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

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

Parent Handbook updates may be sent out periodically through the school year. More specific updates will be seen by mid-October and mid-January. For the latest version, please see the website and PWSConnect.

2. Mission Statement

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

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

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

Portland Waldorf School celebrates 36 continuous years of dedication to its mission.

A. Core Values

Educate the whole self to be healthy and balanced

Honor place and care for our home

Nurture relationship and care for humanity

Connect with spirit through reverence and seeking our true purpose
B. Diversity, Equity, and Inclusion

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

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

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

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

See our website for information about the DEI Committee: 1

C. Non-Discriminatory Policy:

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

D. Accreditation

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

The Early Childhood program is accredited by Waldorf Early Childhood Association of North America (WECAN). More information about WECAN is available at waldorfearlychildhood.org.
Additionally, the High School is accredited by Cognia, “a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of Pre-K-12 schools and school systems to ensure that all learners realize their full potential.”

**E. Governance**

PWS is a self-governing independent school that works with a collaborative leadership model. The College of Teachers and Board of Trustees work in partnership to govern the school.

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

The School Director is mandated by the Board of Trustees to ensure that decisions are made in all areas of the school, working directly with the College Chair, Pedagogical Administrator and Board Chair. All teachers, administrative staff members, parents and board members are involved on some level.
3. Contact Information

School Office: 2300 SE Harrison St., Milwaukie, Oregon 97222

Phone: 503-654-2200

Fax: 503-652-5162

http://www.portlandwalorf.org/

4. School Hours

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

- Drop Off  8:15am-8:30am
- Half Day  8:30am-1:00pm
- Full Day   8:30am-3:00pm
- Extended Day  3:00pm-5:30pm

Grades 1-8

- Drop Off  8:15am-8:30am
- Full Day   8:30am-3:00pm
- Extended Day  3:00pm-5:30pm

Grades 9-12

8:30am-3:30pm Monday, Wednesday, and Friday
8:30am-3:00pm Tuesday and Thursday

School Office Hours

8:00am-4:00pm Monday through Friday
### 5. Key Contact Information

**Jamie Lloyd**  
School Director  
[jamie.lloyd@portlandwaldorf.org](mailto:jamie.lloyd@portlandwaldorf.org)

**Connie Stokes**  
Pedagogical Administrator  
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**Nina Churchill**  
College Chair, High School Co-Chair  
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**Christopher Zinn**  
High School Co-Chair  
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**Shay Roselip**  
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**Lukas Schneider**  
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**Dionne Kane**  
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**Kate McGill**  
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**Aimee Panyard**  
Communications, Community Development  
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**Justice Rosales**  
Athletic Director  
[justice.rosales@portlandwaldorf.org](mailto:justice.rosales@portlandwaldorf.org)

**Yvonne Cseko**  
School Store  
[store@portlandwaldorf.org](mailto:store@portlandwaldorf.org)
6. Communication

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

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

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

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

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

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

B. Weekly Bulletin

Regular school news and announcements are sent weekly via our all-school Weekly Bulletin. All parents are encouraged to read the Weekly Bulletin for school news, upcoming events, important reminders and deadlines and other school business. Additionally, High School parents will receive High School Announcements from Kate McGill, High School Administrator.

Please contact Sarah Salas or Kate McGill if you are not receiving the Weekly Bulletin or HS weekly announcements.

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

1. Portland Waldorf School website: [www.portlandwaldorf.org](http://www.portlandwaldorf.org)
2. PWSConnect: Parent portal available through the website: [https://portlandwaldorf.myschoolapp.com](https://portlandwaldorf.myschoolapp.com)
3. Community gatherings to discuss issues related to our community. Times and dates will be announced in the Weekly Bulletin and found on the PWSConnect calendar.
4. Early Childhood parents have mailboxes located outside of their individual classrooms. Grades 1-8 parents have mailboxes located on the main floor in the parent alcove to the left of the stairs. Leave and receive messages from your teachers, administrative staff members or other parents.
5. We are a cell-phone free campus—both indoors and outdoors. Please step into the Main Office if you phone is essential
6. Social Media PWS has accounts on Facebook, Instagram and Linkedin that we use to connect with the larger Waldorf community and share information and good news with those who are remotely connected. We value your comments, tags, likes and shares, as this helps to spread the word about our school.
7. Portland Waldorf School Programs: Early Childhood; Grades 1-8; Grades 9-12

A. Early Childhood
"Receive the Child in Reverence...”

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

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

Bluebell and Sunflower Preschool
Ages 3-4.5: Monday-Friday or Tuesday-Thursday

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

Rose and Thimbleberry Kindergarten
Ages 4.5-6: Monday – Friday

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

Cricket Care Extended Day

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

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

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

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

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

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

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

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

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

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

Additional Campus Reminders:

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

Transition To Home

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

Restorative Sleep

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

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

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

First Grade Readiness

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

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

Student Reports

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

Behavior

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

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

- Redirect to another activity
- Bring them into our work and let them help us with our domestic tasks, e.g. sweeping, washing paint jars, and let them return to play once they are able to do so in an acceptable way.

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

Oregon State License

Portland Waldorf School operates an Early Childhood and Extended Day center with full licensing by the State of Oregon. We provide the best training for our teachers in health, safety and the care of children outlined for us in the certification process. In addition, our Early Childhood teachers and care providers participate in further Waldorf Teacher
Training as it pertains to areas of focus and general curriculum knowledge, as well as the development of the young child.

**B. Grades 1-8**

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

When the children leave the kindergarten and move into the grade school, they carry with them a reverent and loving experience of nature and humanity. In Grades 1-8, the content of the curriculum builds on what has gone before and unfolds in a way that is interesting and meaningful to the children of a particular grade because it addresses the development stages of the growing child. The children in a class form a community and travel the journey from childhood into adolescence together with their class teacher.

**Daily Schedule**

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

**Arrival, Dismissal, Extended Day**

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

**Attendance and Absences**

Regular attendance is necessary for optimum experience in learning. But, when your child is ill, please keep them at home. Also, please inform Sarah Salas in the main office of any planned or unplanned absence. Sarah will receive the attendance list from the class teachers each morning and will call parents if a teacher is not aware of the reason for a student’s absence.
**Absenteeism**

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

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

**Snacks, Lunches, and Nutrition**

Please provide your child with a healthy snack and lunch.

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

**Home Visits**

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

**Class Meeting**

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

**Parent/Teacher Conferences**

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

**Student Reports**

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

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

**Assessments and Student Support**

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

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

**Completion of Classroom Work**

Grades 1-8 teachers do not use letter grades, although middle school teachers often provide students with assessment rubrics for larger assignments and quizzes. Children progress through their own levels of learning, with teacher support, within the context of the whole class. In this way, motivation for learning is developed as a natural, intrinsic part of self-development.

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

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

Teachers require that students do the work of a year within that school year. This could mean finishing incomplete assignments after the last day of school during summer break, if the class teacher or a subject teacher deems it necessary.
Educational Support
We strive to meet and include all students that come to us, and there may be occasions when we determine a child will be better served with accommodations, or even in a different educational environment. We strive to maintain a healthy balance of diversity in learning styles without compromising the integrity of the curriculum and the experience of the class as a whole group.

PWS requires parents to provide a copy of all professional assessments. If there are concerns about a student’s physical, cognitive or social-emotional development, a meeting will be scheduled with the parents, teachers and the student support teacher. A plan of support will be designed for the student, signed by the parents and will become part of the student’s educational record.

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

Dress Code
Clothing should be suitable for both classroom and outdoor play, and activities including movement, eurythmy and gardening classes. In general, anything that might be a distraction to learning should be avoided.

- All clothing should be hemmed and mended. No holes, tears, or frayed edges are permitted.
- Any design on clothing should be non-distracting and non-commercial. This means not pictures, writing, numbers, advertisements or licensed images with the exception of clothing representing school-sponsored activities: i.e., Olympiad, Wolf Pack, etc. Small logos or images that can be covered by two fingers are permitted.
- Hair should be clean, neat and out of the face. Bleached or colored hair is not permitted.
- Shoes must be worn at all times while on campus and be functional for school activities. Closed-toe shoes are required in handwork and woodwork classes.
- Athletic, non-marking shoes are required for games and movement classes. No open-backed shoes or sandals, or shoes with wheels, lights or sounds. No high-heels or platform shoes taller than 2.5”.
- Analog wristwatches (grades 3 and up) and simple digital wristwatches that don’t make noise (grades 6 and up) are allowed.
- Hats may not be worn inside the classroom, except for religious or cultural head coverings.
- Piercing of ears is permitted and simple non-dangling earrings may be worn. No cosmetics, nail polish, temporary tattoos, or writing on the skin. Nails should be trimmed short.
● Length of shorts, skirts, and dresses is to be approaching the knee.
● Shirts should cover the torso, including the back and chest.

**Grades 6-8 Dress Code Addendum**
● Grades 7 and 8 may use cosmetics moderately, including nail polish.
● Moderate, natural hair coloring is allowed.
● Dangling earrings are allowed.

**If a student is not in compliance with the Dress Code:**
● First time: students must exchange the item of clothing not in compliance with the dress code for an appropriate item (main office has a supply of T-shirts). The student’s name will be recorded.
● Any further non-compliance: Clothing exchange, name recorded, and the parents will be called to set up a meeting.

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

If you are planning a party at home, please be sensitive to its effect on the life of the classroom. Parties to which all but a few are invited are difficult for the excluded children. If you can’t invite the entire class, we ask that you invite less than half the class. We also ask that you avoid scheduling parties on school nights.

**Grades 1-8 Playground Guidelines for Recess/After School**
For information on playground rules and designated play areas, please see Appendix 3.

**Electronics and Social Media**
Waldorf and mainstream research have shown that smartphones, social media, and internet gaming can lead to addictive behaviors and a lack of empathy. For a full picture of our pedagogical approach to screen media and electronics, see the Media and Electronics section.

**Cell Phones and Other Electronic Devices**
Students in grades 1-8 may not bring smartphones or any other electronic device (internet connected or otherwise) or accessories (earbuds, etc.) anywhere on campus at any time, with the exception of a teacher approved voice-only (text disabled) cell phone.

If a parent chooses to provide their child with a voice-only cell phone the parent and student must sign an agreement with the class teacher that the device will be concealed by the student at all times in a bag or backpack and only used in the school office or in the classroom with teacher permission. PWS is not responsible for storing these approved voice-only cell phones.
Any phone or electronic device belonging to a grade 1-8 student that is seen or heard on campus will be confiscated and will need to be retrieved from the school office by the student’s parents. After the third confiscation, the student will be suspended in accordance with the discipline process outlined in the Inclusion and Discipline section of this handbook. Additionally, permission to bring the voice-only cell phone to school will be revoked.

We encourage all after-school planning to be pre-arranged by parent and student. In an emergency or for an urgent matter, a student may call a parent using the office phone. Parents who need to reach their child during the school day may call the office and leave a message, which will be given to the student during a break.

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

**Social Media**
We strongly recommend that students in grades 1-8 do not engage with social media. As students move up in the grades, screen media and electronic devices will become a topic in their Cyber Civics curriculum and in class meetings. Successfully navigating the nuances of social media sites takes greater self-knowledge and self-control than the grades student possesses.

To support the academic and social health of individual students or a class, teachers may require students to reduce or alter their use of media if that exposure is undermining their education or the education of others.
C. High School
“...Send Them Forth in Freedom”

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

High School Handbook
All High School parents and students are expected to read the High School Handbook available here.

Both students and parents will be asked to sign a form saying they have read and agree to the policies. In addition to the wealth of information available in the High School Handbook, below are a few topics specific to high school parents.

Program Hours
8:30am-3:30pm Monday, Wednesday, Friday
8:30am-3:15pm Tuesday, Thursday

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

Please contact Rochelle Giametta if you have questions.
rochelle.giametta@portlandwaldorf.org

Parent Evenings
Parent evenings are scheduled and planned to allow the adult community to meet, discuss, and learn about the education offered in the High School. We schedule several parent evenings each year and urge all parents to attend. Meetings typically begin with a discussion of a topic or interest to parents in all grades of the High School, followed by separate meetings for each class with the Class Sponsors.
**Student Reports**

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

If you have any questions about High School communications, please contact Kate McGill kate.mcgill@portlandwaldorf.org High School Administrator.

**8. ASSEMBLIES, FESTIVALS, AND SEASONAL RHYTHMS**

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

**A. Annual Festivals and Celebrations**

During the course of the curriculum from K-12, students learn about various cultures and spiritual and religious beliefs and practices. Individual classes hold celebrations honoring traditions from around the world. We are reviewing, revising and renewing our festivals and celebrations. Please check the website, weekly bulletin, and messages from your teachers for more current information on upcoming festivals and events.

**B. Curriculum Assemblies**

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

**C. Family Festival Life**

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

**D. Photography and Videotaping of Students**

Portland Waldorf School does not allow photography or video recording of student performances, including plays, assemblies, and music concerts, unless pre-arranged with the explicit permission of the teacher or performance organizer.

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

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

9. EXPECTATIONS OF STUDENT BEHAVIOR (EC-8)

A. Guidance for Early Childhood and Grades 1-4
Teachers work to help each child learn appropriate social interaction, utilizing some or all of the following, depending on the child’s age:

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

B. Guidance for Grades 5-8
For these grades, discipline is most often similar to that in lower grades, but occasionally these students will more seriously “test limits” and additional strategies and consequences are needed.

A central task of PWS is to firmly insist on a high standard of behavior. This means having the well-being of the students at heart and providing a framework of standards.

C. Student Rules for Early Childhood through Grade 8.
1. Students will treat all living beings respectfully.
2. Students will honor the physical and emotional well-being of themselves, each other, the teachers and staff of PWS, to refrain from disturbing others or violating their space.
3. Students are to be in a state fit to learn at all times when they attend school.
4. PWS expects that the behavior of students outside of school does not impair their development or bring the school into disrepute.
5. Students will follow all rules and limits, whether established by the class teacher, a subject teacher, assistant, a substitute teacher or adult volunteer, or any employee of PWS.
6. Students will respect personal privacy and property.
7. Students will care for school property.
8. Students will walk in the hallways.
9. Students will not use foul language, demeaning expressions, or intimidating language.
10. Students will not bring gum or candy to school.
11. Students will leave all toys and electronics at home, unless permission is given by a teacher.
12. Students are not permitted in areas not scheduled for classes, including non-classroom areas of the basement, stairwells, etc.

D. Consequences of Behaviors not in keeping with rules and guidelines

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

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

If the student’s behavior remains unacceptable, a teacher may request restrictions or conditions to continue attendance.

Incidents at School Events--See Appendix 5
Harassment, Intimidation and Bullying--See Appendix 6 and 7

10. CAMPUS SPACES AND SPACE USE

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

Other common spaces to note. More information will be forthcoming based on our ability to open the campus to the adult community following the pandemic protocols.

A. The PWS Library Located on the top floor of the main school building, the library serves the students, teachers and parents. Until further notice the library will only be open to teachers and students.
B. **Spring Creek Store** Located downstairs in the main school building. Until further notice the story will be open to enter from outside the building south of the main staircase by appointment only. More information to follow. Our store manager is Yvonne Cseko, store@portlandwaldorf.org.

C. **Lost and Found** Can be found downstairs by the Woodwork Room. Until further notice, your student’s lost items will be found with their teacher or the school office. Please call the school if you are trying to locate a lost item.

D. **Animals on campus** Please keep your animal on a leash if you are bringing them to the campus.

E. **Playground Use** Priority use of our playground spaces is given to our students during the school day. Skateboarding, rollerblading, scooter or bicycle riding is not allowed on PWS grounds between 8am and 5:30pm on school days. Bicycles used for transportation to and from school must be locked up at the bicycle racks to the left of the front stairs and along the south-facing wall of the High School during school hours. For those families using the playground after school hours, please refer to Appendix 3 for the playground rules.

11. **HEALTH AND WELLNESS**
   A. **Staying Home**
      Students who are well-rested, well-fed, and groomed are more easily able to participate in classroom activities. Please keep your student at home if they:
      1. Have not slept well and are tired
      2. Complain of a headache or a stomach ache
      3. Are unduly emotional upset
      4. Have vomited within the last 24 hours. Students must stay home for 24 hours after the last episode.
      5. Have diarrhea. Students must stay home until 24 hours after diarrhea resolves.
      6. Have had fever in the past 24 hours without the use of fever-reducing medicines.
      7. Have cold symptoms that interfere with classroom activities such as uncontrollable nasal discharge, persistent cough, fatigue, or are not well enough to play outdoors, etc.
      8. Skin rash or sores. Students should stay home until rash is resolved OR until sores and wounds are dry or can be completely covered with a bandage OR until diagnosis and clearance are provided by a licensed healthcare provider.
Please inform the main office and your class teacher by 8am:

--if you keep your student home
--of any communicable or restrictable diseases*
--if there have been unusual events in your student’s life

*For information on communicable diseases please refer to the Portland Waldorf School Communicable Disease Plan, which gives guidance on communication infection and restrictable disease including Chickenpox (varicella), COVID-19, Diphtheria, Hepatitis A, Hepatitis E, Measles, Mumps, Pertussis (whooping cough) Rubella, Salmonella enterica serotype Typhi infection, Scabies, Shiga-toxigenic Escherichia coli (STEC) infectious tuberculosis.

B. Student Health Forms

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

C. Medications

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

D. Sick at School

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

E. Head Lice

Lice spreads from person to person, and are most often transferred when children share brushes, combs, hats, coats, bedding or other common material or furnishings. If you find a nit, please notify your child’s teacher and Sarah Salas in the main office immediately so that shared areas and items can be thoroughly cleaned, and class families can be notified. In addition to keeping the child out of school until nit free, please do not send a student with known lice on to the extended day program or to athletic events. Treatment
of lice is outlined on an information sheet available in the school office. After all treatment procedures have been completed, and your child is free of live nits, they may return to school.

**F. Accidents/First Aid**

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

**G. Immunization Requirements**

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

**12. PARKING AND TRANSPORTATION**

**A. School Parking Policy**

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

The Harrison lot is located on the east side of the property and is accessed from Harrison Street. It is reserved for very specific use. During drop off and pick up, parents of children in the Early Childhood Program who have babies with them may temporarily park in the Harrison lot to accompany their children to the classroom. Please do not leave your car there longer than necessary. If you are planning to stay at school, please part in the Monroe lot. Do not park in the marked fire lane which is a tow-away zone. There are four spaces reserved for high school student parking directly behind the high school building.
B. Carpooling, Bicycling
Portland Waldorf School encourages carpooling whenever possible to build community, reduce traffic flow at the site, and for the positive environmental effects. Currently families work out carpool arrangements using the school directory and the office staff as resources to help carpooling connections. Bike parking is located against the south wall of the high school building and in front of the main building to the left of the front steps. PWS cannot be responsible for theft of bikes, please lock up!

For information on field trip drivers and parent chaperones, see Appendix 4.

13. EMERGENCY PREPAREDNESS

Portland Waldorf School works closely with emergency authorities and other local schools to respond optimally in case of unfortunate events. Planning and coordination are done by the Safety Committee.

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

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

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

A. Emergency Communication

Portland Waldorf School uses the Black Arrow Notification System to notify parents, faculty and staff members of changes to our normal operating schedule including weather closures, unexpected early dismissals and other on-or-off campus emergencies. Messages from the alert system are sent via cell phone text and email. For text messaging, PWS must have cell phone carrier names as well as current cell phone numbers. Parents must ensure that they update these pieces of information with the main office staff at the beginning of each school year and whenever numbers or carriers change.
The alert system will occasionally be tested. Parents, faculty, and staff will receive messages noting that a test is being run. Please be assured that emergency drills are routine for you and the students.

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

The **School Director** in conjunction with emergency and weather agencies, decides when emergency communication is necessary. Communication will be concise and timely and will include directives for action by parents. PWSConnect, the website and outgoing phone message will be updated.

**B. Reunification Plan**

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

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

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

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

Protocols established by the school’s safety team provide much more detail and specific training for faculty and staff. More details are available upon request. Contact the main office staff.
14. TUITION, TUITION ADJUSTMENTS, AND PAYMENT POLICIES

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

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

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

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

15. COMMUNITY DEVELOPMENT AND PARENT INVOLVEMENT

All parents work collaboratively with the teachers and administrators in supporting the education of your student. Whether volunteering to support your individual classes, or the school organization, your involvement builds a strong sense of community and service to the school.

The year of the pandemic created a pause in the ongoing development work of the school. We are now embarking on a rebuilding of the school development be it enrollment, committee work, community development or fund development.
We will update this section in October as we restart some of our existing activities and committees. School will start with similar protocols as in the previous year. We thank you for your patience as we get through the last part of the pandemic.

A. List of Activities and Committees

1. **Weekly Parent Activities** e.g., crafting, blacksmithing, painting, crafting, choir, eurythmy, basketball and more as guidelines allow.
2. **School Events** Check PWSConnect calendar and the weekly bulletin
3. **Adult Education** Adult courses provide opportunities to help the community deepen their understanding of the principles and practices of Waldorf education and anthroposophy, as well as Rudolf Steiner’s work in other fields.
4. **Class Parent** The Class Parent works closely with the class teacher, PA reps and the parents in that particular class. They may help coordinate volunteers for field trips and festivals, orchestrate teacher cards and gift-giving, help organize classroom activities and events, and in a general way cultivate positive classroom culture.
5. **Sports Events** check the weekly bulletin for dates and times of sports events
6. **Parent Association Representative** Ask about becoming a Parent Association representative. This is a wonderful way to meet parents from other classes and get to know the school organization.
7. **Volunteer for the Administration** PWS is always looking for volunteers to help with administrative projects, hosting events, organizing other volunteers, taking photos or videos of our school and events, helping with organizational and cleaning projects, adult education opportunities and community lectures.
8. **Come to a Work Party** Work Parties are a fun way to meet and work with other PWS families, put in volunteer hours and make an impact on the safety and beauty of our building and campus. They are typically held in the fall and spring.
9. **Attend a DEI Committee Meeting** Contact dei.chair@portlandwaldorf.org for the latest information.

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

C. Annual Giving
Each year we ask families and friends of PWS to review personal finances and consider what size donation is possible beyond tuition. This supports financial equity in tuition assistance, shows potential grant-givers that our current community supports this education, and is meaningful to teachers, staff, and the entire community as together we
support the school’s efforts to bring Waldorf education to the children and support our Mission. Make a gift here https://www.portlandwaldorf.org/give-now.

Auctions, Walk-A-Thon and other benefits and fundraising events are typical ways we connect and celebrate our community while raising necessary funds to ensure our future sustainability. Stay tuned for plans for the 21-22 school year.

**D. Other Fundraising**

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

**E. Parent Association**

We will update this section with more details about the Parent Association for the 2021/22 school year.

**16. DEI (Diversity, Equity, and Inclusion)**

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

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

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

Work and education that supports the inclusion, diversity and equity of our community is ongoing within our faculty, administrative staff, parents and Board. The DEI committee supports and facilitates this work.
Appendix 1: History of Portland Waldorf School; Introduction to Waldorf Education

A Brief History of Portland Waldorf School

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

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

Introduction to Waldorf Education

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

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

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

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

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

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

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

Appendix 2: AWSNA 7 Core Principles of Waldorf Education

1. THE IMAGE OF THE HUMAN BEING AS A SPIRITUAL BEING INFORMS EVERY ASPECT OF THE SCHOOL.

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

2. WALDORF SCHOOLS FOSTER SOCIAL RENEWAL BY CULTIVATING HUMAN CAPACITIES IN SERVICE TO THE INDIVIDUAL AND SOCIETY.

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

3. ANTHROPOSOPHICAL UNDERSTANDING OF CHILD DEVELOPMENT GUIDES THE EDUCATIONAL PROGRAM.

Waldorf schools work with the gradual development of the human being from child to adult. This development follows an archetypal sequence of three seven-year phases. During this time, the soul and spirit progressively take hold of the physical body. Each child’s development is a unique expression of the human archetype. Each phase has characteristic physical, emotional, and intellectual dimensions.
The educational program is developed out of this understanding. Core components of the educational program include the student-teacher relationship; the artistic approach; working from experience to concept; working from whole to parts; use of rhythm and repetition; and observation as the foundation for assessment. Each approach is tailored to meet the students in each phase of child development.

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

4. **WALDORF SCHOOLS SUPPORT FREEDOM IN TEACHING WITHIN THE CONTEXT OF THE SCHOOL’S SHARED AGREEMENTS.**

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

5. **THE CONSCIOUS DEVELOPMENT OF HUMAN RELATIONSHIPS FOSTERS INDIVIDUAL AND COMMUNITY HEALTH.**

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

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

6. **SPIRITUAL DEVELOPMENT IN SUPPORT OF PROFESSIONAL GROWTH IS AN ONGOING ACTIVITY FOR THE FACULTY, STAFF, AND BOARD.**

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

7. **COLLABORATION AND SHARED RESPONSIBILITY PROVIDE THE FOUNDATIONS OF SCHOOL LEADERSHIP AND GOVERNANCE.**

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

a) The educational program is developed by the faculty under the guidance of the pedagogical leadership of the school.

b) Administrative activities further the educational program.

c) The board works strategically to enable legal and financial health in order to realize the mission and vision of the school.

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

**Appendix 3: Playground Rules**

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

**Early Childhood**

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

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

**Grades 1-8**

**Designated Play Areas by Grade:**

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

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

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

**Equipment and Play Structures**

1. The following equipment may be used: jump ropes, playground balls, hoops, and paddles, whiffle balls, Frisbees, footballs and volleyballs. Other
equipment from home may be used after approval by the class teacher and the teacher on duty, and the school is not responsible for replacement if it is lost or broken.

2. The children who bring play equipment out are responsible for bringing it in.

3. All ball kicking happens in the big field only. Soccer balls present a safety concern and may only be used by Grades 7 and 8 in the big field. For reasons of safety and healthy development, kicking balls, including kickball games, is not allowed until Grade 4.

4. No bike riding, skateboarding, scooters, rollerblading or wheeled shoes on campus during program hours (8:00 to 5:30 on weekdays).

5. No tackling, ever, in games or free play.

6. No standing on swings or flips off swings (jumps OK).

7. No climbing, sitting, or standing on the top cross bars of the swings or the tire swing.

8. Slides are one-way: down only.

9. Jump ropes are not to be tied to equipment in a way that is hazardous to children climbing or running.

10. Climbing on marked trees only. No climbing on fences.

11. The hexamid is for Grade 2 and up.

**Blacksmith Shop and the surrounding area**

1. Early Childhood and Grades students are not allowed inside this structure unless accompanied by the blacksmithing teacher.

2. The east side wall of the blacksmith shop is available for wall ball. Softer, less-bouncy balls are allowed for wall ball; this includes tennis balls, whiffle balls, and large (7”–9”) playground balls. Small paddles may also be used.

**Team Games**

1. Participation in team games requires good sportsmanship, cooperation, safe play and communication. Children who cannot meet these standards may be asked not to participate by a teacher.

2. The general rule is to encourage inclusive play among various grades with age appropriate games. However, individual classes may initiate an exclusive game at times. The adults on duty will intervene if space and games are not being shared fairly.

3. Grade 2 may have balls for catch games on the grassy areas.
4. Four-Square is appropriate for Grade 4 and up (after approval from their class teacher.)
5. Kickball is to be played only in the large field by Grade 4 and up (after approval from their class teacher).
6. Play that blocks the gym doors is not allowed, games in that area will be monitored by the recess duty teachers for safety.
7. Softball may be played by Grade 6 and up on the diamond area.
8. Soccer may be played by Grades 7 and 8 using half the large field (preferably the south end) and one goal net. No heading of the ball.
9. Basketball may be played by Grade 5 and up.
10. Touch football may be played in the field by Grade 6 and up.

Off-Limits Areas (all students)

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

Appendix 4: Parent Chaperones and Drivers for Field Trips

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

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

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

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

Appendix 5: Incidents at School Events

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

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

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

Employee response:

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

Appendix 6: Harassment, Intimidation and Bullying

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

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

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

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

This refers to the individual’s choice to engage in the act rather than its ultimate impact.
Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

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

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

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

**Appendix 7: Procedure and Timeline for Reporting and Investigation of Incidents, Including Harassment and Bullying**
Anyone who believes they are being harassed or subjected to intimidation or bullying, or who witnesses an incident of harassment, intimidation or bullying, should report it to their teacher, the School Director or another trusted faculty or staff member. If reported to a teacher, or a teacher is aware of such an incident, the teacher must report it to the School Director.
The frequency of incidents, the developmental age of the student, and the severity of the conduct will all be considered in determining appropriate intervention strategies. Interventions will range from counseling, correcting behavior and discipline, including, where appropriate, suspension, expulsion and law enforcement referrals.

All complaints will be investigated promptly. The identity of the person making the complaint, as well as the identity of the individual accused of harassment, will be kept as confidential as possible from people not involved in the situation, but the individual making the complaint needs to be willing to sit with the accused in person if there is no hard evidence or reliable witnesses of the event.

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

**Discrimination**

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

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

5. Conclude the investigation:
   1. Document findings and reasons.
   2. Determine what resolution and/or disciplinary action is necessary, if any. Consequences will match the seriousness or recurrence of the incident. Possible consequences may include, but are not limited to:
      a) A meeting with the alleged harasser, alone or with parent/guardian
      b) Harassment education
      c) Counseling
      d) Suspension
      e) Expulsion
      f) Referral to Law Enforcement
   3. Decision is communicated to the complainant and their parents/guardians.
   4. Decision is communicated to the alleged harasser and their parents/guardians.

Appendix 8: Guidelines Concerning Activities Outside School Hours

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

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

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

**Prohibited Items**

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

**Discipline Process**

These steps provide a process to be used when a student’s behavior is too extreme or when unbalanced behavior persists despite other measures. Serious circumstances may warrant suspension and/or expulsion.
Please refer to the High School Student Handbook for a full description of discipline in the High School.

Step 1: Student is sent home

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

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

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

Action: The student is sent home from the lesson.

Step 2: Suspension

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

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

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

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

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

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

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

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

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

**Restitution Following Negative Behaviors**

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

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

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

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

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

Appendix 9: Suggested Media Reading List