

# CEDARWOOD WALDORF SCHOOL



## PARENT HANDBOOK

2023-2024



**CEDARWOOD** WALDORF  
SCHOOL

Welcome!

It is a pleasure to welcome you to the 2023-2024 school year and to join new and returning Grades families. As lead administrators of the school, we welcome you and look forward to knowing your children and your family as an integral part of our Cedarwood community. Please know that we are here for you and encourage you to introduce yourself, ask questions, and participate in the life of the school including Coffee in the Courtyard, volunteer opportunities, festivals, fundraising, and parent education offerings. Cedarwood is a vibrant and special place and we know that you will make connections through these venues to learn more about Waldorf Education and our school.

Welcome!

Amber Clayton, Chief Administrative Officer

Marcee Hansen, Pedagogical Director and Early Childhood Director

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# THE CEDARWOOD VISION

## Mission Statement

Cedarwood Waldorf School strives to bring Waldorf education to life and to instill a love for learning. Our curriculum weaves together the arts, academics and movement, with a reverence for the developing child. We will nurture our children's spirituality, cultivate their ability to think imaginatively, and inspire them to seek the truth.

## Our Values

Guided by an understanding of Rudolf Steiner's philosophy and insight into the development of the human being, we seek to nurture the spirituality of children, cultivate their ability to think imaginatively, and express themselves artistically. We choose to patiently **encourage** their sense of wonder at the natural world and **inspire** them to seek the truth in all things. In creating an educational community to support these efforts, we pledge to honor diversity, kindness, civility and mutual respect. Through our rich curriculum and a deep understanding of the adult emerging from the child, it is our desire and our mission that each student should go forth into adulthood to be a person of **confidence, integrity, honor**, and with a **high regard for humanity and our precious planet**.

## Diversity, Equity and Inclusion

In keeping with Waldorf Education's aim of teaching children to influence and lead within a society composed of a wide spectrum of social, cultural, and financial differences, Cedarwood has traditionally striven to be supportive and reflective of the demographic characteristics of the Portland metro area. We define diversity as a range of racial identifications, ancestries, nationalities, native languages, socioeconomic backgrounds, family structures, ages, belief systems, gender and sexual identities, abilities, appearances, occupations, and political affiliations.

At Cedarwood, we hold an ongoing commitment to improving our inclusivity and diversity. The many different ways that members of our school community may look, sound, worship, and love are integral to the school's mission. Our children thrive within a healthy diverse group of teachers, families, fellow students, and friends.

Cedarwood honors the multiple perspectives that exist in our increasingly diverse community with a commitment to promoting ongoing conversations, education, and partnerships.

## Non-Discrimination Policy

Cedarwood welcomes students of all races, creeds, and national or ethnic origins in its admission policy and in the conduct of its educational programs. Our school is non-sectarian and non-denominational and is committed to providing Waldorf education to all families without economic, social, religious, or racial prejudices.

## Accreditation

Cedarwood Waldorf School is an independent, private Waldorf school. We are accredited as a Full Member School by the Association of Waldorf Schools of North America (AWSNA), an association that strengthens and supports Waldorf schools and informs the public of the benefits of Waldorf education. Cedarwood's early childhood program is accredited by the Waldorf Early Childhood Association of North

America (WECAN). For more information about AWSNA and Waldorf education, please see the appendices.

Cedarwood is also an accredited member of the Northwest Association of Independent Schools (NWAIS), a voluntary association of more than 114 independent schools in the Pacific Northwest. All NWAIS schools are nonprofit institutions chartered by the board of regents, individually governed by elected boards of trustees, and privately financed by tuition, fees and contributions.

## Licensing

Cedarwood Waldorf School is a licensed Child Care Center through the State of Oregon Department of Early Childhood Learning. All Early Childhood programs, including Before Care, Extended Day and Break Camps, meet licensing requirements.

# SCHOOL INFORMATION

Address: 3030 SW 2nd Avenue, Portland, Oregon 97201

Phone: 503-245-1477

Fax: 503-245-5405

<http://www.cedarwoodschool.org/>

## School Office Hours

8:00am – 4:00pm Monday through Friday

503 245 1477 x 10

## School Hours

<b>BEFORE CARE*</b>	7:30am-8:00am
<b>DROP-OFF</b>	8:00am-8:15am
<b>FULL DAY</b>	8:15am-3:00pm
<b>PICK UP</b>	3:00pm-3:15pm
<b>EXTENDED DAY**</b>	3:15pm–6:00pm

\*Families should sign up for Before Care in the office in advance each week by the Wednesday prior at <https://www.cedarwoodschool.org/before-after-school-programs>.

\*\* Please register for Extended Day in advance at <https://www.mytads.com/>.

## Key Contacts

### Grades Program Contacts

Marcee Hansen, Pedagogical Director/Early Childhood Director

[mhansen@cedarwoodschool.org](mailto:mhansen@cedarwoodschool.org)

Antonella Focarino, Early Childhood Coordinator

[afocarino@cedarwoodschool.org](mailto:afocarino@cedarwoodschool.org)

Laura Elmore, Lower Grades Section Leader

[lelmore@cedarwoodschool.org](mailto:lelmore@cedarwoodschool.org)

Natalie Norman, Upper Grades Section Leader

[nnorman@cedarwoodschool.org](mailto:nnorman@cedarwoodschool.org)

Michelle Jarvis, Grades Subject Section Leader

[mjarvis@cedarwoodschool.org](mailto:mjarvis@cedarwoodschool.org)



## Administrative Contacts

Amber Clayton, Interim Chief Administrative Officer

[aclayton@cedarwoodschool.org](mailto:aclayton@cedarwoodschool.org)

Meghan Keener, Office Manager

[mkeener@cedarwoodschool.org](mailto:mkeener@cedarwoodschool.org)

Erin Cooley, Enrollment Director

[ecooley@cedarwoodschool.org](mailto:ecooley@cedarwoodschool.org)

Paul Sardoch, Development Director

[psardoch@cedarwoodschool.org](mailto:psardoch@cedarwoodschool.org)

Brandon Bednarek, Events Coordinator

[bbedarek@cedarwoodschool.org](mailto:bbedarek@cedarwoodschool.org)

Vanessa Fuss, Marketing and Communications Coordinator

[marketing@cedarwoodschool.org](mailto:marketing@cedarwoodschool.org)

Jo Wiersma, Registrar and After School/Summer Camp Programming

[jwiersma@cedarwoodschool.org](mailto:jwiersma@cedarwoodschool.org)

Kenlyn Hodapp, Finance Director

[khodapp@cedarwoodschool.org](mailto:khodapp@cedarwoodschool.org)

Jeremy Smith, Facilities Director

[jsmith@cedarwoodschool.org](mailto:jsmith@cedarwoodschool.org)

<b>If you have questions about.....</b>	<b>Email.....</b>
Administration or the Board of Trustees	Amber Clayton, interim Chief Administrative Officer at <a href="mailto:aclayton@cedarwoodschool.org">aclayton@cedarwoodschool.org</a>
Academic programs, curriculum, faculty, and student support	Marcee Hansen, Pedagogical Director at <a href="mailto:mhansen@cedarwoodschool.org">mhansen@cedarwoodschool.org</a>
Early Childhood Licensing	Antonella Focarino, Early Childhood Coordinator at <a href="mailto:afocarino@cedarwoodschool.org">afocarino@cedarwoodschool.org</a>
Extended Day, After School Programming, Break and Summer Camps	Jo Wiersma at <a href="mailto:jwiersma@cedarwoodschool.org">jwiersma@cedarwoodschool.org</a>
Attendance or absences	<a href="mailto:frontoffice@cedarwoodschool.org">frontoffice@cedarwoodschool.org</a> (monitored by multiple individuals)

<b>If you have questions about.....</b>	<b>Email.....</b>
Enrollment, tours, open houses, tuition assistance	Erin Cooley, Enrollment Director at <a href="mailto:ecooley@cedarwoodschoo.org">ecooley@cedarwoodschoo.org</a>
Fundraising, donations, the auction, or annual appeal	Paul Sardoch, Development Director at <a href="mailto:psardoch@cedarwoodschoo.org">psardoch@cedarwoodschoo.org</a>
Community events, festivals, Winter Faire	Brandon Bednarek, Events Coordinator at <a href="mailto:bbednarek@cedarwoodschoo.org">bbednarek@cedarwoodschoo.org</a>
Marketing, communications, weekly and monthly newsletters	<a href="mailto:marketing@cedarwoodschoo.org">marketing@cedarwoodschoo.org</a> (monitored by multiple individuals)
Invoices, reimbursement, and budgets	Kenlyn Hodapp, Finance Director at <a href="mailto:khodapp@cedarwoodschoo.org">khodapp@cedarwoodschoo.org</a>
Buildings, facilities, grounds, or repair questions or requests	Jeremy Smith, Facilities Manager at <a href="mailto:jsmith@cedarwoodschoo.org">jsmith@cedarwoodschoo.org</a>

# ACADEMIC INTEGRITY

An open mind, a supportive heart, and an active imagination all support the education at Cedarwood Waldorf School. In addition, we also maintain certain behavioral standards in order to ensure the success of all of our students in any program, grade, or subject. We ask all students to honor the following guidelines at all times and locations throughout the school day:

- Be prepared for all classes, events, activities, and assignments
- Be on time for all classes, events, activities, and assignments
- Be safe and do your best to ensure the safety of others
- Participate within the group to the best of your ability
- Listen and follow instructions from teachers and staff
- Use appropriate voice, tone, and gestures
- Clearly communicate and respect boundaries
- Care for yourself and others at all times

We value the hard work and unique spirit that each student puts forth in their schoolwork, and we seek to foster the highly individualized nature of those efforts. For their part, all students are expected to take personal responsibility for all of their assigned work, contribute with their best effort, and complete all assignments on time. Though Cedarwood encourages collaboration and mutual support when appropriate, we will not tolerate plagiarism of anyone's work, including that of another student, or cheating of any kind in general.

## Required Participation in All of Our Programs

As Waldorf schools are designed to educate their students in a holistic and multifaceted way, all of our program offerings are considered core curriculum. Each subject develops a different aspect of the whole, and by bringing them together, we educate the whole child in a comprehensive manner. Participation in all classes, therefore, is mandatory. Exceptions must be written into the Personal Education Plan (PEP) due to the necessary tutoring work involved, and each plan must be agreed upon by teachers, parents, and the Pedagogical Director in advance.

## Required Participation In School Events

School events are an important feature in our annual calendar, and they present a special opportunity for all members of our community to gather in recognition of our students' hard work in and outside of the classroom. **For these reasons, participation in school music performances and class plays is considered mandatory.** We ask that these events take precedence over non-school events, should scheduling conflicts arise. The School's music teacher should be notified in writing if it is absolutely necessary that your child be absent from a music performance. Please contact your child's class teacher as soon as possible if you anticipate a conflict with your child's class play.

# THE SCHOOL DAY

## Before Care Program

Before Care is offered daily beginning at 7:30am and is included in tuition. We kindly ask that you sign up in advance, so our teachers will be able to expect who may be coming. The signup form for Before Care can be found on the website at <https://www.cedarwoodschool.org/before-after-school-programs>.

## Arrival

Grades classes begin promptly at 8:15am each day and attendance is taken every morning. Main lesson activities take place in the morning and it can be challenging for students to enter the classroom midmorning. Arriving on time will support your child in their social relationships and allow them to fully benefit from the offerings at school.

## Absence, Late Arrivals, Or Tardiness

Please call (503) 245-1477 x10 by 9am to notify us if your child(ren) will be absent or arriving late to be sure the absence is excused and/or noted.

If your child arrives late to school, please direct them to the Front Office to sign in before reporting to class.

Waldorf Education is a dynamic and living education that occurs every day in the classroom. Your child's attendance in school is the absolute best way to ensure their success at Cedarwood. Students with irregular attendance and frequent late arrivals tend to struggle both academically and socially. Teachers have also observed that initial infrequent absences often lead to more frequent absences as time progresses throughout the year. This can promote a sense of disconnection for the student; from their peers, teachers, and getting behind on coursework.

Irregular attendance or excessive tardies may result in:

- An invitation to meet with the teacher
- A follow up meeting with the teacher and the Pedagogical Director to further discuss the issue
- The creation of a Personal Education Plan
- Academic probation
- Further discussion about the viability of continued enrollment at Cedarwood

If your absence is not communicated, or is for travel or vacation, it is considered an unexcused absence. Teachers are not required to re-teach material covered during lessons a student misses due to travel or other unexcused reasons.

## Dismissal

At the end of the school day, students are checked out and released to the care of their families.

- Children in Grade 1 will be dismissed by teachers directly to an adult approved for pick-up in the classroom.
- Students in Grades 2 - 6 will wait with their class in a designated spot in the courtyard. Parents are encouraged to meet them in the courtyard or are welcome to pick them up in the vehicle pick-up line.
- Students in Grades 7 - 8 will be dismissed from their classroom to meet parents in the courtyard or in the pick-up line. Parent or guardian permission needs to be on file for student self-dismissal from school grounds.

Please call (503) 245-1477 x10 by 2:45 pm if you will be more than 15 minutes late to pick your child(ren) up. At 3:15 pm, teachers will take children to the Front Office to wait for you.

If your student(s) will be picked up by someone not already on their approved pick up list(s), please see the below information titled "Pick Up Authorization".

Our After School and Extended Day programs are staffed based on enrollment and drop ins are not permitted. If you are in need of Extended Day care or wish to sign up for after school programming, please contact our Enrollment Director to enroll in these programs. Under no circumstances are students permitted to linger in the building without adult supervision.

### Early Release for Special Events

The following days have early release (12:30pm) and there is no Extended Day.

- First day of school
- Micha-el Festival
- Grandfriends and Special Friends Day
- May Day
- Last Day of School

### Extended Day

The Extended Day Program is provided from class dismissal until 6:00pm, Monday - Friday when school is in session. Depending on the day, children may engage in arts and crafts, play board games, read, or play with friends. Time will also be provided for more open and active play outdoors or in the gym. Parents should be mindful to pack extra food/snacks when their child attends the Extended Day Program. Families may sign up for Extended Day on an annual basis through TADs: <https://www.mytads.com/>.

### Pick Up Authorization

Please list all adults who are authorized to pick up your child from school in your TADS account at <https://www.mytads.com/>. This could include other family members, childcare providers, other class parents for carpools, or after school play dates.

If there are adults who are not authorized to pick up your child, for example in the case of a legal restraining order or a dispute over custody, please provide the Enrollment Director and the Front Office with supporting documentation and a photograph of the individual(s) impacted by the order/dispute, to keep on file throughout the restraining period or duration of the dispute.

# HOW TO SUPPORT YOUR TEACHERS AND THE SCHOOL

## Lines of Communication

Email is our primary mode for communicating announcements about online class meetings, festivals, celebrations, and updates. Your teacher may also share inspirations and observations from their journey with your children, as well as articles on child development. Reading these email letters from your teacher will deepen your connection to your child's Waldorf school experience and keep you well informed of important dates and information. Additionally, reading weekly and monthly school wide communications will help you stay informed of important school events and information.

Your class teacher will inform you of the best ways to get a hold of them. Please note that during the school day, teachers are with children and may not be able to get back to you quickly. Teachers have limited times for email and phone communication, typically in the late afternoons. If you have an emergency need to get a hold of a teacher, please contact the Front Office. Otherwise, please know that your teacher will get back to you as soon as they are able to. Some teachers may designate specific office hours for this purpose.

Keep in close contact with your child's class teacher. A serious illness, death, divorce, or parents going back to work can impact everyone in a family, but particularly children. Please stay in communication with your child's teacher about such life-changing events in your child's life.

If you have any questions or concerns about your child's experience at school, please contact your class teacher first.

## Communicating with the Extended Day Teachers

Your child's class teacher and the front office are your first line of communication with the school. Your class teacher works closely with afternoon and extended day teachers, in collaboration with the Early Childhood section. During the school day, if you have an important message (for example you're running late, or someone else is going to pick up your child), please email the front office and copy your class teacher and extended day teacher.

## Direct Communication and Conflict Resolution

Our school is committed to positive adult communication, based on mutual respect. We are committed to an atmosphere where different perspectives are heard and valued, and confidentiality is respected. We are an organization committed to the development of the human being and human relationships. Teachers, parents and students are all growing, and there will be mistakes and problems to be worked through. A positive and amicable attitude can act as a model of social engagement for our students, and help set a healthy standard across our community.

Though it is natural for questions and concerns to arise within any social setting, sensitivity and respect allow such concerns to be communicated in a productive and constructive manner. An important starting point is recognizing that the first priority is serving the best interests of the students. All respectful adult interactions, large and small, lead to building a healthy environment for student learning. Respectful adult communication serves as a model for appropriate and constructive adult behavior which can inspire children looking on to follow suit.

We ask that the first step in resolving conflicts is direct and respectful communication with each person directly involved to first discuss concerns or grievances. For concerns about class or school policy, please contact your class teacher. If this is not sufficient to resolve the issue, please reach out to the Pedagogical Director or Head of School to determine next steps (a review or investigation may be appropriate to resolve the conflict). The Pedagogical Director will take the lead on teaching and program related issues and the Head of School will take the lead on operational or organizational issues.

Personnel issues will be addressed by the Pedagogical Director and the Head of School. If the complaint is about the Pedagogical Director, please contact the Head of School. If the complaint is about the Head

of School, please contact the Board of Trustees. Please note that the Board of Trustees will not consider appeals of decisions made by the Head of School.

## Parent Evenings and Parent Teacher Conferences

Creating a comfortable and engaging learning environment requires clear and consistent contact between faculty and families. Maintaining open lines of communication allows teachers and guardians to share in moments of wonder, joy, and triumph and to work collaboratively in the face of more challenging situations.

Parent Evenings, or class meetings, occur throughout the year. Parent Evenings provide a special opportunity for teachers to share news about the class, student work, upcoming curriculum, and special activities in a large group forum where families can connect and commune around their class' shared experiences. At least one family or guardian per family is expected to attend every class meeting. Parent Evening schedules are provided directly by the class teacher. Childcare is provided for Grades children during Parent Evenings.

Parent Teacher Conferences are an essential element of your child's education at Cedarwood. Teachers require these check-ins in order to ensure that they are doing everything they can to meet your child's needs most fully, so attendance at meetings with your child's class teacher is mandatory. Conferences occur in late autumn and early spring, with exact dates communicated in newsletters and in communication from the teacher. All families are required to attend a conference in the Fall.

Families will receive a narrative report from their teacher at the end of the school year. Students in grades 1 through 8 do not regularly receive letter grades. Middle school students receive end of block reports from daily lesson teachers and a mid-year report from subject teachers. These reports are written for families and guardians, not for students. For grades 1-5, we ask that the report is not shared with children.

## Volunteering

We ask all adult family members to donate twenty hours per academic year to Cedarwood, either in support of their class, school committees or groups, or in supporting school events and festivals. See <https://www.cedarwoodschool.org/volunteer-guide> for a list of volunteer opportunities and roles.

We offer a wide range of ways for parents at Cedarwood to be active in our community! From representing our school as an ambassador at outreach events to mulching the playground, parents can get involved at any level. Look for announcements for volunteer opportunities with special events and activities, such as class trips, plays, and fundraisers. We invite all parents to add their unique talents to our thriving community.

All volunteers and field trip chaperones must pass a background check ahead of volunteering. See <https://www.cedarwoodschool.org/volunteer-guide> for the background check form and process. Please note that all background checks need to be submitted 30 days in advance of any volunteering that requires a background check. This would include any time with children, such as field trips or in-classroom help.

## Helping In The Classroom

Please check in with your child's teacher to learn more about what is needed in your classroom. They will be able to suggest many ways to help, including small group work with children in a particular subject area; volunteering as a field trip chaperone; supporting their class play; working on the class auction project; class fundraising; building items such as desks, cubbies, and carts; work-party help; and cleaning up our spaces. Your child will take pride in your work in the classroom!

## Lunch and Snack

Healthy and nutritious snacks and lunches will give children the necessary stamina to focus and participate more actively in class. Grades students need healthy food as much as a young child. We encourage families to choose proteins and complex carbohydrates over sugars, and we ask that you not send soda, gum, or candy to school. You may choose to send a warm lunch in a thermos bottle, especially in the winter months. There is no microwave available to reheat individual student lunches.

## Dress Code

Cedarwood maintains an environment that supports learning, respect, and social cohesion. We also recognize the importance of clothing choices as a significant element in the development of a child's identity and self-esteem. Our dress code seeks to accommodate these needs, while also ensuring the safety and physical and social comfort of our students.

Attire of any manner that hinders the child's participation in or experience of the educational program, or affects the health, safety, or focus of the student or other students will be discussed with the student and/or the parents.

Any designs on clothing should be non-distracting. Shoes must be worn at all times while on campus and must be functional for all school activities. Hats and hoods may not be worn in the classrooms.

The dress code applies to all Cedarwood students during all school hours, including before care and the Extended Day program, 7:30 am - 6:00 pm, Monday - Friday, and on all school sponsored field trips and activities.

### Athletic Shoes

All students need to wear athletic shoes for movement class. Lace-up sneakers are recommended, and both an indoor and outdoor pair of shoes they can run in. For movement class, clean indoor shoes are required, to avoid tracking mud onto the gym floor. Outdoor shoes can be the same ones worn to school and for recess, if they are athletic shoes.

### Clothing For Movement Class (For Upper Grades Only)

Students in grades 6 – 8 are required to wear comfortable clothing suitable for movement and athletic shoes.

### Concert Attire

For evening music concerts, all students are requested to wear semi-formal, black and white apparel: i.e. dress shirts, slacks, dresses, skirts, and blouses with nice shoes.

### Indoor Shoes

In the younger grades, children are asked to keep a pair of shoes at school that are worn only in the classroom. With our rainy Portland weather, having special indoor shoes for the classroom helps keep the room clean and the children's feet dry. We recommend that children use the same shoes for the classroom and for indoor movement classes, in order to streamline the number of shoes needed at school. Your teacher will let you know whether or not your child needs indoor shoes.

## Private Music Lessons (Grades 4-8)

Cedarwood strongly encourages students to take private lessons on their instruments throughout the grades. Cedarwood has the expectation that students will take instruments home each night in order to facilitate daily practice, which keeps the child in a rhythm and habit of working on their will, using thinking,



feeling and doing forces (as music requires all three) while working on their midline crossing. This will strengthen work in their other classes. Practicing is the homework for music and carries the same weight and expectation of the homework given by lead teachers. It is not the quantity of time, but the quality of time spent developing their skills that matters.

## Festivals

Festivals are school-wide events coordinated by faculty and staff, supported by the Cedarwood Parent Council to celebrate the changing rhythms of the year. Our festivals foster the children's sense of community and provide opportunities to nurture the children's inner light, courage, reverence, and compassion.

Families are encouraged to participate, and to bring similar celebrations into their own homes. In addition, we encourage you and your child to reflect on traditions that are special to your family and welcome you to share them with your child's class.

- Micha-el
- Diwali
- Day of the Dead
- Lantern Walk
- Winter Spiral
- Winter Faire
- Martin Luther King, Jr. Celebration
- Lunar New Year
- May Day

## Parent Council

Attending Cedarwood Parent Council is a great way to learn more about the school's organization, Waldorf philosophy and curriculum, and details about the many festivals our school celebrates.

Parent Council meetings are held monthly at the school. It is made up of two representatives from each class, and all parents are welcome to attend. Dates and times are listed in the school calendar and will be announced in our Weekly update email.

## Updating Contact and Medical Information

The contact information listed in TADS ([www.mytads.com](http://www.mytads.com)) is what is used by teachers and the front office to contact families/guardians in case of absences, school closures, incidents and any emergencies.

Please keep your phone number(s) and email address(es) current. TADS provides two types of permission for non-immediate family to pick up a student:

- Authorized Pickups: these are adults that you allow to pick up children from school, which could include other family members, childcare providers, or other class parents for carpools and after school play dates. These individuals are pre-approved by you to pick up your student any time.
- Emergency Contacts: In case of a school or area-wide emergency and if you or your authorized pickups cannot be reached, children can be safely released to the care of another adult or guardian.

If there are adults who are not authorized to pick up your child, for example in the case of a legal restraining order or a dispute over custody, please provide the Enrollment Director and the Front Office with supporting documentation and a photograph of the individual(s) impacted by the order/dispute, to keep on file throughout the restraining period or duration of the dispute.

## Allergies & Food Sensitivities

Allergies should be reported in TADS, and discussed with the class teacher or camp teacher at the beginning of the session. At the beginning of the school year, documented allergy information will be shared with all teachers. We cannot guarantee that our classrooms are allergen-free. Please ensure that there is an appropriate plan in place for your child in case of inadvertent exposure to allergens.

## Immunizations

Cedarwood Waldorf School complies with all state regulations regarding immunizations. We are required to collect and maintain current immunization information from every enrolled family, or to have proof of a legal exemption on file. We need this information on file at the beginning of each school year, or as students transfer in during the school year, before students start classes. We work with families to update student records annually, a process that continues throughout the year before the annual state exclusion date, set annually by the state in February. Should a family not have information on file by the exclusion date, Cedarwood will comply with state regulations requiring us to disallow access to classes at Cedarwood until the information is provided. Immunization information is reported to the state, and immunization rates for the school as a whole are publicly available on the internet.

Cedarwood Waldorf School's area of expertise is education. We do not give medical advice, and we refer each family to their own trusted health care provider for such advice regarding immunizations. Cedarwood does reserve the right to require additional immunizations, such as a COVID-19 vaccination, that may be required currently or in the future by state or national law.

## Medicine Administration

If a child needs medication of any sort (prescribed or over the counter), a family must complete a medication administration plan with the Front Office. All medications and administration instructions are kept in a locked box located in the Front Office. Students may not self-administer medication while at school — all medication administration must occur in the Front Office. If your student needs to keep medication on their person (e.g., inhaler), please work with the Front Office. Staff will not dispense any medication or remedy without family permission on the emergency form.

## Medical Information

All medical information, including immunizations, should be recorded and updated in TADS. Please keep your class teacher and the Front Office informed of any changes if your child develops any allergy or ongoing medical condition, dietary restrictions or suffers any injuries, including concussions.

If you or your student require medical accommodations, please contact your class teacher and the Pedagogical Director to discuss options.

## Absences

Please call (503) 245-1477 by 8:30am to notify us if your child(ren) will be absent or arriving late to be sure the absence is excused and/or noted. Irregular attendance or excessive tardies may result in:

- An invitation to meet with the teacher
- A follow up meeting with the teacher and the Pedagogical Director to further discuss the issue
- The creation of a Personal Education Plan
- Academic probation
- Further discussion about the viability of continued enrollment at Cedarwood

If your absence is not communicated, or is for travel or vacation, it is considered an unexcused absence. Teachers are not required to re-teach material covered during lessons a student misses due to travel or other unexcused reasons.

## Sick and Injured Children

Cedarwood has no nurse or infirmary. If your child becomes ill while at school, you will be called to take your child home promptly. All families must have current and viable emergency numbers on file. Please keep emergency contact numbers up to date through TADs: <https://www.mytads.com/Accidents>

Cedarwood is committed to providing a safe and healthy physical and social environment for children to learn and play. However, even with careful attention to safety, accidents can happen. If the child is able to return to class without difficulty, the teacher or office manager will notify the families about the accident by the end of the school day.

In the case of a head injury, or if the injury or illness appears to be serious enough that the child cannot continue in class, you will be notified right away to come and pick up your child. Parents are responsible to seek medical diagnosis and follow up with treatment and provide the school with any prescribed treatment plan once the medical provider approves return to school.

## Illnesses

Please notify the Front Office and keep your child home if they:

- Complains of a stomach ache or headache
- Has vomited within the last 24 hours
- Has a fever or has had a fever in the past 24 hours
- Has pink eye or discharge from the eye
- Has untreated lice
- Has any contagious disease

Cedarwood works closely with the Multnomah County Health Department to report outbreaks of all communicable diseases and follows their guidance. We are required by the State to let other families know if a student has been exposed to any one of the following communicable childhood illnesses or conditions:

- chicken pox
- Conjunctivitis
- Roseola
- Coxsackie
- impetigo
- Measles
- scarlet fever
- Molluscum
- strep throat
- hepatitis A
- Meningitis
- Diphtheria
- haemophilus influenzae type B
- Mumps
- whooping cough
- polio
- head lice
- bed bugs
- COVID-19

Please call the Front Office immediately if your child is diagnosed with any of the above.

## Prolonged Absences

In the unfortunate event that a student requires a medical leave of absence, either for physical or mental health reasons, families must notify the School as soon as possible with documentation from their doctor stating the need and specific recommendation for the duration and parameters of the child's leave.

Depending on the circumstance, we may ask for a second, clearance letter from your doctor before your child returns to school. After that period of leave, for the benefit of everyone involved, we may also request that the student reintegrate into their full class schedule on a gradual basis.

Please keep in mind that teachers are not required to provide makeup work in the event of prolonged absence due to travel or family vacation(s) during the school year.

**PLEASE KEEP ILL STUDENTS OUT OF SCHOOL**

The list below gives school instructions, not medical advice. Please contact your health care provider with health concerns.

<b>SYMPTOMS OF ILLNESS</b>	<b>THE STUDENT MAY RETURN AFTER...</b> *The list below tells the shortest time to stay home. A student may need to stay home longer for some illnesses.
<b>Fever:</b> temperature of 100.4°F (38°C) or greater	<b>*Fever-free for 24 hours</b> without taking fever-reducing medicine <b>AND per guidance for primary COVID-19 symptoms.</b>
New <b>cough</b> illness <b>OR</b> New <b>difficulty breathing</b>	<b>* Symptoms improving for 24 hours (no cough or cough is well-controlled) AND per guidance for primary COVID-19 symptoms.</b> If diagnosed with pertussis (whooping cough), the student must take 5 days of prescribed antibiotics before returning.
<b>Headache</b> with stiff neck or with fever	<b>*Symptom-free OR</b> with orders from doctor to school. Follow fever instructions if fever is present.
<b>Diarrhea:</b> 3 loose or watery stools in a day <b>OR</b> not able to control bowel movements	<b>*Symptom-free for 48 hours OR</b> with orders from doctor to school.
<b>Vomiting:</b> one or more episode that is unexplained	<b>*Symptom-free for 48 hours OR</b> with orders from doctor to school.
<b>Skin rash</b> or <b>open sores</b>	<b>*Symptom free</b> , which means rash is gone <b>OR</b> sores are dry or can be completely covered by a bandage  <b>OR</b> with orders from doctor to school.
<b>Red eyes with eye discharge:</b> yellow or brown drainage from the eyes	<b>*Symptom-free</b> , which means redness and discharge are gone <b>OR</b> with orders from doctor to school.
<b>Jaundice:</b> new yellow color in eyes or skin	<b>*After the school has orders</b> from the doctor or local public health authority to the school.
<b>Acting differently without a reason:</b> unusually sleepy, grumpy, or confused.	<b>*Symptom-free</b> , which means return to normal behavior <b>OR</b> with orders from doctor to school.
<b>Major health event,</b> like an illness lasting 2 or more weeks <b>OR</b> a hospital stay, <b>OR health conditions require more care than school staff can safely provide.</b>	<b>*After the school has orders</b> from doctor to school <b>AND</b> after measures are in place for the student's safety. Please work with school staff to address special health-care needs so the student may attend safely.

## School Closures

You will receive notifications of closures from Cedarwood via cell phone, text and/or email by 6:30am if school is closed for the day or if there is a delayed start. Please make sure to update any changes in contact information throughout the year through <https://www.mytads.com/> and notify the front office so we may change your information in our alert system, K-12 Alerts.

Cedarwood Waldorf School follows the Portland Public Schools (PPS) protocol for closures and delayed openings when Cedarwood and PPS are both open and in normal session. Delayed openings may be called by the district for inclement weather, and are typically a two hour delay. Although you may check the PPS website for closures and delays, please rely on Cedarwood notifications as your primary source of information. Our calendar is not the same as PPS, and there may be instances when our closures and/or delays do not align with those of PPS. Reasons for closures or delays may include, but are not limited to snow, ice, air quality, wildfire/smoke, and electrical or other utility emergencies.

There may be situations where Cedarwood may be unable to provide any programming due to closures; in these cases, Cedarwood may, at its discretion, elect to hold programming during the second week of spring break or extend the school year. Closures for reasons beyond Cedarwood's control do not alter a family's obligation to their contract with Cedarwood.

## Expectations for Parents

Our expectations of all parents at Cedarwood include the following:

- Packing hearty lunches and snacks
- Supporting your student(s) in their music practice and homework assignments
- Providing opportunities for healthy play and plenty of rest for your child(ren)
- Keeping your child(ren) home when they are sick to nurture their healing and keep the community healthy
- Communicating directly and honestly/openly with your student's teachers and the school administration
- Adhering to all school policies, including our Direct Communication Policy
- Serving as role models for students through our words and deeds
- Complying with all requirements for school forms (e.g., emergency contact & medical authorization forms, vaccination records, permission slips for field trips, chaperone background checks, and re-enrollment contracts) by their due dates
- Actively participating in Annual Appeal, Winter Faire, Auction, and other school fundraising activities
- Attending class meetings and all school meetings
- Staying informed on current issues/events by reading the Weekly, Monthly, and other email notices
- Participating in ongoing adult education events.
- Providing at least 20 hours of volunteering per year per adult.

# EDUCATIONAL SUPPORT AND ASSESSMENTS

Cedarwood conducts a number of in-house assessments to monitor our students' progress over the course of their time with us and ensure that their needs are being adequately met.

## Rising Grade 1: Observation

All kindergarten students who will have turned six years old by June 1<sup>st</sup> are considered for a move to first grade. Because children's rate of growth and development can vary widely by individual, careful consideration of each student is important to meet each child. This is particularly true for children with late spring and summer birthdays, who fall on the cusp of their class' age range and who may need more support for their success in the Grades.

If your child's teacher has questions or concerns regarding a student's first grade readiness, they will raise them with you as early in the school year as possible. In some cases, the School may recommend an additional year of kindergarten for a student. When families and faculty work in true partnership and communicate openly and honestly about the student's readiness, they usually can reach a decision that everyone is comfortable with regarding that student's ability to transition to the first grade.

## Grade 2: Observation

A contracted specialist, along with the second-grade class teacher, will conduct an observation of each Grade 2 child in the spring. This provides an opportunity to review each individual child's developmental milestones in relation to the class, as well as to generate insight into their strengths and challenges in the areas of fine and gross motor development, balance, bilateral integration, reflexes, body geography, spatial orientation, dominance, and visual and auditory processing.

The Grade 2 observation is neither an exam nor a test; it is merely an evaluation carried out in a classroom environment. By observing the child and their work closely, we are better able to assess a child's capacity to assume more complex and challenging academic work. If the assessment reveals that a student might benefit from additional support structures, then our contracted specialist will make further recommendations. Observations and recommendations will be shared and discussed with families during spring Parent Teacher Conferences.

## Grades 3-5: Assessments

The Educational Support team assesses all students in Grades 3 - 5 in the fall and spring each year in their reading, spelling and math. This assessment helps the class teacher identify any areas in need of strengthening.

## Middle School

In middle school, the Educational Support team provides students some practice in taking standardized testing, in preparation for their high school applications. Students may elect to take a more rigorous after-school class as well.

## Transcript Requests

Upon request, Cedarwood sends records for 8<sup>th</sup> grade students to the high schools for which they are applying. Students attending public high schools may request that records be sent after graduation. These records include mid-year and yearly narrative reports from subject and lead teachers. Families can request academic reports by contacting [admissions@cedarwoodschool.org](mailto:admissions@cedarwoodschool.org).

## Personalized Education Plans (PEP) and Educational Accommodations

Cedarwood is committed to supporting diversity in our classrooms. To that end, our Educational Support team provides a wide variety of assistance for students with learning differences. From small groups to individual Personalized Education Plans, we care for the wellbeing of students by meeting with teachers and families to find assessment and support options that work best for everyone. Most Educational Support services are covered by our tuition--the exception being private tutors, who are paid for by the family. Families are encouraged to speak with their class teacher and/or Educational Support team early in their child's education if they suspect a learning issue might be present. In turn, we are committed to keeping parents informed of any issues we see surfacing in class that we believe might need follow-up.

We do occasionally find that children have needs that deserve the expertise and care of a more dedicated educational environment. In those cases, we reach out to parents in a spirit of transparency and open communication to discuss what we feel would be the most appropriate educational setting that can help their child thrive and grow, with the goal of helping the family identify the best school environment for their child. Copies of the PEP and copies of barriers to learning should be filed and supervised by the Pedagogical Director.

A Personalized Education Plan (PEP) is designed to meet the unique educational needs of a particular child. It is intended to help children reach educational goals more easily than they otherwise would. The class teacher, subject teachers, and Educational Support team participate in the creation of the PEP and the holding of the plan. A PEP development process will include:

- Describing how the student learns, how the student best demonstrates that learning, and what teachers, parents and other service providers will do to help the student learn more effectively.
- Developing the PEP includes assessing students in all areas, considering ability to access the general curriculum, considering what barriers exist that impact the student's learning in the classroom, developing goals and objectives that correspond to the needs of the student.
- Scheduling a meeting with parents to review the teachers' proposal. This conversation should include the Pedagogical Director. The Educational Support team and contracted psychologist may be used as additional resources.
- Reviewing the plan every 6 weeks. Progress needs to be documented.
- Adjusting the proposed plan if the teacher and parents mutually agree that the changes can be successfully carried out.

## CAMPS

Cedarwood offers Grades camps during the February Inservice Week, one of the two weeks of spring break, and over the summer. Students must be pre-registered for camps; registration will close when size limits have been reached.

# ELECTRONIC COMMUNICATION AND SOCIAL MEDIA GUIDELINES

Cedarwood Waldorf School strives to maintain an atmosphere of support, respect, privacy, and dignity for each member of our community. To that end, we have created the following guidelines for electronic communication and social media use that we expect each member of our community to follow, no matter their position or age:

- **Respect the privacy of each community member** by not using e-mail or any other address list generated by the School for personal or business purposes, including advertising.
- **Respect the privacy of our children** by not posting pictures of children's faces to social media without the explicit permission of their guardians.
- **Respect the integrity of our community** by communicating directly with individual teachers or administrators, rather than writing class, community-wide emails, or posting on social media. If addressing the teacher or administration is not appropriate, the Head of School or Pedagogical Director are always available to listen to concerns from families.
- **Nurture the dignity of each individual** by refraining from obscene or defamatory communication in speech, writing, and other modes of expression, including electronic expression, in interactions with the school community.
- **Cultivate social harmony** in a manner which promotes cooperation and does not interfere with the educational process. This guideline applies not only to speech, but also to written and electronic communications such as email, social media postings, and messaging apps.
- **Observe appropriate boundaries** by limiting communication to proper channels. The preferred channel is to use teachers' school email accounts rather than text messages. Please bring concerns to the school rather than using social media to communicate about school-related matters.
- **Strive for good life habits** around phone and email communications by attempting, whenever possible, to limit late-night and weekend communications. We ask all Cedarwood employees to model and practice good media balance in their personal and professional lives, so teachers are encouraged to respond to emails only within normal, "work-appropriate" hours.
- **Embody our community values** of truthfulness, dignity, and respect for the inherent worth of every human being whenever we are associating ourselves with the school, whether in the classroom, in the wider community at a school-related function, or in electronic and social media communications.

## Cell Phones

We strive to create an atmosphere in which students and teachers are free from the oversaturation of media they experience outside of school. This supports the work teachers do in the classroom by creating an environment in which the entire school building exists in harmony with the principles behind Waldorf education. With this in mind, we ask that parents and caregivers put away their cell phones when picking up or dropping off their children or volunteering at Cedarwood.

Please keep your cell phone on silent when you're in the building. This includes all assemblies, performances, school events, and, most importantly, the hallway areas. Make arrangements for play dates before the school day if at all possible, to avoid the use of cell phones and the Front Office phone.

Student cell phones (and other communication devices) should be kept in backpacks or cubbies and turned off during school hours. If cell phones are used during school without permission, they will be confiscated and returned to students at the end of the day. Smart watches may be used for timekeeping, but should not be used for communicating (texting, calling, social media) or entertainment during the school day. If there is a continued pattern of use without permission, disciplinary action may be taken.

Please remember that Cedarwood is not responsible for the loss or damage of electronic devices on school grounds.



## Medical Accommodations

Students are allowed to use cell phones required to connect to medical devices as needed during the school day.

## Class Google Groups

Each class has a Google Group, which is primarily used by the class teacher to communicate with families. These Google Groups are updated each year.

- Class Google groups are primarily for school use by class teachers, committee leaders, class parents and Parent Council reps to convey school information. They may also be used by parents to set up inclusive social opportunities within a class.
- The Head of School, Pedagogical Director and Front Office staff are included on all class Google groups.
- Google groups should not be used for extended discussions, to amplify a conversation being held by a subset of the group, or to discuss sensitive topics.
- Please be mindful of your audience and be supportive of personal relationships when using class Google groups. If a thread becomes heated or negative, or if multiple complaints are received from recipients, the teacher, committee leader or school leadership may request that a conversation thread cease. School leadership also reserves the right to close a Google group for a period of time. Closing and reopening the group will be done in collaboration with the classteacher or committee leader.
- Please, no personal advertising on class or committee Google groups.

## Class Google Shared Drives

Cedarwood Waldorf School provides a shared Google Drive folder as a service for families to share photos and other files. Cedarwood does not take any responsibility for any content posted, uploaded, or placed by individuals on the shared Google Drive. By uploading or placing a photo or video on the shared Google Drive, you are giving permission to Cedarwood to use the file. Cedarwood will ensure that all people in the photo or video have media releases on file prior to using it in yearbooks or public facing media.

Cedarwood does not provide permanent storage or editing for photos taken or shared by parents, nor does Cedarwood review family photos or video for photo releases on file with the school. Cedarwood takes no responsibility for personal use of personal photos, including those shared between parents. Families that use or share personal photos and post on personal social media are responsible for checking with parents of students pictured in the photos prior to posting on social media.

## Email Suggestions

Your classroom teacher will inform you of best ways to get a hold of them to have a discussion. Please note that during the school day, teachers are with children and may not be able to get back to you quickly. Teachers have limited times for email and phone communication, typically in the late afternoons. If you have an emergency need to get a hold of a teacher, please contact the Front Office. Otherwise, please know that your teacher will get back to you within a few days.

- Emails sent to an @cedarwoodschoool.org email address are owned by the organization and are not considered confidential to the recipient. Please keep in mind that your email may be read by other members of the organization.
- If you find yourself reacting emotionally to an email, best practice is to ask for an offline conversation at that point, or to wait at least 24 hours before responding. If you need more time to get information or to craft a response, reply that you got the message and if possible, give some idea of when you can get back to the person.

- To avoid extended chains of responses, place the class or group address in the BCC line, then address the email to all recipients, so recipients know who received the email. Example: “Dear Class of 202x”
- Be judicious about using “reply all”. Use sparingly and only when essential to convey information to all, or if requested to do so.
- Consider including only one subject per email and create multiple emails if needed. Use the keywords of your message in the Subject line so it can easily be searched for later. If the topic of an email changes, or you forward it, please make sure the subject line is changed and/or is still precise.

## Media Policy

Cedarwood supports parents in minimizing the role of media in their children’s lives. Our approach is informed by research into the effects of electronic media on human development and is intended to support a healthy social life for individual students and classes in fostering imagination and an overall sense of community. Our goal is the gradual and healthy age-appropriate introduction of electronic media into students’ lives in proportion to their development and maturation.

Many parents within the Cedarwood community have the freedom to raise their children without ample media exposure, if they so choose. A number of parents strive to strictly limit or eliminate television, movies, videos of all sorts, cell phones, and computer use until their child is older and able to engage with these media with a more mature disposition. This can also include (but is not limited to) toys and games that are based on media or licensed characters.

As children grow and enter middle school, the guidelines regarding media may begin to shift and parents will need to monitor and guide media exposure, while staying up to date with the possibilities for the various apps, videos, and social media platforms that their children are interested in using.

Screen time without age-appropriate parental oversight can lead to problems. It is important for parents to discuss with each other their wishes around the use of media before exposing other people's children to media influences. Continuing to discuss media with your teacher and other parents keeps communication open and expectations known. Cedarwood is committed to providing continuing information and research about this topic and discussing the subject in a supportive atmosphere.

Electronics brought to school by older children for use after school must be turned off completely and stored away during school hours. With the exception of an iPad or comparable tablet approved and used for assisted learning, students may access these devices only after they have left the school campus.

See ‘Medical Accommodations’ for policies regarding devices used to manage medical needs.

# CAMPUS GUIDELINES

## Transportation and Parking

Cedarwood allows and encourages all modes of transportation to school (walking, bicycling, carpooling or public transportation). Bicycles may be used for transportation to and from school with the permission of parents. Bicycles should be stored in the racks on SW 2nd Ave, above the faculty parking lot. The School is not responsible for lost or damaged property, so we strongly encourage everyone to lock their bicycles securely. The use of bicycles or skateboards during school is prohibited.

Please note there are several types of parking in the immediate area of the school. In the surrounding neighborhood, there are 1-hour and 2-hour spaces. To avoid getting a parking ticket, please note that re-parking in areas marked “2-Hour Zone” within a three-hour period is not permitted. Re-parking in a permit area is not allowed within a 12-hour period. Cedarwood is not able to provide parking passes or to pay for parking for volunteers or during school events. We encourage families to use alternative transportation (buses, bikes, carpooling) or to seek out paid parking to avoid potential parking enforcement citations.

Please don't leave valuable items visible in your car.

Be mindful of our neighbors and emergency vehicles/public transportation needs by only parking in allowed areas. Please do not park in front of driveways or in areas designated “no parking”. Cedarwood is not able to pay parking citation fines.

## Dogs And Other Pets

Cedarwood and Lair Hill Park require pets to be on leash at all times. Pets are not allowed in the school building unless approved for a class event with the permission of the teachers and Pedagogical Director. Service dogs are permitted in the building per the Americans with Disabilities Act (ADA). Please communicate in advance with your class teacher and Pedagogical Director if you think that your family will have a service dog on campus.

Please refrain from bringing dogs to school events, festivals, and social gatherings on campus, such as Coffee in the Courtyard. Even the most well behaved dogs may get overwhelmed in large gatherings.

## Elevator Use

The elevators are not for student use, except with teacher permission. If you or your child have limited mobility, or your child has an injury that prevents them from using the stairs, please contact the Front Office so we can make arrangements to assist you.

## Restroom Use by Adults

We ask that adults use the restrooms in the Annex, at the base of the Neighborhood House stairs, or upstairs between grades 4 and 5, or in single stall bathrooms. Use of bathrooms that are intended for students is not allowed whether or not students are present in the building.

## Trash and Recycling

All members of the school community, including visitors, are expected to cooperate in keeping the School clean, tidy, and environmentally sustainable by sorting their trash and recycling into the proper bins.

# BEHAVIOR EXPECTATIONS

We expect our students and families to fulfill the following expectations:

- Demonstrate kindness, appreciation, and respect for others, both at school and as a representative of the School at school-sponsored events and in the greater school community, including online.
- Uphold our values of diversity, equity, and inclusion in all their actions, both in-person and online.
- Behave politely and cooperatively in all classes and school activities.
- Respond positively to the requests of teachers, staff, and administrators.
- Treat the building, school property, and the personal property of others with respect.
- Be friendly and helpful to others.
- Be sensitive to the needs of the youngest students in the School.
- Attend school regularly, work diligently, and participate in school activities and events.

The School has limited responsibility for student or family behavior outside of school hours and off school campus. However, if the behavior of any student or family reflects poorly on the School's reputation or represents a danger to the students or to others, or if the actions are clearly oppositional to the educational experience of the student or other students, the School reserves the right to impose disciplinary action.

## At School And On Field Trips

Dress and behavior codes apply while on school trips off campus. Students are expected to participate in what the class is doing and to comply with what the teacher is asking of them. Students should complete daily tasks and chores cooperatively, respectfully, and in a timely manner. Encourage your students to use kind language, treat one another with respect, and to behave courteously, as a representative of our school.

## At Assemblies

Students should stay with their class for the entirety of the assembly, use audience manners and remain quiet while others are performing. It is important to keep hands and feet to oneself and walk quietly in single file on the stairs.

## Recess And Playground Behavior

Cedarwood Waldorf School collaborates with Portland Parks and Recreation to use the beautiful, 4-acre Lair Hill Park -- a pesticide-free park -- as our playground. While the park is usually quiet, we do share this space with the public. This provides opportunities for the children to practice courteous behavior. Teachers and staff set boundaries for children depending on their age, but boundaries will shift accordingly when other park users are present.

There are three important aspects to playground behavior:

- Respect for people, animals, plants, and ourselves
- Respect for school and park property
- Respect for faculty and parents in supervisory positions

Courteous interactions between students, staff, faculty and parents is the standard that we aim to facilitate at all times. Students are expected to behave responsively to all faculty and staff in the observance of safety boundaries designated by the school. The behavior of students towards our neighbors, public park users, park employees, and playground users should also be kind and respectful. Everyone that contributes to Cedarwood directly, and shares our public spaces is a member of the community as well and should be treated as an extended member in terms of our consideration towards

them. Children at play are encouraged to engage with each other conscientiously and be mindful of the value found in inclusivity with their peers.

Safety is crucial, with this in mind when and where climbing is allowed on the play structures, care should be exercised in doing so cautiously and in view of teachers. During the grades lunch recess, younger children may use the smaller play structure and older children may use the larger structure. All ages are asked to be mindful of the safety of the smaller children at the school while engaged in play. It's important to keep the playground clean and pick up trash; let's leave it just as good if not better than we found it. Return ropes, balls, and other equipment to the school after use. Due to the fact that we share the space with the community, students may not play unattended in the park before or after school. Students may not cross the street between the park and the school without adult supervision and approval.

Do not climb trees or fences in the park and play in the ivy-covered slopes is not allowed for student safety. No skateboards, skates, roller blades, or bicycles are allowed in the park during school hours, except for designated events. Injuries and social difficulties should be reported immediately. The following items are not allowed at school or aftercare: toys, skateboards, skates, hardballs, baseball bats, electronic equipment, electronic beeping watches, weapons (including pocket knives) of any kind or replica weapons, lighters, and matches. Please do not allow your child to bring media-related items to school. No electronic music sources are allowed.

There is no "rough housing" at Cedarwood Waldorf School. No shoving, hitting, slapping or rowdy behavior is allowed, nor is throwing things or hanging out of the windows. Disciplinary problems at school may affect a student's ability to participate in field trips.

See the Appendix for Cedarwood's approach to harassment and bullying.

## Incident Concerns

Cedarwood strives to be a community in which all of the members treat each other with the utmost respect and courtesy, and where all members are included, respected, and feel a sense of belonging. We are mindful that adults provide models for students behavior and request that we practice direct, respectful communication with each other. When concerns arise, we will address them with clear steps and in a timely manner. This section provides a description of the type of incidents that may occur, and the steps that teachers and parents may follow to resolve them.

### Defining an Incident

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

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

Incidences of bodily harm include but are not limited to:

- Hitting
- Punching
- Kicking
- Biting

Other types of incidents

- Microaggressions
- Put-downs and slurs
- Verbal or non-verbal taunting or teasing
- Biased jokes, comments, or gestures

## Guidelines for an Incident Report from the School

In the case of an incident, the teacher will consult with the Pedagogical Director.

The parents/caregivers will receive a phone call from the Pedagogical Director or the teacher. Depending on the severity of the incident, the student(s) involved in the incident may be suspended and sent home on the day of the incident.

The student(s) who were involved in the incident will remain under close supervision throughout the day of the incident.

The incident will be documented and sent to the Pedagogical Director.

- Incident reports are filed in a shared drive by the Pedagogical Director.
- The Pedagogical Director will review the incident and follow up with teachers and parents as needed.
- All reports are reviewed by the Head of School and Enrollment Director monthly.

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

## Guidelines for an Incident Report from Families

Parents are encouraged to report any concerns or questions regarding social and behavioral issues to the child's teacher as soon as possible.

1. The class teacher will send a confirmation message to the parents. This message may include acknowledgement of the concern and notification of the next step in addressing the concern.
2. If the incident is manageable by the class teacher the teacher will resolve the issue and communicate this to the parents.
3. If the parents are not satisfied with the resolution brought by the class teacher, they may contact the Pedagogical Director.
4. The teacher will consult with the Pedagogical Director and determine whether a formal review of the incident is needed or not.
5. The Pedagogical Director will communicate with the parents and the teacher and describe the review process, goals, and timelines.
6. The Pedagogical Director will review the incident. The Pedagogical Director will conduct direct observation in the classroom, and interview participants in, and witnesses of, the incident.
7. The Pedagogical Director will determine the next steps on the basis of the results of the review and these will be communicated to the parents and the teacher.
8. School contracted psychologists may be consulted as needed.
9. Meetings may be called by the Pedagogical Director as needed.
10. All processes will be documented and reviewed by the Incident Review Committee, which includes the Head of School, Pedagogical Director, and Enrollment Director.
11. If the parents need further support, they may contact the Head of School for a more in depth conversation.

## DISCIPLINARY ACTION

We understand the interrelated nature of emotional and physical health and academic success and the need to view students holistically and build skills in all areas. Therefore, we strive to create opportunities for choice, control, and empowerment for students, families, and staff in all that we do, including in our approach to discipline.

In instances where disciplinary action may be called for, we focus on reformation, reconciliation, and positive reinforcement, rather than punishment or penalty. Cedarwood's responses to conflict or behavioral difficulties may vary according to a student's age, background, and the action for which

discipline was initially called. All disciplinary measures will be administered with respect for the diversity of our school and in a manner that fosters empathy for all individuals involved.

We understand that safe, authentic, and positive relationships can be healing, corrective, and resilience-building; these relationships are the heart and soul of our community and nurturing them to the best of our abilities is our ultimate goal.

Though we understand that children are still learning to control their physical reactions to frustration and stress, we do not permit physical aggression of any kind. Should a student behave in a physically aggressive manner, we will work with involved families to create a behavior plan that addresses that child's immediate needs while also providing them with longer term strategies to encourage their success in an academic environment. We will provide cool down spaces where children can use these strategies to self-regulate whenever necessary.

If a student persistently demonstrates aggression toward others despite repeated intervention, we may meet with the child's family to discuss finding a setting that could more suitably address their behavioral needs.

Egregious or repeated violations of the school's policies and expectations, as described in this Handbook and as determined by the HOS and Pedagogical Director, will be documented and may result in one or more of the following:

- Meeting with members of school leadership
- Limits on access to the school campus, to faculty or staff members, to school events and/ or volunteer opportunities.
- Dismissal: Termination of contract and removal from the school.

# FINANCIAL GUIDELINES

## Tuition & Payment Policy

All tuition contracts are handled in TADS, Cedarwood's online tuition, admission, and enrollment management system. Please read your tuition agreement carefully as it contains the terms and conditions of enrollment and payment. You can access your account at [www.mytads.com](http://www.mytads.com).

The deadline for re-enrollment is February 15th of each year. Re-enrollment and tuition agreements submitted after February 15 at midnight may be subject to a non-refundable late processing fee. Enrollment is not guaranteed for tuition agreements submitted after the deadline.

Application, enrollment, and other fees are not discounted and are non-refundable.

For new students, Cedarwood provides an initial six-week window during which time the contract may be released if it is determined by either party that Cedarwood is not the right fit.

Prior admission to Cedarwood does not guarantee admission in any subsequent year. No student may be considered for re-enrollment or financial assistance for succeeding academic years unless the tuition account is considered current. If any payment is delinquent for 60 days following the due date, the student may be excluded from school attendance. You are encouraged to reach out and maintain open communication with the Enrollment Director and the Finance Director around any payment challenges.

## Fundraising and Donations

Tuition does not cover 100% of Cedarwood's operating expenses and Cedarwood does not have an endowment to support tuition assistance. Cedarwood participates in school wide fundraising, such as the Annual Appeal and the Auction, and we ask that every family participate as much as they are able to. Grades classes and families also participate in class fundraisers, which support 8th grade class trips for every class. Cedarwood is a non-profit organization registered with the State of Oregon, so donations to Cedarwood may be tax deductible depending on your individual situation.

## Early Withdrawal

Please refer to the terms and conditions in your TADS tuition agreement. Withdrawal of a student must be submitted in writing at least 30 days in advance to the Enrollment Director. As per the contract, early withdrawal does not release the family from further tuition payments.

## Extra Expenses

Tuition covers the cost of the supplies and equipment used in class, and the basic cost of most of the field trips. In grades 4-8, there will be extra expenses for music instrument rental. Private music instruction is also strongly encouraged in these grades.

There may be additional costs for overnight class trips and 7th and 8th Grade electives. These additional extra expenses vary from class to class and year to year depending on the curriculum. Each class teacher will communicate with parents about these details.

## Tuition Assistance

Choosing a Waldorf education for your children is an investment in their childhood and in their future. Thank you for your commitment to your children's education. Cedarwood Waldorf School values a diverse community and strives to provide tuition assistance to make a Waldorf education accessible to more



families. A tuition assistance award offsets the overall cost of tuition for families who might not otherwise be able to afford a Cedarwood education.

You may apply for tuition assistance by providing current tax returns and other financial information through the TADS enrollment management system. TADS will provide Cedarwood with a calculation of your family's demonstrated need based on your household income, expenses and other assets. In order to assist as many families as possible, Cedarwood limits overall awards up to 50% of the assessment of demonstrated need and to a maximum of 50% of total tuition. All tuition assistance is need-based, there is not a separate sibling discount available. This helps Cedarwood support families with demonstrated financial need.

As a tuition-dependent independent school, our tuition assistance funds are a percentage of our overall tuition budget, and are limited. We rely on each family to be accountable to their contractual obligations in order to pay our staff, meet the school's own financial obligations and continue to deliver the best possible program for our students.

## Special Circumstances Funds

In addition to tuition assistance, Cedarwood maintains a small pool of special circumstances funds. These are intended to help in cases of unforeseen circumstances, as a one-time support. Examples of such unforeseen circumstances include the sudden loss of a job or serious medical expenses. These awards are usually made in amounts of around \$1,000 or less. Requests should be made through a letter of explanation to our enrollment director, Erin Cooley ([ecooley@cedarwoodschool.org](mailto:ecooley@cedarwoodschool.org)) or our finance director, Kenlyn Hodapp ([khodapp@cedarwoodschool.org](mailto:khodapp@cedarwoodschool.org)). If you have not already done so, you may be asked to enter the tuition assistance process through TADS in order to qualify.

## Payment Expectations

While Cedarwood expects timely tuition payments to be a high priority for each family, we also recognize that some families have more fragile economic circumstances than others. Should challenges arise during the course of the year, *early proactive communication* with the Enrollment or Finance Director is key. We will do our best to work with each family individually, and may be able to change payment schedules or payment methods.

Families finance a Cedarwood education in many ways in addition to payments from monthly household cash flow and tuition assistance. These may include assistance from family members or use of a credit card, a home equity or other loan, or the sale or refinancing of an asset. In setting tuition assistance awards, and in fairness to all, we expect families to prioritize payments for their child's education at Cedarwood over other discretionary expenses.

Tuition charges are expected to be paid or have payment arrangements in place prior to re-enrolling for the following school year. Under certain conditions we may be able to offer additional options by arrangement. We find, however, that this can create an even more challenging situation for the family in the following year and Cedarwood does not wish to allow families to fall into debt to the school.

Cedarwood reserves the right to terminate the relationship with a family for non-payment of tuition, as stated in the contract.

## Gift Giving

Cedarwood gratefully acknowledges that many parents wish to show their appreciation for the efforts of our teachers and staff with gifts. The generosity of our parents is warmly appreciated, but there is no expectation or obligation around gifts.

Purchased gifts or gift cards should not exceed \$50 in value, per family per season (Winter holidays, birthdays, etc.). Cash gifts to individuals will not be permitted.

# HARASSMENT AND BULLYING

Students, faculty, and family members have the right to feel safe and respected, and to work and learn in an environment that is free from harassment and bullying. All members of the school community are expected to refrain from harassment and bullying, during school hours, during after school activities, and at any school-sponsored or affiliated trips and events, as well as on any mode of transportation provided for by the school. Any off-campus conduct between members of the school community that is sufficiently serious so as to interfere with in-school activity is also prohibited. Our policy applies to harassment and bullying between students, between adults, and between students and adults (including teachers, administrators, staff, contract workers, visitors, and family members).

Please contact the Head of School, Pedagogical Director, or the Finance Director to bring a complaint of harassment or bullying. In addition to filing complaints at the school, students and their families may always also choose to file complaints with the police or other governmental authorities.

For more information about Cedarwood's Harassment and Bullying Policy, please refer to [Appendix 5](#) at the end of this handbook.

# SAFETY INFORMATION

## Background information

All teachers and assistants in classrooms have passed background checks consistent with State licensing requirements. Any adult must fill out and pass a background check prior to volunteering in the classroom or on field trips. See <https://www.cedarwoodschool.org/volunteer-guide> for the background check form and process.

## Certified CPR and First Aid Personnel

The entire faculty and staff at Cedarwood receives full CPR/First Aid training and certification on a biannual basis. All staff that work in Early Childhood are certified through the State of Oregon Early Learning Division.

## Emergency Drill Procedures

In accordance with state law, the school conducts monthly safety drills throughout the school year. Drills practiced include fire, earthquake, lockdown and lockout.

Prior to each drill, students with documented auditory processing challenges are brought outside by staff. Please let the front office staff know if your child should be included among those taken out of the building prior to the alarm.

## Safety Inspections

The Portland Fire Marshal inspects our buildings annually for compliance with all fire codes. Our buildings are compliant with current earthquake standards. In the event of an emergency, Cedarwood has enough food and water for our school population for two days.

## Security

Cedarwood is committed to protecting the wellbeing of its families and faculty. With your partnership, we will do everything possible to keep our school a safe and healthy “home away from home.” To enhance building security and account for all traffic in and out of the building, we ask that all families use the main entrance between 9 am and 3 pm so that they can sign in and out with the Front Office. Please notify the Front Office if you require wheelchair or stroller access so that our staff can admit you through the Annex Door.

## Visitors

All visitors to the school other than community members must sign in at the Front Desk before entering the building. Visitors to classrooms always require prior approval from administration and lead teachers.

Occasionally, former students may wish to visit the school. Families should contact that child’s former teacher, or teacher whom they wish to visit, to request permission and to set up the process to arrange a visit.

# APPENDICES

## Appendix 1: History of Cedarwood Waldorf School

In the winter of 1996, a small group of parents began to discuss forming an urban Portland-area Waldorf school. By spring, the families decided to begin a school in the fall with one small Kindergarten. Robert Adams became Cedarwood School's first teacher, welcoming four children and their families in October 1997. The school took the name "Cedarwood" to reflect the idea that, if left undisturbed in a nurturing environment, cedar trees will take over a forest. The seeds of the school were planted and Cedarwood began to grow in a rented church basement in Southwest Portland.

By September 1998, Cedarwood School had expanded to include two Pre-Kindergarten classes, a full Kindergarten class, and a Grade 1 class. As enrollment grew, the school began to search for a permanent location. In the summer of 2000, we purchased the historic Neighborhood House at Lair Hill Park. We moved into our new home in September -- just two weeks before school began -- adding another Kindergarten class and a new Grade 3 class. By 2006, our curriculum reached the Middle School level with the addition of Grade 6. The following year, Grades 7 and 8 were added.

As we reached that milestone, the Cedarwood vision was strong and its community was thriving. By 2009, we had outgrown the Neighborhood House building and were seeking solutions. Bold leadership and a dedicated parents body allowed us in 2012 to complete the construction of a new wing to house a performance space, kitchen, library, and additional rooms to maximize the potential of the school to serve our community as well as the broader anthroposophic community. At this point, we were also able to bring back foundational parents-child classes.

Our commitment to fully live into our new space, along with the hiring of our first Head of School, allowed us in 2014 to face the challenge of obtaining dual accreditation from the Northwest Association of Independent Schools (NWAIS) and the Association of Waldorf Schools of North America (AWSNA). At this point, Cedarwood School became Cedarwood Waldorf School, the first dually accredited Waldorf School on the West Coast.

We have never stopped growing and changing. In 2016, we enhanced our subject programs by adding full-time subject teachers, who bring us rich, innovative classes, as well as more contact time in which to connect with students. In 2018, we hired our first full-time Pedagogical Director to enhance our pursuit of excellence in programming and in faculty development.

The addition of full- and extended-day programming, a full-time differentiated learning specialist, break camps, and an unwavering commitment to Tuition Assistance have allowed us to serve a broader cross-section of families than ever before. We have now seen over 250 eighth graders pass through our doors and move on into wholehearted lives as powerful, vibrant members of their communities. Our reach is growing, bringing the benefits of an education for peace to far-flung corners of the world and to new generations here in the heart of Portland.

## Appendix 2: Waldorf Education

The first Waldorf school was founded in Stuttgart, Germany in 1919. It was based on the work of Rudolf Steiner (1861-1925), an Austrian-born scientist, educator, artist, and philosopher. Steiner founded his curriculum in the belief that it was critical to call forth all of the child's innate capacities, not just academic or particular vocational skills. He established his first school for the children of the employees at a local factory. Starting from this single school, Waldorf education has become one of the most rapidly growing school movements in the world today. In 2019 Waldorf education celebrated its 100th anniversary with over 1050 Waldorf schools worldwide and 1800 Waldorf Early Childhood programs.

We strive to implement a Waldorf curriculum that adheres to the core principles of Waldorf education while also meeting the needs of today's children in an urban setting. We believe that the curriculum, designed in 1919, contains important insights into the academic, emotional, and spiritual development of children, and seek to deepen and renew it through our engagement with contemporary insights, educational theory, and equity work.

The best education should help students not only to become knowledgeable adults, but also inwardly free, secure, and creative people in later life. We wish to educate human beings who have confidence in themselves and are prepared to meet the challenges of our rapidly changing society. We strive to help students see connections between disciplines, to synthesize and integrate information, and to love learning throughout their lives.

The Waldorf curriculum is carefully tailored to meet the developmental needs of each age group. In each grade, teachers craft their activities and lessons specifically to address their students' changing senses of self and their relationships to the world and others. The curriculum recognizes that one must tend to different aspects of the child's nature at different ages.

Subjects are taught in a "block" method in which several weeks of intensive study are devoted to a single subject. The integration of academics, the arts, and practical skills lies at the heart of Waldorf curriculum. This comprehensive curriculum means that all students follow the same enriched course of study. Our goal is to help each student develop their many capacities and capabilities.

For younger children, our teachers present the majority of classroom content verbally. As the students grow older, reference books, classic literature, and original source material are gradually introduced into lessons. Students create their own "textbooks" in most subjects by synthesizing the material presented in class into a hand-crafted, hand-illustrated Main Lesson Book. These beautiful books incorporate factual information with art, creative writing, scientific observations, and maps. Increasing in complexity and depth as the students mature, these books are wonderful lasting records of each child's capabilities and gifts.

Waldorf lead teachers specialize not in a single subject or a grade, but rather in a specific group of students. Lead teachers may stay with their students for multiple years, sometimes as long as for the entire Grades 1-8 journey. This means that our teachers develop strong individual relationships with their students, which grow over time as teachers continue to deepen their understanding of each students' preferred learning method, as well as their motivations and aspirations.

A personal investment in each student's success helps the class teacher shape each classroom into a tight-knit community unto itself. The feeling of this gesture extends to each member of the broader school community and is treasured by our students, families, faculty, and staff. Each student will venture into the wider world assured of their worth and abilities and secure in their sense of belonging to this community and in the relationships they have formed within it.

### Additional Information

To learn more about Waldorf education, visit the website of the Association of Waldorf Schools of North America — <https://www.waldorfeducation.org/awsna>.

## Appendix 3: Core Principles of the Association of Waldorf Schools of North America

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

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

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

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

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

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

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

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

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

The educational program of each Waldorf school is founded on Rudolf Steiner's insights about the growing child, informed by the teachers' ongoing study of anthroposophy and their professional development in Waldorf Education.

The faculty of the school works collaboratively and cooperatively to develop, refine, and periodically review the educational program. Individual teachers work creatively with curricular, pedagogical, and assessment components of the program out of freedom and in a way that serves their individual students, the class as a whole, and the school community. This work reflects and respects the shared educational understandings and agreements of the faculty.

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

Enduring human relationships between students and their teachers and among the children themselves are at the heart of Waldorf Education. The teacher's task is to work with the developing individuality of each student and with each class as a whole within the context of the entire school. These relationships gain in depth and stability when they are cultivated over multiple years.

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

6. *Spiritual development in support of professional growth is an ongoing activity for the faculty, staff, and board.*

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

7. *Collaboration and shared responsibility provide the foundations of school leadership and governance.*

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

- The educational program is developed by the faculty under the guidance of the pedagogical leadership of the school.
- Administrative activities further the educational program.
- The board works strategically to enable legal and financial health in order to realize the mission and vision of the school.
- Governance of the school is structured and implemented in a manner that both cultivates collaboration and is effective.

## Appendix 4: Cedarwood Governance

The Board of Trustees has the ultimate authority and responsibility for Cedarwood Waldorf School, including legal responsibility, fiscal responsibility, and long-range planning. The Board of Trustees has delegated authority to administer programs and manage the day-to-day operations of the school to the Head of School.

The Head of School (HOS) reports to the Board of Trustees. The Head of School leads and directs the school administrative team and is responsible for overseeing all human resource and operational decisions. The HOS uses consensus decision making for pedagogical decisions in collaboration with the Pedagogical Director and Leadership Core Group, made up of section leaders.

The Pedagogical Director is responsible for the long term pedagogical visioning and development of programming and faculty management and organization- and sits on the admissions committee to bring pedagogical insight to all admissions decisions. The Pedagogical Director works with the Head of School, section and committee chairs and other two pillars of the school to support the mission of Cedarwood. Decisions are made with input from appropriate areas of the school and collaboration with HOS and Core Group.

The Advancement Team is the group of administrative members who collaborate on the enrollment, development, outreach and communications work at Cedarwood Waldorf School. It includes the Head of School, Pedagogical Director, Enrollment Director, Community Engagement and Events Manager, Marketing and Communications Coordinator, and Office Manager.

## Appendix 5: Harassment And Bullying

Cedarwood Waldorf School is committed to providing an educational environment that is safe, welcoming, orderly, caring, respectful and affirming for all students. No meaningful learning or personal growth can occur unless all students feel safe, valued and free to express their authentic selves.

For these reasons, we are committed to promoting safe environments, free from fear, harassment and discrimination by engaging in proactive strategies, guidelines and education to ensure that all students are equally welcomed and included in all aspects of education and school life, and treated with respect and dignity. In particular, Cedarwood is committed to the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

Please be aware that Cedarwood Waldorf School discourages the use of social media for all students in order to create and maintain a healthy social and learning environment for all children—see our Media Policy in the Parent Handbook for additional information. Our Cyber Civics program in the middle school helps middle school students navigate these challenges.

Bullying and harassment behaviors taking place at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school environment, will be addressed in a manner that allows all students involved to learn how to be their best selves, and to support others. Consequences will depend on the severity and frequency of the incident(s) and may include restorative and/or disciplinary actions.

Additionally, we are committed to work to educate all members of the school community (including students, staff, parents, and guardians) to prevent discrimination, bullying and harassment. Our curriculum includes resources that promote respect for the rights of each human as a fundamental aspect of Waldorf education. We also incorporate social health practices that support students, staff, parents, and guardians in assuring the safety of all members of the school community.

### Definition of Bullying

Bullying is an ongoing pattern of unwelcome or aggressive behavior that often involves an imbalance of power.



Bullying should be differentiated from conflict in order to appropriately respond to bullying incidents. While the two seem similar, there is actually a distinct difference. Conflict is generally a disagreement or difference in opinion between peers who typically have equal power in their relationship.

When determining whether an action should be considered bullying, the students' age, maturity and special needs, if any, must also be taken into consideration. Responses to inappropriate behaviors related to conflict rather than bullying are covered in the school's Discipline Guidelines. It is the school's policy that all incidents of bullying are serious and need to be addressed fairly and expediently.

## Forms of Bullying

### Verbal

- Persistent taunting or hurtful teasing of others with put-downs and name-calling
- Mocking or ridiculing another person's ideas, appearance, abilities or work
- Making offensive or degrading remarks or claims about another's culture, gender, sexual orientation, gender expression, abilities, religion or social background
- Spreading false and malicious rumors or gossip
- Uttering sexually suggestive or sexually abusive comments
- Forcing another to do something against their will
- Making threats, scaring or intimidating others, including behaviors such as extortion of money or possessions
- Hurtful, offensive and/or threatening gestures, notes and graffiti
- Intimidating or harassing messages delivered by phone, voicemail, text messaging, chat rooms, instant messaging, e-mail, websites, Facebook, Snapchat, or any other communication tools.

### Physical

- Any form of physical violence such as hitting, slapping, biting, choking, pinching, pulling, pushing, scratching, tripping, kicking, punching and spitting
- Unwanted physical contact such as touching
- Interfering with, taking, or damaging the belongings of others

### Relational

- Ignoring, rejecting, isolating or excluding others
- Shunning others, which involves both exclusion and rumor-spreading
- Purposefully manipulating and/or ruining relationships

## What about Bystanders?

A bullying incident directly involves only a handful of students but there are typically other students who are indirectly involved as bystanders. Children who witness a bullying incident do not play a neutral role. Bystanders may actually encourage and perpetuate the bullying problem, either directly through actively joining in the bullying, or indirectly by not taking a stand against the bully. By failing to stand up to bullies, peer groups play a key role in locking bullies and victims into their respective roles. When bystanders take an active stand, bullying is often stopped. Cedarwood Waldorf School encourages students to take a supportive stance when they witness bullying and/or to report immediately to their teacher.

## The Role of Adults in the Community

Each member of the school community should share the responsibility of modeling respectful conduct regardless of perceived differences and should refuse to tolerate any form of discrimination. All members of the community shall have the individual and collective responsibility to identify and act upon unacceptable behavior, including discriminatory attitudes and behaviors, and strive to eliminate systemic inequities or barriers. Any staff member who violates or does not follow this policy may also be subject to remedial or disciplinary action, up to and including termination.

We ask all members of the school community to follow the following principles for working together to keep bullying out of our school:

- Refrain from bullying of any kind, for any reason
- Treat others with respect and kindness
- Include instead of exclude or ignore
- Intervene if it's safe, or tell someone who can
- Report inappropriate behavior to a teacher, who is then required to report to the Pedagogical Director, or directly to the Head of School

### **Addressing Parent Concerns About Conflict and Bullying**

Cedarwood Waldorf School takes bullying and harassment concerns very seriously. Ensuring the safety and well-being of our students is our first priority. Student and parents' concerns regarding student safety will be taken very seriously and will be resolved as efficiently and fairly as possible.

All suspected cases of bullying will be investigated by the Pedagogical Director in cooperation with the relevant teachers, according to the Guidelines for Parent Concern process. Parents will be notified when an investigation is instigated, and inquiries will be conducted in a sensitive and confidential manner in consultation with the appropriate students, parents and staff. We will take all reasonable steps to prevent retaliation against a student or other party who has made a complaint of bullying or harassment.