are planned by the

faculty, administration, Board, or school committees, and offer information and discussion of interest to all PWS parents. Times and dates will be announced in the Weekly Bulletin.

Parent Mailboxes (EC – Grade 8)

Early childhood parents have mailboxes located outside their individual classrooms. Grades 1-8 parents have mailboxes located on the main floor in the parent alcove to the left of the stairs. These boxes may be used for individual parent-to-parent communication or to deliver information from the office. Parents are asked to check their mailbox at least once per week. Any contents left behind at the end of the school year will be recycled.

If you plan to distribute anything to all parents, please obtain permission from the office first. Commercial or political solicitations of any kind are not permitted.

Staff and Faculty Mailboxes

The Staff and Faculty boxes are located in the Faculty Room. If you wish to leave a note for a teacher or staff member, please check in at the Main Office.

Phone Calls and Messages

Calling the school phone number during office hours will generally put you in touch with the Main Office. Calls outside of office hours, or if the Main Office is busy, will be redirected through the school phone system, giving you the opportunity to leave a voicemail or choose an extension to contact a particular staff member. A listing of phone extensions is available through the phone system, and in the school directory. Teachers and staff make every effort to return phone calls as promptly as possible.

Personal Cell Phone Use

We are a cell-phone free campus – both indoors and outdoors. We kindly ask you to step into the school office if use of your phone is essential.

Faculty Messages

Evenings are a time of rest and lesson preparation for your child's teacher. Please respect their privacy by scheduling conversations in advance. Teachers will let you know how they prefer to be contacted. In many cases, teachers will designate specific office hours.

School Bulletin Boards

Bulletin boards are designated and marked. Flyers posted on the bulletin boards require prior approval from the Main Office, and dated items will be removed after 30 days.

In Case of Emergency

For complete information about emergency preparedness, including communications, please read Section 12 of this handbook.

6. Campus Spaces

Office Hours

Mon-Wed, Fri	8:00 am-4:00 pm
Thurs	8:00 am-2:45 pm

Summer Office Hours are variable depending on staff vacation and availability. Please contact the Business Office, Admissions Office, High School Office, or another individual staff member to make an appointment. Unless otherwise noted, the Business Office is open Monday-Friday, 10:00 am-3:00 pm, or by appointment.

Space Use

We field 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 to use school space and grounds. The approval, reservation and calendaring procedure can be obtained from the Main Office. Rental fees may apply.

The PWS Library

The library operates within the school as a volunteer initiative that is overseen by a part-time Library Manager. The library's mission is to provide access to quality books supporting the Waldorf curriculum for students, parents and teachers. Rather than duplicating services offered by the public library, we attempt to serve the unique needs and interests of our school community. The library has a large collection of books on Waldorf education including works by Rudolf Steiner. The library operates on an honor system, and requires the cooperation of all borrowers.

Parents and staff may use the library anytime during school hours. Young children may use the library only when accompanied by an adult. Grades children may check out books during school hours, before or after school. Check-out procedures are posted on the desk.

Hours

The library is open during school hours. The Library Manager is available during posted hours only. For more information, please leave a message at 503-654-2200 x219.

Meetings in the Library

Please remember that the space is first and foremost a library and should remain accessible to the students during school hours. Occasionally, the library may be reserved for meetings, but please formally reserve the space through the office.

Library Volunteers

Volunteers are always needed to help with the daily tasks of running the library and to help with data entry and cleaning/organizing projects. If you are interested in volunteering, please contact the Library Manager directly at 503-654-2200 x219 or library@portlandwaldorf.org.

Book Donations

Families are invited to donate a book each year in honor of your child's birthday. Please refer to the library "Wish List" (posted on the library bulletin board) for title ideas. To raise funds for purchasing new titles, the Library Committee typically sponsors a Book Fair in the fall and a Used Book Sale in the spring. Your participation is greatly appreciated!

Observation Beehive

The LivingLAB maintains our school's observation beehive inside the library. All are welcome to come and take a peek behind the curtain to see the work of the bees in their hive. Hitting or otherwise knocking on the glass of the beehive is not allowed.

Spring Creek Store

Come visit our school store and see unique and beautifully crafted items, craft materials and handmade toys and gifts. Our store was developed as a community service to provide quality items many unique to Waldorf education, for teachers, parents and visitors. It offers a window into our community for many people who are just discovering Waldorf education. All proceeds support the operations of the school. The store is located downstairs in the main building. Hours are posted on the door and largely correspond with school hours. Call for holiday and summer hours. Crafts people who would like to sell items on consignment should contact Yvonne Cseko, Store Manager, at store@portlandwaldorf.org

Make One, Take One Crafting Circle

All are welcome to come and have a wonderful social experience while making a craft item. A skilled teacher, along with others, will lend a hand to anyone new to crafting or those who just want to get together and socialize over a project.

Students in the Store

The store is off limits during the school day for students younger than high school age, unless they are physically accompanied by a parent or have a note from a teacher (for class supplies). After school, students in grades 6 and up may visit and make purchases from the store without an adult. Students

in grade 5 and younger must always be accompanied by a responsible adult when in the school store.

Lost & Found

The Lost & Found is located in the basement hall by the Woodwork room. Each month, unclaimed items are donated to charitable organizations.

Animals on Campus

Animals are not allowed in the building without express permission from a teacher. Dogs must be leashed at all times while on school grounds. Please clean up after pets in all areas of the campus.

Playground Use

During School Hours

Priority use of our playground spaces is given to our students during the school day, with the goal of enriching their play and learning experiences, and maintaining their safety.

After School

Many families choose to stay and enjoy our grounds after dismissal time. We are happy that our playground can serve families in this way. To maintain a healthy and stable experience for students, we ask that parents be familiar with and observant of playground rules (see Appendix 2) and always keep your child in view while on campus. Consistent observance of these rules facilitates fewer conflicts among playmates and easier agreements during and after school.

If you see something you are not comfortable with from another child, please do not hesitate to talk with that child's parent in the moment. If that does not

adequately resolve the difficulty, please seek the help of a teacher when you have the opportunity.

Skateboarding, rollerblading, scooter or bicycle riding is not allowed on PWS grounds between 8 am and 5:30 pm 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.

7. Assemblies, Festivals & Seasonal Rhythms

**“There are only two ways to live:
one is as if nothing is a miracle;
the other is as if everything is.”**

-Albert Einstein

Celebrating life with festivities is integral to our education. Through honoring cultural diversity and the world's wealth of festivals, we not only help create universal citizens, we help each other maintain our awe for the mystery and wonder of the cosmos, the earth, and our own individuality. We strive to be inclusive in our community and are fortunate to have a variety of families who celebrate festivals from many traditions, including Christianity, Judaism, Buddhism, Islam, Hinduism, Native American Spirituality, Taoism, and Paganism. We endeavor to bring a more universal nature to our celebration of festivals through the connection that each one has with the rhythms of the cosmos and the earth, and the sense that the ceremonies and rituals associated with them help reveal the deeper significance in many everyday occurrences. The living rhythms of the year, though taken up in each class in different ways, help provide a common foundation for the children.

The intent of our festival life is universal. Our teachers do not seek to explain this to the children, but allow them to take these things quietly, in their own way, into their hearts. Children love preparing for festivals by decorating the room, baking treats, and learning special songs. Nature stories and legends

help bring deeper significance of the season to the children in a pictorial way.

Annual Festivals & 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.

Below are just some of the festivals or events that are celebrated school wide or as part of a grade or group. Check the Year-at-a-Glance, Weekly Bulletin, and Veracross calendar for this year's dates.

First Day of School - Parent Tea & Welcome Assembly (September)

Parents are invited to join us for tea and treats after bringing their children to school and to our assembly at 11am. This is an opportunity for all students to be welcomed back to a new school year and for new faculty or staff to be introduced. New Eighth and First Grade buddies sit together, and the First Graders receive a rose from the new Twelfth Graders in the Rose Ceremony.

Michaelmas (September)

In Celtic tradition, St. Michael represents the unconquered hero, who vanquishes the dragon and saves the village community. The experience of nature during autumn is characterized as that of a "passing away" as the light of day recedes and darkness grows longer. In celebrating the time of St. Michael or Michaelmas, we strive to stimulate the children's will to forge on against the growing darkness by doing good and valiant deeds.

Harvest Festival (October)

The PWS community joins together for a potluck to celebrate and mark the changing of the season and the bounty the harvest brings to all of us. Activities may include spinning, apple-pressing, blacksmithing, folk dancing and storytelling. Around this same time the third graders build a Sukkah, a temporary structure farmers use in the harvest season in the Jewish tradition, where they can come together to enjoy a lunch or hear a story.

Halloween & Dia de Muertos (October/November)

Grades 3-8 have an assembly on or near these two days. Everyone is asked to bring photos and food for the traditional altar to honor loved ones who have passed while songs and a story about some are shared at the assembly. While we enjoy the festive nature of this time, we ask that students not wear costumes or bring candy to school.

Martinmas & Grades 1-3 Lantern Walk (November)

Martinmas celebrates the kind heart of Martin of Tours through a play performed by students of grades 1-3, followed by a lantern walk at our school, the sharing of lantern songs, a simple treat, and warmth with friends.

Grandfriends Day (November)

This is a special day for Grandparents and Special Friends (such as neighbors, aunts, uncles, etc.) to visit PWS, attend a special assembly and observe the classrooms. A presentation about Waldorf education and PWS is shared while they enjoy refreshments and meet others.

Spiral of Lights (December)

The Spiral of Lights brings all our students to share the turning of the year at the darkest time. It is one of the most beautiful and memorable of the seasonal experiences. In a darkened room each student goes, one at a time, along a spiral path built of evergreen branches to the lighted candle in the center of the garden. Each student lights a candle, then places it somewhere on the pathway to light their way out again. This serves as an inspiration for kindling our own inner light in the darkness of the season.

Handmade for the Holidays (December)

In the darkening days of winter, it can be so heartening to create something with one's own hands in anticipation of the light that will be re-kindled at midwinter. At Handmade for the Holidays, parents can learn a new craft, making gifts, decorations and other holiday/seasonal items. Volunteers offer their expertise to help you create gifts that are vessels for the love you pour into them, and that help us keep traditional skills alive.

Santa Lucia (December)

The roots of this festival are not always clear as it is a story of an Italian saint that was transferred to the Nordic region. As with most festivals of this time, this day is about giving to others—in particular giving our elder community and those in need.

Winter Assembly (December)

Each year, the faculty and staff collaborate on a seasonal performance to inspire and show gratitude to our beloved students and adult community, before we part for Winter Break. This festive assembly provides a fond "farewell" until we see each other again in the New Year.

Martin Luther King, Jr. Assembly & Service Day (January)

The school gathers in honor of Dr. Martin Luther King, Jr. and others who stand for the full acceptance of all people. Check with your child's teacher about service project options.

May Faire (May)

The whole school and larger community takes part in this ancient festival, honoring the turning of the seasons from darkness to light. The tree of life is honored as the May Pole, bedecked with ribbons and flowers. The ground is strewn with the blossoms of spring, and the children, many wearing flowers, dance and sing around the May Pole. Songs, dancing, games and food all add to the gaiety of the day.

Handing-Over Ceremony for Rising First Grade (June)

At the end of the school year there is a lovely ceremony for children who will be leaving kindergarten and entering first grade. Parents come to watch this special event which happens during our school day.

Farewell Assembly (June)

This assembly honors the students completing 8th and 12th grade. The 8th and 12th grade students show gratitude to the teachers who have taught them during their long journey in the school, and the 1st graders, who had received a rose from the seniors at the Welcome Assembly, now present a rose to each of the graduating seniors.

Curriculum Assemblies

In addition to the festivals listed above, 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 Veracross calendar for dates and times.

Parents and teachers are asked to help grow a culture of appropriate assembly dress on these special days with a bit dressier clothing than usual.

All parents are welcome to attend assemblies.

Adults are reminded that photography and video recording are not permitted, and cell phones should be turned off.

Family Festival Life

We would like to acknowledge and share other religious customs and celebrations enjoyed by our families. We are grateful to be able to celebrate diverse festivals in 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 & Videotaping of Students

Portland Waldorf School does not allow 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.

Our approach as a Waldorf school respects the stages of child development. Through the curriculum, we provide many opportunities for the students to gain confidence and poise in public presentation, but also are protective of them and want this to be a natural organic process, keeping paramount the inner

experience of being fully present in the moment of a performance or presentation.

Assemblies, class plays, and other events are intended as a pedagogical experience for the students, rather than a performance event for an audience. It is their act of participation in that present moment that provides this pedagogical experience. Such presentations are part of the curriculum and the children are in the act of learning.

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 8th 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.

8. Development

Community

Parent involvement is integral to every level of school life here at Portland Waldorf School. From field trip support, committee work and Parent Council to membership on the Board of Trustees, parents provide an essential role in the life of our school. Through this involvement, parents find a strong sense of community coupled with the satisfaction of providing a vital service to their children's school.

Here are some of the ways you can get involved:

Weekly parent activity: PWS offers opportunities for parents to gather together, including blacksmithing, painting, crafting, choir, eurythmy, basketball and more! Check the Weekly Bulletin for this year's offerings and schedule.

Attend School Events: Check the Veracross calendar and weekly bulletin for class plays, assemblies, festivals, sporting events, class trips, and more.

Adult Education: Adult courses provide opportunities to help the community deepen their understanding of the practice and principles of Waldorf education and Anthroposophy, as well as Rudolf Steiner's work in other fields. Enriching lectures, workshops and seminars are ongoing. Announcements will be included in the Weekly Bulletin and the newsletter.

Classroom Support: Our faculty are deeply appreciative of parent help with special crafts, reading groups, field trips and more. Ask your child's teacher how you can share your interests and talents.

Attend a Sports Event: Bring your team spirit and support our middle and high school athletes. Athletic calendars are posted on the bulletin board outside the gym door in the hallway.

Parent Council Representative: Ask about becoming a Parent Council representative. This is a wonderful way to meet parents from other classes and learn more about the internal workings of PWS. See section 9 of this handbook for an introduction to Parent Council and High School Parent Council.

Join a Committee: Parent Council hosts four committees: Community Enrichment, Hospitality, Festivals and Fundraising. Plus, there are administrative committees to join as well—ask in the office for opportunities to share your interests and expertise.

Volunteer for the Administration: Assisting with administrative projects, hosting events, organizing other volunteers, parent education opportunities, and community lectures... Let Annagrace in the Main Office know you are interested and she will direct you to an appreciative staff member.

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, and the whole family is welcome!

Fundraising

Like every nonprofit organization, Portland Waldorf School needs the philanthropic support of the people who care about our school and our programs, and who believe in the mission of Waldorf education. And like every independent school, tuition alone does not

support the cost of educating our students in alignment with our values and vision. Tuition revenue covers only about 85% of actual operating costs; for the rest, we rely on fundraising.

Annual Giving

Each year we ask families and friends of PWS to review personal finances and consider what size donation is possible beyond tuition. This supports financial equity in tuition contributions, shows potential grant-givers that our current community supports this education, and is meaningful to teachers, staff, and the entire community as together we support the school's efforts to bring Waldorf education to the children of Oregon and beyond.

Annual Auction

PWS holds an annual auction benefit event each spring in support of the annual operating budget. Each night of food, fun, and fundraising includes silent and live auctions as well as food, drinks, and games. Check the Year-at-a-Glance for the next auction date, and keep an eye out for auction news in the Weekly Bulletin. With questions, to donate to the auction or to volunteer as part of the auction committee, please contact Auction Chair Crystal Lawrence at crystal.lawrence@portlandwaldorf.org.

Walking the Waldorf Path Walkathon

This last-day-of-school annual event puts the “fun” in “fundraiser!” Students collect pledges and run or walk laps in celebration of the last day of school, while families, teachers, and staff gather in support. Question about the Walkathon can be directed to Athletic Director Nicole Raymond at nicole.raymond@portlandwaldorf.org.

Benefits and Other Fundraisers

Other community enrichment events and smaller fundraisers are scheduled throughout the school year in support of each year's goals and needs. Please read Weekly Bulletins and newsletters to stay apprised of upcoming events.

9. Parent Council

The role of the **Parent Council** is to promote community life and to support the school's festivals and fundraising endeavors. It is made up of one or two representatives from each class in Early Childhood through Grade 8, with High School parents forming a separate High School Parent Council. Co-chairs, selected by the members, plan and conduct monthly meetings. College and Board liaisons keep Parent Council work connected with the work of the other bodies of the school. It is the ongoing enthusiasm, support and commitment of parents that help maintain PWS as a healthy, harmonious school community.

Responsibilities of Parent Council

1. Represent and support the parent community
2. Inspire, inform, and organize the parent community
3. Provide support for the faculty and College of Teachers
4. Support the pedagogical mission of Portland Waldorf School
5. Act as ambassadors of the school and bring awareness of Waldorf education to the larger community
6. Encourage school-wide volunteerism
7. Provide and coordinate fundraising support.

The Parent Council is accountable to the faculty and administration to support school activities and events. It is also accountable to the entire parent body for communicating important information from and about Parent Council meetings and school events.

The Parent Body in a Waldorf School

The parent body of a Waldorf school can be understood as the “hands” or willing element, while our teachers represent the “heart”/feeling aspect and the Board of Trustees the “head”/thinking. This is a simplified model, but it does help us understand whose work is what—and how each contribution is integral to the health and smooth functioning of the whole.

As the hands—the will—parents are the workers, the bodies, the lunch-makers, the carpool-drivers, the event organizers and volunteers, the tuition-payers, the treat-bakers, and in so many ways the action-makers and celebrants. Parent engagement and volunteerism is valued, encouraged and totally necessary to make our school work!

In the Classroom

Of course, all families have one or more classes in which they actively participate as parents of a student in the class. Parent involvement and support of the class teacher is of greatest priority. Additionally, parents in each class volunteer for these roles:

Class Parent: The Class Parent works closely with the class teacher, parent council 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.

New Parent Liaison: One or two parents in each class serve as warm and welcoming resources for new families. The New Parent Liaisons may initiate parent-to-parent communication, organize play dates, and send along invites to teas and other opportunities in which new parents can connect with school

community. Admissions and Parent Council help to hold this initiative.

Weekly Parent Activities

PWS offers myriad opportunities for parents to experience Waldorf Education and to come together in community—Monday through Friday there are offerings of yoga, watercolor painting, community eurythmy, crafting, choir, monthly parent teas, and more!

Scrip

Purchase gift cards in the form of Scrip from PWS and use them just like money at your favorite stores. Pick up an order form in the office or purchase them directly in the Spring Creek Store. The proceeds from the sale of Scrip goes to the school's operating budget.

10. Media & Electronics

Screen Media and Electronic Devices

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.

Television, computers, 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 so that they don't undercut the very education to which they are otherwise committed.

In the early childhood years 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.

As students move up in 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 possess.

In High School, social media, use of electronics, and maintenance of virtual and personal relationships is integrated into the curriculum and programs surrounding the adolescent's social health and well-being. Such topics will be shared and discussed with parents at parent meetings, and may be the topic of additional presentations or lectures by faculty or visiting experts.

Specific guidelines and policies regarding media and electronics in Early Childhood, Lower School, and High School can be found in the respective sections of this handbook.

For parents who grew up with media, we understand that it can be hard to change media habits, and we ask that if you have any questions or concerns, please approach your class teacher for a conversation about how to best support your child's development and educational experience. For more information on the effects of screen and electronic media, please check out the suggested reading list in Appendix 3.

11. Health & Wellness

Staying Home

Children who are well-rested, well-fed and groomed are more easily able to participate in classroom activities in a meaningful and successful way. Please keep your child at home if s/he:

1. has not slept well and is tired
2. complains of a headache or stomach ache
3. has vomited within the last 24 hours
4. has had a fever in the past 24 hours, and may not return until fever-free for at least 24 hours without the use of fever-reducing medicines.
5. has a communicable infection or disease
6. is unduly emotionally upset
7. has cold symptoms that interfere with classroom activities such as uncontrollable nasal discharge, persistent cough, fatigue, or is not well enough to play outdoors, etc.

Please inform the office and your class teacher:

- **if you keep your child home**
- **of any communicable diseases**
- **if there have been unusual events in your child's life**

Medications

If possible, please give your child any needed medication doses at home. If it must be sent to school, please leave it in the Main Office where it will be dispensed as needed. Standard over-the-counter pain relievers (i.e. aspirin, Tylenol, and Ibuprofen) are available in the office first aid supply, but will not be given to students without parental permission.

For exceptions and addendums specific to High School, see the High School Student Handbook.

Sick at School

If a student becomes sick during the day and needs to leave school, the parent(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(s). Parent(s) who are unable to come 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.

Head Lice

Lice spread 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 your child's teacher and the office immediately so that the classroom 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 our aftercare program or to athletic events.

Treatment for lice is outlined on an information sheet available in the school office. After all treatment procedures have been completed, and your child is free of live lice, he or she may return to school.

Accidents/First Aid

Some class teachers and office staff have first aid training. Homeopathic remedies and/or basic first aid are used for standard children's injuries. Should a child have an injury which warrants further attention, such as a significant wound or head injury of any kind, the parent will be notified. Records of accidents and

injuries will be recorded in the Office and kept in the student's file.

Immunization Requirements

Oregon state law requires that all students have a completed Certificate of Immunization Status (CIS) form on file at the school. This form must be updated when required boosters are received according to the child's age. 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 non-medical clause may be used. If this option is used, children may be excluded from school if any of the immunizable diseases occur within the school. The office will check CIS forms to make sure immunizations are up to date.

12. Weather, Transportation, & Emergency Planning

Inclement Weather

In the event of snow, heavy rains, or other unusual weather conditions creating hazardous travel during working hours, the Interim School Chair will decide if and when the school will be closed early to permit students, faculty and staff to leave.

Portland Waldorf School uses the K12 Alert System 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 K12 Alert System are texted to parent cell phones and sent via email. For text messaging, PWS must have cell phone carrier names as well as current cell phone numbers. Parents must ensure that they update these pieces of information with the Main Office at the beginning of each school year and whenever numbers or carriers change.

School Parking Policy

There is ample street parking available around PWS, in addition to our two lots. Please be aware that the City of Milwaukie routinely enforces posted regulations.

Monroe Lot

This is our largest parking area, accessed from Monroe St., on the south end of the property. This lot is for parents, staff, faculty, and visitors. Please abide by the signs designating spots for disabled persons, visitors, and staff. Please abide traffic signs and turn right only as you exit.

Harrison Lot

This smaller lot, on the east side of the property, is accessed from Harrison St., and reserved for very specific use. During drop off and pick up, parents of children in the Early Childhood Program who have babies with them may temporarily park in the Harrison lot to accompany their child(ren) to the classroom. Please do not leave your car there longer than necessary. If you are planning to stay at school, please park in the Monroe lot. Do not park in the marked fire lane—it is a tow-away zone. There are four spaces reserved for HS student parking directly behind the high school building.

Transportation

Carpooling: 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 the school directory and the office staff as resources to help make carpooling connections.

Bicycling: 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!

TriMet Public Transit Passes: Student TriMet monthly passes for September through May are for sale in the Main Office at the standard youth fare rate.

Parent Chaperones and Drivers for Field Trips

Experiential learning is a fun and effective! We could not offer it to our students without parent support, so

thank you for partnering with PWS to provide this for our students. Each year, all parents complete emergency contact information forms prior to the first day of school, and Field Trip Release Form will be handed out and must be returned 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.**

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 in the car, just the same as in the classroom. This includes phones, or electronic equipment with or without headsets. They may not use or text on a cell phone without permission from the adult in the car. 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. He/she 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 soda pop 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, or each driver may state their personal car rules, i.e. water only in the car.
8. Consult with your teacher about any other expectations or restrictions he/she 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?

Emergency Plan Overview

PWS works closely with emergency authorities and other local schools to respond optimally in case of unfortunate events. Planning and coordination is done by our administration and Safety Committee. The work with the students is done by teachers, who bring the preparations in ways that are wholesome, empowering, and earnest for our classes, as an integrated part of their school experience.

Our teachers and staff are 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 our local authorities. Our drills include four distinct situations:

1. Lockout--"Secure the perimeter"
2. Lockdown--"Lock, lights, out of sight"
3. Evacuation--"Out of the building and off school grounds"
4. Shelter--"Take cover"

Drills

Each month, we hold fire drills. Other types of safety drills are held every-other-month. Teachers prepare students or practice drills, as appropriate to the developmental stage of the students. When an alarm bell sounds students are directed to follow necessary procedure for that drill. After the drill, staff rings the "all-clear" signal, and class resumes.

Emergency Communication

Circumstances may occur that require the school to communicate with parents and staff outside of its normal operating schedule. These would include, but are not limited to, weather closures (during a school day or before a school day begins), controlled release or notification of emergencies on or off campus.

The Interim School Chair, in conjunction with emergency and weather agencies, decides when emergency communication is necessary. Communication will be as transparent and concise as possible, and will include directives for action from parents. If it is appropriate, we will also update our website and our outgoing phone message.

Contact Information Collection

At the outset of each school year, parents/guardians will be asked to update emergency contact

information including email addresses, home and cell phone numbers and cell phone carrier companies. It is important that all families notify the office whenever this information changes over the course of the year.

Communication Procedures

The standard method of emergency communication will be via text and email and will be delivered through the K12 Alert system. Please note that text messages are limited to 130 characters and all efforts will be made to communicate as clearly and transparently as possible. It is not possible to reply to the K12 Alert text message.

The K12 Alert system will occasionally be tested and parents and staff will receive messages noting that a test is being run. Please be assured that emergency drills are routine for our students, and practicing our communication with parents is likewise routine and responsible.

Parent/Guardian Expectations

Coordination is essential in an emergency. This includes actions from parents. In an emergency, following any directive in school communication is essential, including instructions to remain away from campus until further notice, or to report to an alternate reunification site off-campus, and bring identification with you.

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.

Communication

Parents and Guardians will be notified via K-12 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.”

Procedures

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, the reunification location will be:

Ledding Library, 10660 SE 21st Ave, Milwaukie, OR 97222 (on the corner of SE Harrison and SE 21st Ave)

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 Safety Committee provide much more detail and specific training for faculty and staff. Please ask the office if you'd like to know more.

13. Enrollment, Tuition, & Student Records

Enrollment and Tuition Contract

The Enrollment and Tuition Contract constitutes the complete agreement between the Portland Waldorf School and the parent or guardian who is enrolling a child or children in the School. Parents understand that the tuition enables PWS to pay the teachers a salary, who in turn, can carry out their responsibilities with the children. Tuition and school fees are set by the Board of Trustees and are subject to annual review.

Tuition contracts and payments are managed through the TADS online system. TADS is the school's third party administrator for tuition contracts, billing, and financial aid (Tuition Adjustment) application processing and evaluation. Contracts are signed and payments are made electronically via the TADS website at www.tads.com. The contract will also include enrollment fees and activity/field trip fees, as applicable to your student's grade level. The enrollment fee, tuition deposit, and all activity/field trip fees are not refundable. In addition, tuition payments are the responsibility of both parents/legal guardians of the child who sign the contract regardless of divorce/separation agreements or decisions. Prompt contract payments are required and appreciated in order to allow PWS to manage its fiscal responsibilities in a healthy manner.

Late Admission

In the case of admission after the beginning of school, tuition is prorated on a school day basis.

Early Withdrawal

As provided in the Enrollment and Tuition Contract, the terms of which govern, parents/guardians withdrawing a student or whose student is dismissed from PWS at any time are obligated to pay 100% of the total annual tuition obligation. Requests for Release from Contract may only be granted by the Board of Trustees. To be considered for a Release from Contract, parents/guardians must submit a written request to the School Chair within three days of the student's departure from the school. All tuition deposits and fees paid are non-refundable.

Other Terms

- All payments are due as noted on the contract. Late fees are assessed by TADS for late payments.
- "Early Bird" discounts are available when full payment is made by June 15th (2% discount applies); or semi-annual payments are made in June and November (1% discount applies)
- Requests for changes in the method of payment or due date must be submitted to the Business Office.
- Payments returned for any reason will incur a fee by TADS. Subsequent returned payments will require future payments be made by cash, money order, or cashier's check.
- A parent will not be able to re-enroll a child if there is an amount past due from a prior year.
- Tuition payments more than 60 days in arrears for the current school year will exclude students from school.
- If it is necessary to take legal action to collect any amounts payable, the parent/guardian agrees to pay all collection costs, including

debt collection service fees, reasonable attorney fees and court costs.

Multi-Child Discount

The school offers tuition discounts for families with multiple children enrolled. The discount is 10% for the second child and 50% for each subsequent child. There are no discounts on fees.

Tuition Adjustment Program

PWS expects families to honestly evaluate their ability to pay tuition, including how lifestyle choices have impacted that ability, when applying for Tuition Adjustment. Please honor our financial health as well as families who make financial sacrifices to send their children to PWS. We also urge you to look beyond the school's resources for assistance in paying tuition.

Portland Waldorf School is committed to maintaining a diverse school population in income level and family size. We maintain a tuition adjustment program to help enroll students whose families demonstrate a financial need. Tuition adjustments are offered in the form of a grant, requiring no repayment. The Board of Trustees annually sets the total amount of tuition adjustment funds we can offer.

Tuition adjustment applications can be completed through the TADS online system. The deadline for filing the application is the 25th of January. The due date will be strictly enforced. Decisions are made by the Tuition Adjustment Committee. The parents agree that if the child is accepted for enrollment at a tuition of less than the full rate, the reduction is at the school's discretion and carries no commitment for renewal from year to year.

Re-Enrollment

Re-enrollment occurs in the spring, usually early March. Please watch the weekly bulletin for dates. At that time all continuing families for the upcoming school year sign a contract and pay a tuition deposit to hold the child's place in the class. A student is considered re-enrolled when all forms, fees, and tuition adjustment requests are completed. A child who is not re-enrolled by the deadline is subject to the \$100 enrollment fee.

New Student Enrollment

PWS generally follows the Portland admissions season for Pre-K through High School, with first-round applicants considered in January prior to the new school year. For 9th Grade enrollment, Waldorf students are eligible to participate in an early decision application process during the autumn months. Additionally, PWS offers rolling admission and mid-year enrollment throughout the school year pending availability. Applications and more information regarding the Admissions process may be found on the website: portlandwaldorf.org/how-to-apply.

Student Records

In accordance with Federal and State regulations and for the benefit of parents and students of legal age, this is to serve as notification of rights regarding educational records and confidentiality.

You have the right to the following:

1. Inspect and review your child's educational record.
2. Request an amendment to a part of the record that you feel is misleading or inaccurate

3. Give written consent before any personally identifiable information is released about your child.

Procedure to Obtain Educational Records

1. Provide a dated written request for a copy of your child's educational record to the Main Office.
2. Allow the school five to seven business days to provide the requested information.

Procedure for Requesting a Change in Your Child's Educational Record

1. Submit a written, signed, and dated request to the Main Office describing the inaccurate or misleading information and detailing the requested amendment or removal.
2. Allow the school five to ten business days to consider and respond to the request.

14. Inclusion & Discipline

Portland Waldorf School is committed to equal opportunity for all students and all staff and endeavors to provide an environment at its facilities wherein human dignity prevails. We support healthy and respectful interactions among our students and community as a whole. We are committed to promoting a spirit of inclusion where each person is accepted and respected. PWS is committed to maintaining a healthy environment that is free of harassment and discrimination in any form.

Non-Discrimination Policy

It is our policy that no one shall be treated differently, separately, or have any action directly affecting him or her taken on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity, or disability where a person is otherwise qualified or could be with reasonable accommodation. It is our fundamental principle that every person is entitled to be treated with dignity and to be evaluated on their skills and abilities without regard to their immutable characteristics. PWS will make reasonable accommodation for religious beliefs.

Discrimination means treatment that reflects prejudice or differential treatment on a basis other than individual merit. Any student or parent who believes he or she is being subjected to discrimination, or who witnesses an incident of discrimination, should immediately report it to a trusted faculty or staff member. If appropriate, the 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 Interim School Chair 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.

Expectation of Student Behavior

Guidance for Early Childhood and Grades 1-4

Teachers work to help each child learn appropriate social interaction, utilizing some or all of the following, depending on the child's age:

1. Appropriate behavior will be stated, requested and modeled.
2. Intervention by teacher will occur as needed.
3. Inappropriate behavior will be redirected. If redirection proves inadequate, the child may be given an activity to engage her will forces, such as washing paint jars, sweeping, etc.
4. Child may be helped to find a genuine gesture of reconciliation or healing.
5. Given time away from the situation, within the classroom.
6. A child may need to be sent home at the discretion of the teacher:
 - a. For the physical or emotional safety of the child or others
 - b. For the general well-being of the class

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 (e.g., the College of Teachers). When communicating to parents about students other than their own, names will not be provided so that confidentiality of each student is held.

When teacher intervention becomes a common occurrence the child's parents are notified and a parent-teacher conference takes place. The

importance of congruency between home and school life is discussed, to help ensure that the child is consistently supported. Common goals are written and tracked. Parents and teacher have another conference after a short period of time to discuss progress in light of the common goals.

If the child's behavior remains unacceptable, the child may be asked to stay at home while the College of Teachers decides if the child's participation in the program is in the best interest of the child and/or the class. If the child returns to the class, the teacher may request restrictions or conditions upon attendance.

Student Rules for EC-Grade 8:

1. Students will treat all living beings respectfully.
2. Students will honor the physical and emotional well-being of themselves, each other, the teachers and staff of PWS; to refrain from disturbing others or violating their space.
3. Students are to be in a state fit to learn at all times when they attend school.
4. PWS expects that the behavior of students outside of school does not impair their development or bring the school into disrepute.
5. Students will follow all rules and limits, whether established by the class teacher, a subject teacher, assistant, a substitute teacher or adult volunteer, or any employee of PWS.
6. Students will respect personal privacy and property.
7. Students will care for school property.
8. Students will walk in the hallways.
9. Students will not use foul language, demeaning expressions, or intimidating language.
10. Students will not bring gum or candy to school.
11. Students will 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, etc.

Guidelines Concerning Dangerous Activities Outside School Hours

The adolescent is reaching out into all areas of knowledge and experience, yet has not developed the critical thinking capacity to fully evaluate the consequences of many activities. Recognizing that the 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 his/her care that is 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 faculty meeting, the College of Teachers and the Interim School Chair. 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 faculty meeting, College of Teacher and to the Interim School Chair and written for the student's educational files.
 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 College 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.

Note: Guidelines for dangerous activities at school or during school hours are included in our Discipline Policy for Grades 6-8; see steps two and three.

Guidelines for Grades 5-8

For these grades, discipline is most often similar to that in lower grades; but occasionally these students will more seriously “test limits” and additional strategies and consequences are needed.

A central task of this school is to quietly but 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. Questions regarding disciplinary issues, which have not been answered by your teacher, may be brought to the College of Teachers via a letter or conversation with the Interim School Chair.

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); 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). Use or possession on school grounds can be 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 child 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 PWS 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. The grades teacher, the College of Teachers and Faculty Chair are notified verbally.

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 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 meeting of the College of Teachers, where the problem is reviewed and final action is taken. The Interim School Chair is informed of the suspension. The student is expelled. The teacher(s) document the incident and places the documentation in the student's file.

Who is Involved: The teacher(s), and the College of Teachers. 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, the College of Teachers may request the implementation and of a restitution process. An effective restitution happens within the framework of a higher value or mission so that the child 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 in the helping adult. It is not essential that the restitution meet all these points, but the above shared guidelines are what PWS and its teachers are working toward to generate healthy and creative solutions to problems.

Note: The book Restitution: Restructuring School Discipline by Diane Gossen, was used to structure the above guidelines.

Policy on Harassment, Intimidation and Bullying

Portland Waldorf School 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 intentionally 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 and weight, or other characteristic. Nothing in this section requires the affected person to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Intentional act” 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 expression of artistic, religious, philosophical, or political views, provided that the expression 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 Harrassment

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.

Reporting and Investigation Procedures

Anyone who believes he or she is being harassed or subjected to intimidation or bullying, or who witnesses an incident of harassment, intimidation or bullying, should report it to his/her teacher, the Interim School Chair, or another trusted faculty or staff member. If reported to a teacher, or a teacher is aware of such an

incident, the teacher must report it to the Interim School Chair.

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 and discipline, including, where appropriate, 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. If the matter cannot be reported to the teacher or Interim School Chair, or if inadequate action is being taken to resolve the conduct, contact the President of the Board of Trustees.

For a full listing of the Procedure and Timeline for Reporting and Investigation, see Appendix 4.

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 School’s sole discretion.

Appendices

Appendix 1: Who to Ask?

If you have a question but aren't sure who to ask, your child's teacher and the Main Office are great places to start. The table below can also be used as a reference.

Admissions & Enrollment	EC/Lower School Admissions Coordinator meghan.hof@portlandwaldorf.org High School Admissions Coordinator connie.vera@portlandwaldorf.org
Aftercare Programs	Main Office annagrace.kaye@portlandwaldorf.org
Assemblies & Festivals	Class Teacher/Class Sponsor
Athletics	Athletic Director nicole.raymond@portlandwaldorf.org
Board of Trustees	board@portlandwaldorf.org
Building & Grounds	Facilities Manager brendan.eiswerth@portlandwaldorf.org
Calendar	Main Office annagrace.kaye@portlandwaldorf.org
Classroom Concerns	Class Teacher (EC/Grades) or Interim High School Chair sarah.rem@portlandwaldorf.org
College of Teachers	College Co-Chair bec.blanchard@portlandwaldorf.org christopher.zinn@portlandwaldorf.org

Communications: Newsletters, Website & Weekly Bulletin	Communications Coordinator grace.evans@portlandwaldorf.org
Community Concerns	Interim School Chair shanti.mccarter@portlandwaldorf.org
Contracts, Tuition Assistance	Business Office crystal.lawrence@portlandwaldorf.org
Donations & Fundraising	Interim Director of Administration mary.beaton@portlandwaldorf.org
Emergency Preparedness & Safety	Operations Manager dionne.kane@portlandwaldorf.org
Faculty Evaluations & Professional Dev.	Interim School Chair shanti.mccarter@portlandwaldorf.org
Finances & Legal Matters	Interim Director of Administration mary.beaton@portlandwaldorf.org
High School Admin	High School Secretary kate.mcgill@portlandwaldorf.org
High School Curriculum	Interim High School Chair sarah.rem@portlandwaldorf.org
Health & Immunizations	Main Office annagrace.kaye@portlandwaldorf.org
Learning Challenges	<ol style="list-style-type: none"> 1) Class Teacher 2) HS Student Assistance Coordinator francine.adams@portlandwaldorf.org

Library	Library Manager Ian Terrell library@portlandwaldorf.org
LivingLAB Program	LivingLAB Directors kelly.hogan@portlandwaldorf.org jamina.shupack@portlandwaldorf.org
Parent Council	Co-Chairs: Angie Lawless angie@ironsquirrel.net Jillian Nelson jilliankaenelson@gmail.com Dave Renzema renzianni@aol.com High School Co-Chairs: Stephanie Baartz-Bowman sbaartz@yahoo.com Rosalea Peters 3petersfamily@gmail.com
School Store	Store Manager Yvonne Cseko store@portlandwaldorf.org
Student Records	Early Childhood/Grades grace.evans@portlandwaldorf.org High School kate.mcgill@portlandwaldorf.org
Space Use & Room Rentals	Operations Manager dionne.kane@portlandwaldorf.org

Appendix 2: Playground Rules

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 in 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. 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. Feet on the bottom rung of the fence, not the higher two, no sitting on the top of 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 to west front of the school, the south of the main sidewalk and over to the south creek bed, and to the east of the sidewalk heading to the Monroe Street parking lot.

Second Grade: First Grade area (except Walnut Hill), plus on the south side of the creek to the top of the hill where the pool used to be Hex amid and play structure bark chip area to west of Monroe Street sidewalk.

Third through Eighth Grades: All of above (except Walnut Hill), plus the large playing field. Asphalt area may be used by any class as 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. Hexamid is for Grade 2 and up—

Blacksmith Shop and the area around Shop

1. Early Childhood and Grades students are not allowed inside this structure unless accompanied by the blacksmithing teacher.
2. 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. Adults on duty will help the children develop fair rules for play, such as rotating in extra players.
4. Grade 2 may have balls for catch games on the grassy areas.
5. Four-Square is appropriate for Grade 4 and up (after approval from their class teacher.)
6. Kickball is to be played only in the large field by Grade 4 and up (after approval from their class teacher).
7. Play that blocks the gym doors is not allowed, games in that area will be monitored by the recess duty teachers for safety.
8. Softball may be played by Grade 6 and up on the diamond area. This may require a non-recess-duty supervisor.
9. 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.
10. Basketball may be played by Grade 5 and up.
11. Touch football may be played in the field by Grade 6 and up. No tackling.

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. Cistern at the source (east end) of this stream.
3. All sides of the green cement gardening shed.
4. Stream and waterfall area north of school.
5. Railroad tracks.

Appendix 3: Media Reading List

Alter, Adam. *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked*. Penguin Press, 2017.

Maynard, Patrice. "Of Ants and Human Beings: Technology and the Urgent Need for New Ideas to Project Children, Our Communities, and the Future." *Research Bulletin* Vol. XXI, No. 2. Autumn/Winter (2016): p62-67.

Sax, David. *The Revenge of Analog: Real Things and Why They Matter*. PublicAffairs, 2016.

Wu, Tim. *The Attention Merchants: The Epic Scramble to Get Inside Our Heads*. Alfred A. Knopf, 2016.

Schoorel, Edmond. *Managing Screen Time*. Floris Books, 2015.

Muir, Maya. "Why Limit Electronics? Media and Waldorf Education," Portland Waldorf School, 2015. (Available in the Main Office.)

Her. Spike Jones. Warner Bros. Pictures, 2013 (Film).

Carr, Nicholas. *The Shallows: What the Internet is Doing to Our Brains*. W.W. Norton & Co., 2011.

Winn, Marie. *The Plug-in Drug: Television, Computers, and Family Life*. Penguin Books, 2002.

Armstrong, Alison & Charles Casement. *The Child and the Machine: How Computers Put Our Children's Education At Risk*. Steiner Books, 2000.

Healy, Jane, *Endangered Minds: Why Children Don't Think and What We Can Do About It*. Simon & Schuster, 1999.

Appendix 4: Procedure and Timeline for Reporting and Investigation

- A. Complaint is received verbally or in writing.
1. In conversation with the person filing the complaint:
 - a) All specifics are gathered and documented.
 - b) Confidentiality and disclosure is discussed. Permission to use his or her 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 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 air-clearing 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.

B. Conclude the investigation:

1. Document findings and reasons.
2. 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) A meeting with the alleged harasser, alone or with parent/guardian
 - b) Harassment education
 - c) c. Counseling
 - d) Suspension
 - e) Expulsion
 - f) Referral to Law Enforcement
3. Decision is communicated to the complainant and his/her parents/guardians.
4. Decision is communicated to the alleged harasser and his/her parents/guardians.