



THE WALDORF SCHOOL
OF BEND

PARENT HANDBOOK

2023-2024



WALDORF SCHOOL OF BEND

*Receive the children in reverence,
Educate them with love,
Let them go forth in freedom*

~Rudolf Steiner

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*It is aliveness that must be the guiding principle.
Joy and happiness in living,
a love of all existence, a power and energy for work.
The need for imagination, a sense of truth and a feeling of responsibility –
These are the three forces which are the very nerve of education.*

-- Rudolf Steiner

Our Mission Statement:

The Waldorf School of Bend community forges an inspired path for modern learning and social renewal. From the insights of Rudolf Steiner, we cultivate academic excellence through our experiential curriculum rich in the arts, sciences and practical works. We honor each child's unique spirit by building capacities of will, free thought, compassion and social responsibility. In this way, children develop with the purpose to act as powerful world citizens.

Our Community Values:

- We support the well-being and wholeness of children through a curriculum that appropriately meets the intellectual, emotional, physical and spiritual needs within each developmental stage of their growth.
- We uphold excellence in education by creating meaningful teacher-student relationships, and joyful, artistic teaching that supports learning through inspiration, imagination, and intuition.
- We strive to bring the healing force of social renewal to life through our daily actions of service to others, kindness and compassion for humankind and stewardship for the earth.
- We believe that education is a collaborative effort and we strive to further ourselves as faculty, staff, and parents to become exceptional role models for our children and to create an inclusive community.



WALDORF SCHOOL OF BEND

Non-Discrimination Policy:

The Waldorf School of Bend (WSB) is a non-profit, non-denominational, tax-exempt 501c(3) organization incorporated in the State of Oregon. WSB seeks to have a diverse body of students, families, staff, faculty, board members, and other community stakeholders. We have a non-discriminatory policy in effect regarding the administration of our educational and admissions policies and practices, our scholarship and loan programs, and all of our athletic, artistic, extra-curricular, and other school-administered programs and educational opportunities. We do not discriminate against applicants, students, parents, family members, staff, faculty, or board members on the basis of race, color, national or ethnic origin, religion, creed, language, ancestry, citizenship or immigration status, sex, gender, gender identity and expression, sexual orientation, weight, height, pregnancy, or homelessness status. We admit students and hire staff in all of the protected categories just listed to all the rights, privileges, programs, and activities generally accorded or made available to students and staff at the school. This policy is in accordance with federal, state, and city law.

TABLE OF CONTENTS

Waldorf Education & The Waldorf School of Bend	1
Basic Principles & Elements of Waldorf Education	1
Affiliations	1
Educational Philosophy	
Student-Teacher Ratio	2
Arts in Education	2
Subject Programs	2
Practical Arts	2
World Languages	3
Music	3
Festivals and Rhythms of the School Year	3
Friday Gatherings	4
School Verse	4
School Song	4
Existential Questions and The Role of Spirituality in the Waldorf Curriculum	4
Developmental Observations and Screenings	5
Parent-Teacher Conferences	5
Class-Parent Meetings	5
End-of-the-year Student Reports	5
School Governance	6
The Faculty & TLC	6
The Board of Directors	6
Administration	6
Parent Council	6
School Operations	7
Hours of Operation	7
Early Childhood Program Hours	7
Grade School Program Hours	7
Extended Care Program	7
School Arrival and Departure	7



WALDORF SCHOOL OF BEND

Sign In and Sign Out	8
Pick Up By Authorized Individuals	8
Attendance and Tardiness Policy	8
Grade School Absence Policy	8
Excused Absence includes	8
Experiential Excused Absence includes	9
Unexcused Absences include	9
Early Childhood Absence	9
Grades Tardy Policy	10
Early Childhood Tardy Policy	10
Restroom Use	10
Early Childhood Procedure	10
Grades Procedure	10
Disaster Preparedness	11
Security and Visitor Policy	11
Emergency School Closure/Late Start	11
Substance Policy	11
Reporting Child Abuse or Neglect	11
Class Field Trips	12
Parent Volunteers	12
Class Parent	12
Pets	13
Tuition/Fee Payment and Refund Policy	13
School Photos	13
Lost and Found	13
Requirement for and confidentiality of Student Records	13
Communication	13
Telephone and Cell Phone Policy	13
Classroom Updates	14
Family Correspondence	14
School Newsletter	14
WSB Parent Dashboard	14
All School Gatherings	15
Online Communication	15
Health and Nutrition	15
Snacks and Lunch	15
Illnesses	16
Medications	16
Head Lice Policy	16
Parent/Student Concerns & Discipline	17
Parent-Teacher Questions, Student Concerns & Communication Flowcharts	17
Student Success Plan (SSP) Outline	18
Waldorf School of Bend Code of Conduct	19
Discipline Philosophy	20
The Role of the Parent	22
Family Involvement and Volunteerism	22



WALDORF SCHOOL OF BEND

Family Support	22
Families, Teachers and Administration Working Together	23
Dress Code	24
Items to be Kept at Home	27
Media Policy	28



WALDORF SCHOOL OF BEND

WALDORF EDUCATION & THE WALDORF SCHOOL OF BEND

Waldorf schools grew out of Anthroposophy (*anthropos* = human, *sophia* = wisdom), a philosophy developed by Rudolf Steiner. Born in 1861 to Austrian parents, Steiner was an international figure, scientist, educator and artist. Steiner's interests inspired movements of renewal in education, medicine, architecture, science, agriculture, religion, arts and human consciousness. Steiner founded the first Waldorf School in 1919 in Stuttgart, Germany, when Emil Molt, a wealthy industrialist and owner of the Waldorf-Astoria Cigarette Factory, asked him to help create a school for the families of his workers.

The Waldorf School of Bend (WSB) is one of over 1000 independent Waldorf schools and 2000 Waldorf Kindergartens in 60 countries throughout the world. The community of the Waldorf School of Bend joins a global community of children, parents, teachers and friends who have made a commitment to work toward social renewal through Waldorf education.

Basic Principles & Elements of Waldorf Education

Through the curriculum and atmosphere at the Waldorf School of Bend, we meet children at each developmental stage, helping them to grow into free individuals. Waldorf Education is non-denominational and is not associated with any one particular religion; however, children are recognized as having physical, emotional and spiritual needs as well as intellectual capacities. Artistic, cognitive and practical lessons are combined to nurture the strengths, potential and uniqueness of each child.

At the heart of the Waldorf method is the conviction that *education is an art*. Whether the subject is arithmetic or history or physics, the presentation must live. It must speak to the child's experience. To educate the whole child, subjects are brought to life through work with head, heart and hands.

Affiliations

WSB is an Associate school member of the Association of Waldorf Schools of North America (AWSNA) and the Waldorf Early Childhood Association of North America (WECAN). AWSNA & WECAN aid member schools to assure quality throughout the Waldorf community.

EDUCATIONAL PHILOSOPHY

Early Childhood Programs (Pre-Kindergarten, and Kindergarten)

An important aspect of Waldorf education is the emphasis on the relationships among teachers, children, and parents through the years. The task of the Early Childhood teacher is to help the child develop physically in a healthy way. This provides the proper foundation for the development of the child's social, academic and spiritual life. Teachers create an environment in which the young child feels secure, loved and recognized. The child's security arises out of being surrounded by beauty and by experiencing the certainty of a rhythmic life. Daily, weekly, and seasonal rhythms help to instill a healthy habit of life.



WALDORF SCHOOL OF BEND

Student-Teacher Ratio

The Early Childhood student-teacher ratio is a minimum of one teacher for every ten children. We strive for ratios lower than this seeking ideally 1 to 8 in the Early Childhood Program. We seek to have a max of 16 Children with two Teachers (a lead and an assistant teacher) in our Pre-Kindergarten Classes and a max of 18 children with two teachers (a lead and an assistant teacher) in our Mixed Kindergarten Classes.

Grades Programs (1st Grade through 8th Grade)

In the Grades, we believe the growth of trust and understanding is nurtured by the stability of staying with the same teacher and classmates. The class teacher, whenever possible, continues with the class sometimes through 6th grade and sometimes through 8th grade depending on the teacher. The children also regularly work with other Subject teachers, such as in World Languages, handwork, games/movement, music, etc.

The Waldorf Grades curriculum is designed to complement and support the unique development of each child, as it naturally unfolds. The curriculum is dynamic and works to balance social, physical and intellectual development. As the teacher journeys through the grades with students, the teacher experiences the changing forces of the children over the years. The grades teacher inwardly adjusts accordingly in order to continually meet and understand the needs of the teacher's students. In addition to academic learning and skill development, there is respect and reverence for the natural world, a foundation of a model for healthy living, and a desire to serve humanity. The Waldorf curriculum is designed to promote a lifelong love of learning.

Arts in Education

The arts – drama, painting, music, drawing, form drawing, crafts, and handwork – are integrated into the entire curriculum, including math and science. Educating through the arts brings vitality and wholeness to learning, balancing intellectual development. The integration with academics and the arts is reflected in the main lesson subject books created by the students.

Subject Programs

For the 2023/2024 school year, special subject classes may include Handwork, Spanish, Music and Movement, Eurythmy, and Ceramics. Classes are subject to change based on teacher availability.

Practical Arts in the Waldorf Curriculum enhances the main lesson and teaches valuable living skills. Over the years, students may learn knitting, cross stitching, felting, crochet, hand and machine sewing, weaving, gardening, cooking, woodworking, metal smithing, leather smithing, book binding, ceramics, and numerous other practical arts. In addition, WSB includes blocks of theater arts, performance, music, eurythmy etc. annually throughout our Grades programs.



WALDORF SCHOOL OF BEND

“The brain discovers what the fingers explore. The density of nerve endings in our fingertips is enormous. Their discrimination is almost as good as that of our eyes. If we don’t use our fingers, in childhood and in youth we become “finger-blind,” this rich network of nerves is impoverished – which represents a huge loss to the brain and thwarts the individual’s all-around development. Such damage may be likened to blindness in itself. Perhaps worse, while a blind person may simply not be able to find this or that object, the finger-blind cannot understand its inner meaning and value.”

~Matti Bergstroem, Professor and Neurophysiologist

World Languages

World Languages play an essential role in the curriculum of a Waldorf School. It was Rudolf Steiner’s plan to have children exposed to two contrasting World Languages (for example, a “heart” language and a “head” language) beginning in Early Childhood and continuing through eighth grade. The voice of a culture speaks to the peoples’ expression of life. In this way a child begins to experience many ways of meeting the world. Flexible thinking is inspired. Typically, WSB offers Spanish class, and may offer additional World Languages when possible.

Music

Singing and playing an instrument requires a level of listening that engages the child’s whole being. Waldorf teachers gear musical instruction toward the child’s developmental level and strive to integrate it within the curriculum in a way that strengthens learning as a whole. Music conveys an inner logic, wisdom and beauty that strengthens the sense of self within the context of the whole and creates a sense of harmony and social awareness.

Singing begins in Early Childhood and continues as part of the daily rhythm throughout the grades. The pentatonic flute is used in 1st and 2nd grades. Generally, the diatonic flute begins at the end of 3rd grade and continues through 5th grade. The children are introduced to the alto recorder in 6th grade and the tenor recorder in 7th grade. In 3rd grade the children are introduced to string instruments such as ukuleles. This continues all the way through 8th grade. After school programs such as piano, vocals and strings may be offered to further meet the needs of our children and community.

Festivals and Rhythms of the School Year

In a Waldorf School, annual celebrations and observances of the seasonal and cultural festivals help to develop the children’s relationship to their larger community and cultural environment. The festivals include songs, stories, verses, games and activities known in a variety of cultures. While each class studies many cultural festivals or celebrations, each local Waldorf school selects specific festivals to reflect the nature of its unique community. These yearly rhythms are repeated just as we keep to daily classroom routines and rituals, thus creating a safe, secure environment where learning and growing can occur. While teachers plan the festivals, parent support is essential to their success. Our annual calendar will list the dates of each festival, and informational flyers giving you further details and history can be found in the SchoolCues parent portal.



WALDORF SCHOOL OF BEND

Our website: (<https://www.bendwaldorf.com/community-happenings/>) provides information about festivals and other community events.

Grades Assemblies

Grades Assemblies, which the school holds from time to time, are another way WSB comes together in the community. The various grades perform songs, classroom activities, and poetry. It is a great opportunity to experience the curriculum unfolding. We begin most gatherings with our school verse and end with our school song. Both are provided below.

We ask that our Early Childhood Families, especially those of Children in the Mixed Kindergarten Classes Join us for at least a few of these a year. These are special occasions for the Early Childhood Children to get an opportunity to see what they will get to do when they reach the Grades Program!

Be sure to look at our digital calendars and save the dates for these wonderful experiences!

School Verse

This is our school. May peace abide here. May the rooms be full of contentment. May love dwell here: love of one another, love of our school, and love of life itself. Let us remember that as many hands build a house, so many hearts build a school.

School Song

Tis a gift to be simple

Tis a gift to be free

Tis a gift to come round

Where we ought to be

And when we have come to a place just right

We will be in the valley of love and delight.

When true simplicity is gained

To bow and to bend we shan't be ashamed

Turn oh turn will be our delight

Till by turning and turning we come round right!



WALDORF SCHOOL OF BEND

Existential Questions and The Role of Spirituality in the Waldorf Curriculum

The Waldorf curriculum is not connected with any particular religion. The word religion is derived from the Latin “religion,” which means to re-unite. It is an expression of the universal human quest for meaning, for our source and our destiny. Throughout human history, people from all cultures have asked, “Who am I?” “What am I doing here?” “What does it mean to be human?” Throughout the world we share questions about creation, good and evil, and what exists beyond the starry cosmos and unknown dark matter. These soul questions live deeply within all humanity. Many lessons throughout Waldorf education propose questions of universal implication. We explore mythology, literature, history, science, and art in a way that evokes discussions and pondering of universal questions. Students live in an atmosphere that is permeated with (not devoid of) the quest for self-knowledge, and for the exploration of life’s deepest mysteries. The Waldorf curriculum is designed to create the appropriate relationship between a child and these questions. Through art, a child builds a relationship with beauty, and in studying science, one seeks an understanding of truth. Out of beauty and truth the student develops a sense of morality and reverence for life. This helps the children see a broader experience of the world and ignites their curiosity.

Developmental Observations and Screenings

Both Early Childhood and Grades teachers observe the students in their care continuously, and adjust their teaching to meet the needs of each individual child and the class as a whole. Teachers make observations of their students in all areas of development: physically, socially, artistically, and academically. If concerns about a child's progress in any of these areas become apparent, the teacher will engage the parents to talk about what has been observed in class, and if needed, form a plan to support the student. In addition to regular, open communication with parents, teachers will offer parent-teacher conferences twice per year and share a detailed written report about each student at the end of the school year.

The transition from Kindergarten to First Grade goes hand in hand with the completion of a big developmental milestone in a child's life. Our Kindergarten Screening, completed by a teacher trained in this process, gives a deeper picture of the development of each Rising First Grader, to ensure the First Grade Teacher can better support the various needs of their new class of students.

In our Grades program, teachers assess student progress not only by observing how a student engages and responds to the curriculum, but also by reviewing the independent work the students create. Main Lesson book work, independent writing samples, math problems worked through on paper, and artistic work all give the class teacher many examples of a student's ability to express their understanding of a certain subject and to document their progress throughout the year. In older grades, spelling and math quizzes as well as block assessments may be used to further gauge a student's progress.

Teachers strive to meet the divergent needs of their students, and will tailor their lessons to reach each individual student based on their learning style. However, occasionally it is beneficial for a student to have some extra support to master skills in reading, writing, and mathematics. As with most small, private schools, WSB does not currently have a designated Educational Support teacher on our faculty to provide students with one-on-one remedial work. Therefore, if a student is needing this type of support,



WALDORF SCHOOL OF BEND

a class teacher may recommend that a family seek outside assistance to ensure their child is able to engage fully with the curriculum.

Parent-Teacher Conferences

Parent-Teacher Conferences are held once a semester allowing teachers and parents to discuss the student's progress, assess academic, developmental and emotional growth, and develop student objectives. **These meetings are required by enrollment at WSB as they are so vital to forging the pivotal partnership between teachers and parents to shepherd student success.** During these meetings teachers will provide a synopsis of your child's developmental growth to include observations and examples of the students work in class to show progress or areas of concern. Parents may always request a Parent-Teacher meeting outside of these conferences to address additional concerns or questions in a timely manner. There is no school on the days Parent-Teacher Conferences are scheduled.

Class-Parent Meetings

Class Parent Meetings are held periodically throughout the year as deemed appropriate by each class teacher. These meetings focus on bringing the class teachers and the parents of all children in the class together to discuss the curriculum, rhythm of the class, to provide insights into Waldorf education and address parental questions and concerns. **Attendance at these meetings is mandatory by enrolling at WSB and is monumentally important in building a united class parent body.** These meetings are conducted in a class community format so that all may gain from the shared insights and dialogue, and so that open, honest communication can be established.

End-of-the-year Student Reports

In addition to parent teacher conferences that are conducted in the fall and the spring, within a few weeks after the end of the school year, teachers will complete individual student reports, to be given to parents, detailing the child's progress during the year. The report will also cover general classroom curriculum, Subject curriculum and projects conducted that year.

SCHOOL GOVERNANCE

The Waldorf School of Bend is a private, non-profit school dedicated to the Waldorf curriculum. Like many Waldorf schools, our school is guided by the Board of Directors, Faculty and Parent Body, with the daily operation of the school guided by the administration, all working together and dedicated to the mission and values of WSB.

The Faculty & the Teacher Leadership Committee

The Teacher Leadership Committee, together with the Faculty, sets and carries out important policy directions affecting the school's educational programs, academic standards, and curriculum development. The Faculty Chairs support the daily activities of the faculty and teaching rhythm of the full-time faculty and Subject teachers. The Teacher Leadership Committee, a subgroup of the faculty, ensures that the impulse and intention of Waldorf education is present in every aspect of the curriculum, grounds, and the festival life at the Waldorf School of Bend. The Teacher Leadership Committee also



WALDORF SCHOOL OF BEND

facilitates the development and mentorship of all faculty. They act as the primary liaison to parents and the school community in interpreting how WSB implements the intention and impulse of Waldorf education.

The Board of Directors

The Board of Directors is responsible for the fiscal and legal management of the school. It has elected officers, at-large members and ex-officio members. The Board is composed of parents, faculty and community members who are willing to devote time and energy to the legal and financial aspects and long-term vision of the school. From time to time, the Board may delegate certain tasks and responsibilities to committees. Board committees may include members from the community as well as Board and Faculty members.

Administration

The Administrative Team supports the daily operations of the school and serves as a liaison between the Faculty, Board and Parent Body/Council. The Administrative Team is responsible for the day-to-day oversight and management of the school, and is responsible for enrollment, outreach and office operations. The current Administrative Team consists of the School Business and Operations Manager and the Admissions Coordinator. The Board may choose to change the composition of the Administrative Team from time to time.

Parent Council

The mission of the Parent Council is to foster the well-being of the school community by facilitating communications among the bodies of the school and inspiring parent participation in school life.

Parent Council Class Representatives have the following responsibilities:

- Attend all Parent Council meetings or arrange for a substitute from your class
- Forward Parent Council meeting minutes to class
- Bring forward ideas for enriching WSB community life
- Be knowledgeable about school policies as defined by the Parent Handbook
- Welcome new families to our community and guide them to the Parent Handbook
- Serve the interests and represent the opinions of the parents in your class
- Participate in community events, including fundraising, festivals and outreach

All representatives have a voice at the Parent Council and may vote when the Parent Council is making decisions. Parent Council is facilitated by a Chairperson or Co-chairpersons, who set meeting agendas and the calendar, and act as a resource and support for Parent Council members working on on-going projects.



WALDORF SCHOOL OF BEND

SCHOOL OPERATIONS

Hours of Operation

The Main Office is staffed from 8:00 a.m. to 5:00 p.m. on Monday - Friday

Please do not drop Children off before 8:30 a.m. There is no one available to receive the children as teachers are finishing their preparation for the day.

Early Childhood Program Hours:

Early Childhood Classes Begin Promptly at 8:30 a.m. **Please be on time.**

Pre-Kindergarten 3 Day M-W	Half Day	8:30 a.m. - 12:30 p.m.
	Full Day:	8:30 a.m. - 3:30 p.m.

Pre-Kindergarten 5 Day M-F	Half Day	8:30 a.m. - 12:30 p.m.
	Full Day:	8:30 a.m. - 3:30 p.m.

Mixed Kindergarten	Half Day	8:30 a.m. - 1:30 p.m.
	Full Day:	8:30 a.m. - 3:30 p.m.

**** Please Note that while our Early Childhood program does NOT have an early release day on Wednesdays, there are a few pre-scheduled all school Early Release days. On these days there is no Aftercare program available and the Early Childhood Program ends promptly at 1:30 pm. Please refer to the WSB Family Calendar or the WSB digital calendars (on School Cues or our Website found under the Calendar of Events Section) to be aware of these dates****

Grade School Program Hours:

Grades Program Classes begin Promptly at 8:45 a.m. **Please be on time.**

1st grade - 8th Grade:	M,T,Th,F	8:45 a.m. - 3:30 p.m.
	Wednesdays	8:45 a.m. - 1:30 p.m.

Every Wednesday the Grades students are released at 1:30 p.m.

**** Please Note that on the few Pre-Scheduled all School Early Release days there is no Aftercare program available on those days. Therefore the programming ends promptly at 1:30 pm. Please refer to the WSB Family Calendar or the WSB digital calendars (on School Cues or our Website found under the Calendar of Events Section) to be aware of these dates****

Aftercare Program:

Early Childhood Aftercare Hours	M-F	3:30 p.m. - 5:00 p.m.
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WALDORF SCHOOL OF BEND

Grades Aftercare Hours	M,T,Th,F	3:30 p.m. - 5:00 p.m.
	Wednesday	1:30 p.m. - 5:00 p.m.

An Aftercare program is provided based on the needs of our students and their families. The hours of the Aftercare program for each age group and grade will be determined based on demand and staff availability. This program is typically available until 5:00 pm as last pick up. However, if enough children do not stay until 5:00 pm the program may be shortened to a 4:30 pm pick up time. This program is used on a first come, first serve basis. Your slot must be reserved in advance at the beginning of the year! A limited number of drop-in slots are kept available for last minute needs or emergency situations. Finally, students who remain at school 15 minutes after their release time without prior coordination (regardless of grade/age) will automatically be placed into the aftercare program (supervised status). If this occurs applicable charges will be assessed, and you may be asked to purchase a punch card as a means of payment for the time spent in Aftercare. Please contact the office for current reservation requirements and rates. It is important for parents to pick up children no later than 5:00pm. If a child is not picked up by 5:00 pm, and a parent can not be reached, the school is required to call child services within 1 hour of pick up time. Families will be billed at a rate of \$5 per minute after 5:00 pm.

To pay for Aftercare, families may either:

- (1) Purchase an Aftercare punch card, where each punch is worth 30 minutes of time in After Care. 10, 20, and 50 punch cards are available for purchase in the front office. Punch cards are ideal for families who do not use Aftercare every day.
- (2) Purchase a monthly Aftercare package designed for families who use the Aftercare service every day or almost every day. The monthly package provides regular Aftercare users with a slightly discounted hourly rate.

School Arrival and Departure

To support the rhythmic life of each student, on-time arrival to school is imperative. To begin the school day as a unified whole is a committed effort that profoundly affects the habit life of the class and the individual student. This effort will help the students establish good habits, a rhythmic relationship to time, and a strong will that can serve them in their educational journey.

Sign In and Sign Out

Children in Early Childhood through Grade 3 must be accompanied by a parent or other designated guardian every day. The school has legal responsibility for each child until that child's parents (or other designated guardian) have assumed care of the child. Students in Grades 4 and up can be signed in or out by a parent or teacher. After signing out, the parent is responsible for the child. Please do not allow your child to wander or play unattended in the parking lot or on the grounds before or after school.

Parking spaces closest to the main entrance will be available for parents to facilitate drop-off and pick-up during school hours. If dropping off or picking up a student, please utilize a parking space so the driveway does not become blocked. Additionally, we have two parking spaces designated for disabled drivers. Please do not park in these spaces without a handicap placard.



WALDORF SCHOOL OF BEND

Pick Up By Authorized Individuals

Children may leave with adults who are not their parents/guardians only if the individual is entered into the child's SchoolCues on-line student record via the SchoolCues Parent Portal or if the parent authorizes alternative pickup arrangements in writing. You may send a note with your child advising staff of alternative arrangements or write a note on the class sign-in sheet. If there is no written authorization from the parent, staff will call the parent to verify the arrangements. Otherwise we cannot release your child to another person.

Attendance and Tardiness Policy

The curriculum is created to promote a rhythmical unfolding of the day, the week and the year that then allows learning to take place in a balanced way. With regular attendance, the students do not miss out on experiences that have been designed for them. Assemblies and special performance events require the participation of each student in the designated class. Families are asked to schedule appointments and travel around important class and special performance events, including events hosted by Subject teachers such as music.

Grade School Absence Policy

When a grade school student is absent:

1. Please submit in School Cues through your parent portal(Go to Permissions click on Absentee Form), or call the main office with a message for the teacher by 8:00 am.
2. If a child is picked up from school any time before normal release time, the family member must notify the teacher and main office and sign the child out on the classroom attendance sheet for the day.

Unexcused Absence includes

1. An excused absence that is not accompanied by an *Absentee Form in School Cues* or a phone call to explain the circumstances
2. An experiential absence that has not been coordinated with the class teacher
3. Vacations that were not pre arranged with the teacher
4. "Home days"

Upon the third **unexcused** absence of any semester (September through December or January through June), the teacher contacts the parents to determine if there is a common cause for the absences and what assistance can be offered. Upon the fifth **unexcused** absence, a Student Success Plan conference may be held among the parents, class teacher, TLC Member and Educational Support staff (please note that a student in grades seven through eight may attend such a meeting with the group). Upon the eighth **unexcused** absence of a given semester, the parents, class teacher, TLC Member, and any other individuals requested by the class teacher will meet to contemplate whether the WSB experience meets the family's needs. This group will consider if the student's educational needs are being met and assess how the school can further assist the family. More than ten **excused or unexcused** absences accrued in a given semester or 20 **combined absences** over a school year can also impact the student's progression



WALDORF SCHOOL OF BEND

and enrollment at the school. The same process of review mentioned above will be followed to determine the student's continued enrollment at WSB and what assistance can be offered to help the family take full advantage of WSB's experiential learning environment. (Note: Through prior coordination with WSB, these absentee totals may be exceeded to take advantage of a lengthy Experiential Excused Absence opportunity.)

Excused Absence includes

1. Illness
2. Serious illness or death of immediate family member
3. Mandated medical appointments* (i.e., medical procedures or specialist appointments that cannot happen at any other time) accompanied by a physician's note (or other relevant medical personnel's)
4. Observance of religious holidays
5. Those mandated by the school (e.g., conjunctivitis, lice, etc.)

A family member must submit an Absentee Form in School Cues or call the office on the day of absence. If a child is absent for three days or more in a row, a doctor's note must be sent to school. The teacher(s) will consider a grade appropriate plan for making up the work missed.

* We request you to schedule standard medical and dental appointments after school hours.

Experiential Excused Absence includes

1. Family educational travel
2. Cultural learning experiences

Experiential absences **must be pre-approved** by the class teacher and all Subject teachers must have advance notice of the absence. **These have to be reported to both the office and pre-approved by the class teacher.**

Early Childhood Absences

Excused Absence includes

1. Illness
2. Serious illness or death of immediate family member
3. Mandated medical appointments* (i.e., medical procedures or specialist appointments that cannot happen at any other time) accompanied by a physician's note (or other relevant medical personnel's)
4. Observance of religious holidays
5. Those mandated by the school (e.g., conjunctivitis, lice, etc.)

A family member must submit an Absentee Form in School Cues or call the office on the day of absence. If a child is absent for three days or more in a row, a doctor's note must be sent to school. The teacher(s) will consider a grade appropriate plan for making up the work missed.



WALDORF SCHOOL OF BEND

* We request you to schedule standard medical and dental appointments after school hours.

Early Childhood vacations and home days must be **pre-approved** by the teacher to be counted as an excused absence.

Children in Early Childhood who have not arrived by 9:30 a.m., and whose parents or guardians have not coordinated with the classroom teacher prior, should remain at home that day and it will be counted as an unexcused absence.

Grades Tardy Policy

Children should be on time to class when the class begins its day. If you believe your child is going to be late, please submit a Tardy Form in School Cues or call the main office as soon as possible. When a student arrives after class start time, the student will wait outside their classroom door until the classroom teacher can integrate them into the on-going classroom activities. This may be immediate or may require the child to wait for a natural break in the classroom rhythm. Please discuss with your child's class teacher what their specific requirements are for integration back into the classroom if tardy.

Upon the third tardy of a given semester (August through December or January through June) **in a two-week period**, the teacher contacts the parents to determine if there is a common cause for the tardiness and what assistance can be offered. Upon the fifth tardy **in a months' time**, a Student Success Plan conference may be held among the parents, class teacher, TLC Member and Educational Support staff (please note that a student in grades seven and eight may attend such a meeting with the group). Upon the eighth tardy of a given semester, the parents, class teacher, TLC Member, Educational Support staff and any other individuals requested by the class teacher will meet to contemplate whether the WSB school experience meets the family's needs. This group will consider if the student's educational needs are being met and assess how the school can further assist the family. More than ten tardy days accrued in a given semester or 20 combined tardy days over a school year can also impact the student's progression and enrollment at the school. The same process of review mentioned above will be followed to determine the student's continued enrollment at WSB and what assistance can be offered to help the family take full advantage of WSB's experiential learning environment.

Early Childhood Tardy Policy

Since there is a need to support a gradual and flexible approach for the younger child, in the Pre-Kindergarten and Mixed Kindertartens late arrivals will be noted in the attendance record. In order to build the rhythmic quality of both the class and the young child, teachers will contact the family if a consistent pattern emerges and further support is needed.

Restroom Use:

Early Childhood Procedure

- The restroom facility is located outside the classroom. Therefore, one teacher will supervise the classroom and one teacher will be either in the bathroom or in the hallway just outside of the restrooms to support as needed. This is dependent on age appropriate child development. **No child**



WALDORF SCHOOL OF BEND

under the age of five will be allowed to go to the restroom without direct supervision. Only children who have turned 6 years old and are in the rising first grade class may be allowed to begin to earn the privilege of utilizing the restroom on their own. An adult will still be in close proximity to ensure appropriate bathroom behavior and edict are being followed. This is in order to build their capacity as they move towards entering the Grades Program.

- If a child 5 and under needs to use the bathroom during a recess time outside, an adult will accompany the child to the restroom. If the child is 6 years old and is in the rising first grade class they may be allowed to begin to earn the privilege of utilizing the restroom on their own. An adult will still be in close proximity to ensure appropriate bathroom behavior and edict are being followed. This is in order to build their capacity as they move towards entering the Grades Program.

Grades Procedure

- Please inform your class teacher if your child needs special circumstances or assistance using the bathroom. If they do require special assistance, we will make an individualized restroom plan for your child as needed prior to their first day of school.

Gender Diversity Policy

- We support gender diversity and inclusivity at our school. If a student identifies as female, they are supported in using the female restroom. If a student identifies as male, they are supported in using the male restroom. If a student identifies as non-gender binary, they are supported in using the bathroom of their choice in which they feel the most comfortable.

Disaster Preparedness

All staff are instructed in fire drill and emergency procedures and the children practice fire drills and other emergency drills regularly during the school year. The primary means for emergency notification is the school's community emergency texting program. Additional notifications will be posted on the website, school Facebook page and sent via e-mail as soon as possible.

Security and Visitor Policy

The external doors to the school are locked from 8:45 am until 15 minutes prior to Grades release time to control access in and out of the school. A doorbell is located to the right of the front doors to gain access during school hours. Any visitor will be let in by Administrative staff and asked to sign in when they arrive and sign out when they leave. Visitors to Early Childhood classes have additional visitor policy requirements as mandated by our state licensing.

Emergency School Closure/Late Start

The Waldorf School of Bend ordinarily follows the emergency closure decisions of the Bend-La Pine School District. At times it may be necessary for the school to make an emergency closure decision separate of the Bend- La Pine School District. If the decision to close the school is made, it will be made no later than 7:15 a.m., and a text message notification via School Cues will be sent to the WSB



WALDORF SCHOOL OF BEND

community. As soon as practical, additional notifications will be posted on the school Facebook page and/or sent via e-mail. Other sources of school cancellation information can be found on local television and radio stations, and through contacting the Bend-La Pine School District Inclement Weather Hotline at (541) 323-7669.

- If the Bend-La Pine School District announces school cancellation, WSB will be closed.
- If the Bend-La Pine School District announces a two-hour delay:
 - WSB's Early Childhood half day program will be canceled. WSB Early Childhood Full day program will begin two hours late. Full day programming ends at the normal time.
 - WSB's grades classes will begin two hours late. School ends at the normal time.

Ultimately, the safety of WSB students is the most important factor. If parents decide it's best for their child to remain home on an inclement weather day, we support families in that decision however please inform the school as soon as practical. If WSB determines safety dictates a deviation from a Bend-La Pine School District closure or non-closure, notifications will be sent via text and email.

Substance Policy

Any intoxicants (i.e. alcohol, medicinal or recreational marijuana, etc.), smoking and other uses of tobacco are prohibited on school property, including interiors and grounds, and at all school-sponsored activities. As such, no individual deemed under the use of any intoxicants is allowed on campus or to participate in school sponsored field trips etc. This includes all teachers, staff, parents, students, volunteers and visitors.

Reporting Child Abuse or Neglect

As required by law, any suspected case of child abuse or neglect will be reported to the Oregon Department of Human Services. The Child Abuse Hotline number for Deschutes County is 541-548-9499. All employees of WSB are mandatory reporters per Oregon State law and are trained annually to deal with the complexities of potential abuse or neglect situations.

Class Field Trips

Field trips are an important part of the Waldorf curriculum. Students, staff and chaperones are expected to maintain the same high standards when out in the larger community as are required while at school. No electronic games or toys should accompany children on field trips. Students traveling in private cars must use seat belts and will not sit in the front seat where airbags are in place, unless they meet the required height/weight limit. Teachers and drivers will bring copies of the class emergency contact information and school-provided first aid kits on field trips. Field trip permission forms are used for trips away from school. However, neighborhood walking excursions (for example, to the local park) are authorized by the enrollment agreement without a separate permission form.

Parent Volunteers

All parents that wish to volunteer in the classroom or accompany a class on field trips as a chaperone are required to complete the **Oregon Criminal History Verification of Applicants** form. Those parents who wish to volunteer in the Early Childhood classroom will need to register with the Oregon Office of



WALDORF SCHOOL OF BEND

Child Care Central Background Registry. Both forms can be completed in the office or online. In addition, all parents that volunteer to drive other students in their private vehicles must provide proof of automobile insurance and current driver's license. One of the pivotal classroom parental volunteer opportunities is the role of Class Parent.

Class Parent (or Parents as there can be more than one)

In general, the Class Parent organizes the practical support that parents give the teacher and the class. Class parents are a communication and organizational link specifically between a teacher and parents of the class about class and school events.

Some Class Parent responsibilities include (but are not limited to) the following:

- works with the class teacher before the beginning of school to determine if any tasks need to be completed before school starts and helping plan work days, if needed
- acts as a liaison for the teacher with parents;
- welcomes new families to the class;
- assists in organizing field trips;
- assists or organizes volunteers to assist, with class projects and classroom assignments, including faculty meals, Annual Auction, festivals and other fundraising projects
- organizes and encourages class participation in general school fundraising;
- organizes class participation in all-school events, such as the class project for the annual school auction
- documents class events during the course of the year to be included in the school newsletter and history, including class plays, festivals and school assemblies;
- offers to take notes for the teacher at class meetings for distribution to parents/teacher;
- thank parents for their volunteer work during the year;
- organizing class gifts for the teacher at winter break, birthdays and at the end of the year

Pets

Due to possible allergies and unpredictable behavior, **please do not bring pets into the school** for drop-off or pick-up of your child. Only certified pre-approved animals are authorized in the school and in the classrooms as a part of a pre-arranged presentation and as long as they have written documentation of good health, including current rabies vaccination on hand. Please discuss this with the administrative staff and your child's teacher prior to a desired event.

Tuition/Fee Payment and Refund Policy

Please refer to the contract for tuition rates, payment schedule and refund policy. Payment processing of all school tuition and associated fees is conducted on behalf of WSB by SchoolCues. Questions regarding the amount of tuition or fee charges or actual payment processing can be directed to pwoekel@bendwaldorf.com



WALDORF SCHOOL OF BEND

School Photos

In the fall, a professional photographer comes to our school and takes portraits of each individual child and group photos of each class with their teacher. Advance notice and pricing will be given in the Al School newsletter and/or by notice by email.

Lost and Found

It is the WSB policy that you are required to label ALL of your child's belongings with their first and last names. Please label ALL of your child's personal items so that they do not get lost! It is your responsibility if an item of clothing is left unlabeled and is lost. The lost and found box is located at the end of the hallway leading to the main playground. Periodically, unclaimed items are given to charity. The school will provide notice before a donation occurs.

Requirement for and confidentiality of Student Records

Information on your child's records is privileged and confidential. The school will not distribute or release information in your child's record to anyone without your written consent. As part of your child's enrollment you will be required to sign a records release form to enable WSB to request and garner school records from your child's previous school(s). You are also required to keep your child's health information, emergency contacts and family account information updated within the "Student Information System" section of School Cues. You will, upon request, have access to your child's complete records. Upon request, we will transfer your child's records to the extent allowed by Oregon law to you or any other person you identify.

COMMUNICATION

Telephone and Cell Phone Policy

Our phone number is 541-330-8841. Messages are checked regularly during school hours. Our School Office hours are from 8:00 am- 5:00pm.

We work diligently to create an atmosphere in which children and teachers are free from the oversaturation of media that they experience outside of school. This supports the work the teachers do in the classroom by creating an environment in which the entire school building supports the Waldorf curriculum. In support of that effort we ask that all adults in the building uphold a commitment to only use devices in the school office and not in learning spaces. **The following areas are considered learning spaces and are therefore media free; all classrooms, hallways, the play yard and great room.** Your efforts to make phone calls and texts before entering the building are appreciated. Please share this information with babysitters, friends, and guests.

Children are not permitted to have cell phones (including watch phones etc.) in the classroom or on the playground. If a parent would like to send a cell phone to school with their child for safety reasons (walking to and from school etc.), please discuss this with the class teacher so that a safe location can be found to keep the phone during school. If students need to contact their parents during the school day, teachers will excuse them to the office to accomplish. For safety reasons, class teachers may choose to



WALDORF SCHOOL OF BEND

keep their personal cell phone with them while with the children on the playground and field trips. **Please note: WSB hallways, classrooms and play areas are cell phone-free zones.**

Classroom Updates

Class teachers and/or Class Parent will provide parents a classroom update, note, or newsletter every week, or as needed by the class. These are normally done through e-mail. In addition, the Parent Council Representative for each class will meet with the Parent Council and provide updates to the class teacher and other parents in the classroom about all school opportunities, and to work on festivals, fundraising and community outreach projects. Class Parents, who are the primary assistants for each classroom teacher, are also great resources about what's going-on in the classes and how parents can assist their child's class.

Family Correspondence

Each family has access to their School Cues Parent Portal, it is advised to keep the app on your phone to receive current updates and easy access to your families account.

School Newsletter

Our school newsletter is published every week during the school year and sent by e-mail through School Cues system,

All WSB parents should visit and familiarize themselves with the SchoolCues management system. A link to that system can be found at <https://www.bendwaldorf.com/community-happenings/#parent>). All WSB families are expected to update their child's information such as health info, address, emergency contacts, etc. through the SchoolCues Parent Portal. Our school directory is also available via our password protected SchoolCues Parent Portal.

All School Gatherings

All School Gatherings are scheduled at a minimum twice during the school year to provide an opportunity for the Board of Directors and Faculty to present information that is pertinent to the entire school and community. All School Gatherings also afford the school community a forum to ask questions, voice concerns and discuss the state of the school and its growth and development. Our entire community of parents and staff are required to attend these gatherings to strengthen our ability to guide our school.

Online Communication

Our school has a comprehensive website that is updated on a regular basis and provides information on upcoming events, class activities and the overall rhythm of the school. The address is www.bendwaldorf.com. Additionally, you may check us out on our Facebook and Instagram platforms to connect with community members and with members outside our immediate community for activities, events and information sharing.



WALDORF SCHOOL OF BEND

HEALTH AND NUTRITION

Snacks and Lunch

In the early childhood programs, snacks are provided each day (a snack schedule is posted outside the classroom). Early childhood students should bring a lunch from home and Grades students should bring a snack and lunch from home.

Parents must notify the class teacher and the office of any food allergies that are discovered after enrollment and not indicated on the enrollment documents. Students are not permitted to share food. **Our campus is peanut free. Please do not send foods containing peanuts or peanut products in your child's snacks and lunches. Our school uses a gluten free food preparation protocol, keeping airborne gluten particles to a minimum. Additional restrictions may be present in individual classrooms based on class student/teacher restrictions.** Your classroom teacher will provide you with any additional restrictions prior to the school year.

Please follow these guidelines to provide for a smooth social atmosphere and focused learning environment. We appreciate your support.

- Provide healthy natural/organic food choices when possible. Vegetables, leafy greens, whole grains and proteins provide essential nutrients. (Following this guidance is also appreciated when participating in community activities where families are sharing or providing food. i.e. Festivals, potlucks etc.)
- Please do not pack gum, candy, or soda.
- Microwaves and toaster ovens are not available for children's use; therefore, we recommend students use a stainless steel/insulated thermos for hot foods.
- Bring food in a bag, basket or lunch box free of distracting, commercial/media-related images. If you choose pre-packaged foods, please select packaging free of such images.

Illnesses

Please see our Communicable Disease Plan for our detailed health and safety plan. In brief, since we do not have the space or staff to supervise sick or recovering children, it is best to keep them home if they are not well enough for outdoor play. A parent will be called if a child develops a fever or is too sick to participate in class. A place to rest quietly away from the group will be provided until a parent or alternate arrives. Please be sure your child is well enough to participate in all activities before returning to school. A child who has had a fever may return when his or her temperature has been normal for at least 24 hours without the use of fever reducing medications. Remember to advise the office of any contagious or transmittable illnesses so that the teachers and parents of exposed children can be notified. Parents are responsible for checking their child's health before bringing the child to school. You will be notified and your child will be sent home if he or she has one or more of the following symptoms:

- fever over 100 degrees
- diarrhea (more than one loose stool in 24 hours)



WALDORF SCHOOL OF BEND

- vomiting, nausea
- severe cough
- skin or eye lesions
- rashes that are weeping or puss-filled
- stiff neck and headache
- difficulty breathing or wheezing
- complaints of severe pain
- any suspected communicable illness, such as conjunctivitis, strep, lice

*Please Review our Operational Blueprint and EC Health and Safety Guidelines for the most current health guidelines and practices.

*Staff will contact the child's parents in case of a sudden illness.

Medications

Medications will be administered according to state regulations. Only medications (over the counter or prescription) provided by parents will be administered by school personnel with specific parental written consent. Parents would need to complete a medical release form if their child needs medication provided during the school day. Please be sure the teacher understands the medical needs of your child.

Head Lice Policy

Our school has a no-nit policy, which requires that children remain at home until all nits (lice eggs) are removed. If lice or nits are discovered at school, the parents will be called to pick up and treat the student immediately. This policy must be enforced, as it is virtually impossible for us to distinguish treated, dead nits from live nits. If a case is detected, each child is required to be checked by WSB staff or a professional before entering the school.

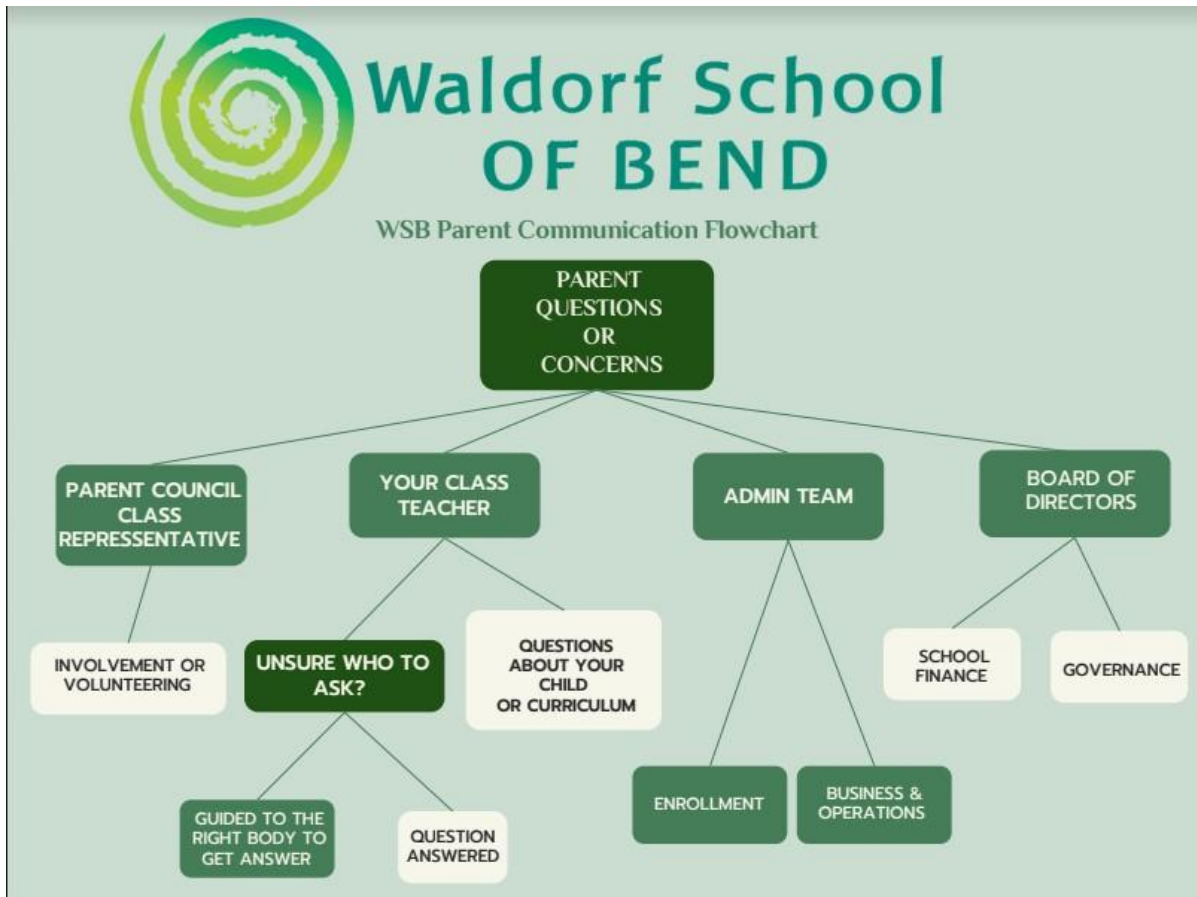
PARENT/STUDENT CONCERNS & DISCIPLINE

Parent-Teacher Questions, Student Concerns & Communication Flowcharts

For the health of the school, each of us must responsibly communicate information about our school and the children in a positive, accurate and respectful manner. Parents and teachers work together at the Waldorf School of Bend on behalf of the children.

If you have questions or concerns regarding your child or the classroom, **please contact your class teacher as soon as possible**. If your questions or concerns are not resolved or cannot be addressed by the classroom teacher, please follow the communication flowchart below to resolve your issue or concern.

WALDORF SCHOOL OF BEND



Student Success Plan (SSP)

When a child requires ongoing additional guidance and/or classroom support the teacher or parent may request a meeting to establish a Student Success Plan (SSP) to discuss the child's specific needs. This meeting plan is separate from a parent-teacher conference or casual check-in before and after school or via email. While the parent-teacher conference is a time to look at the whole child and their successes and challenges, the SSP process is meant to address specific issues that may have come up over the course of the school year or in the child's life and make a collaborative plan between teacher and parents to address said issues. A SSP may be established to assist students with classroom challenges or it may also be formed to assist students who are excelling, meet their fullest potential. If a teacher/WSB deems a SSP be instituted, it is imperative that the parents/guardians of the student in need participate fully and without hesitation. Additionally this meeting will always incorporate the teacher, parents and a representative from the faculty leadership or other school leadership.

Student Success Plan (SSP) Outline

The first team, made up of teachers, parents and educational support staff, will develop a plan to include the most effective strategies for working with the child in the classroom and at home. During this first



WALDORF SCHOOL OF BEND

meeting a schedule of follow-on meetings will be developed on a structured timeline, and goals and benchmarks will begin to be identified. Follow-up meetings will be held, according to the recommended timeline of the team, and potential additional support and/or personnel will be identified to join the team if necessary. A copy of the plan will be kept in the student's files. An outline of the general SSP process is outlined below.

Step 1) What you can expect at this 1st meeting:

This is the time to address any emerging questions or concerns the teacher and parents may have concerning the student. We will be discussing your child's strengths, any known information about your child and any modifications tried. Finally, we will brainstorm strategies and put a plan into action. We will also name who is responsible for each part of the plan and create a realistic timeline. As long as sufficient progress is being made, this group of parents and teachers may continue to meet until the issue is resolved. If the issue requires further attention, the teacher or parent will request that we bring in a larger team to see what can be done to help resolve the problem.

Step 2) Building a Student Success team:

If ongoing assistance is needed for the child, the teacher or parent may initiate a second stage meeting. This meeting involves bringing in a Student Success team that may include but is not limited to: the WSB Educational Support staff, WSB faculty chair, WSB TLC member, therapists, doctors, local school district specialists or any other professionals the family may be working with. By working collaboratively, we strive to bring about the best possible solutions for each individual child.

Step 3) Assessment of progress:

This meeting is a follow up to Steps 1 and 2. At this stage ideally, we would like to be building on a plan or maintaining a program that has been successful for the child, teacher and family. If the team feels that all options have been attempted and there is still a significant problem, WSB and the family will look at whether or not continuing enrollment is the best course of action.

**WSB's SSP program is mandatory if deemed necessary by WSB faculty or staff. Continued enrollment at WSB may be subject to the parent's willingness to participate.*

***If meeting #1 has a successful outcome, there is no need for subsequent meetings.*

Waldorf School of Bend Code of Conduct

The children at WSB created a Code of Conduct to reflect our core values.



WALDORF SCHOOL OF BEND

We at the Waldorf School of Bend will:

Use safety at all times

Be respectful of each other, ourselves and nature

Be caring and kind

Be responsible for our actions

Strive to find resolution

Stand with courage

Listen to our teachers

Ask for help when needed

Listen and strive to understand one another's points of view

Discipline Philosophy

Our goal as the faculty and staff is to help each child attain the child's greatest potential. While social skills come easier for some children, developing a higher level of social behavior is a lifelong process. Recognizing this, we will do our best to model respectful, loving authority and will create a rhythmic, nurturing, healthy, structured, safe environment for students. In the forefront of our approach is the recognition of negative behaviors, such as bullying and related behaviors, which will not be tolerated and will be dealt with earnestly within our philosophy. Our primary goal is to see the best in a child come forth freely, without demands or forceful consequences.

The following is a guide to our general discipline philosophy:

- **Prevention** through preparedness to include: Teachers will provide a healthy classroom rhythm, set clear expectations and create a respectful and safe environment. Prompt and regular attendance helps children feel prepared and ready work with a positive attitude.
- **Redirection** and kind reminders are used to guide children toward appropriate choices.
- **Active listening and discussion** between conflicting students, to identify the feelings and needs of those involved.
- **Appropriate and consistent consequences** are delegated by the teacher depending on each individual circumstance. It may include a time-out period away from the group, work or will activities, an apology letter, etc. If an individual is not able to resolve the situation through the above approaches a Student Success Plan may be formed.
- **Unusual Incident Reports** are filed whenever an unusual incident occurs at school or on field trips. Examples of unusual incidents include: medical emergencies, physical injury of a child (that leaves a mark or seems more serious than normal bumps and bruises), threatening or abusive language to self



WALDORF SCHOOL OF BEND

or others, threatening or abusive actions to self or others. Parents are notified of the incident and a written description of the incident is drafted by the faculty/staff that are involved. Parents of children involved in the incident are required to sign an acknowledgement of the incident on the form. After an administrative review, parents will be offered a copy of the completed form. Additionally, a copy of the report will be placed in the student's file. Should the unusual incident be severe enough, there will be a Student Success team formed and the child may be suspended from attending school until the team is able to implement a plan (see SSP outline above).

The following is an example of how in classroom discipline is handled at WSB:

Observe...identify/notice... non-ideal behavior or actions

Discover

- Ask in an age appropriate manner...
- What happened?...
- What's wrong?...
- Why do you feel this way?...
- What's a better way to address the issue in question?...
- The extent of this discovery/discussion will be incident dependent
i.e. is the first time this has happened, or is this a repeat occurrence?...



Do Over

- Give the student/students and opportunity to modify their behavior



The process above is used for each occurrence of an issue. The response to the first occurrence is usually the most in-depth, especially in the discovery phase.

Consequences in a graduated order for repeat occurrences of same or similar issues:

1. Warning and/or apology if appropriate
2. Separation from class activities within classroom; pedagogical refocusing of energies into classroom tasks, activities, chores etc...
3. Separation from classroom i.e. for younger grades it may be to a bench outside the classroom to discuss with the teacher one-on-one; for older grades, it could be to the office
4. Separation to the office will entail an explanation to the School Administration on why they were asked to leave the class; based on this discussion/discovery a determination will be made whether to integrate the child back into class or elevate the issue further by calling the student's parents



WALDORF SCHOOL OF BEND

5. Separation from school if it is apparent that after a discussion with the teacher, Educational Support staff/Directors and parents the student is not equipped to be in school that day

Repeat incidents that continue to impede the student's progress or detract from the experience of the class as a whole will warrant the implementation of an SSP (see description below).

THE ROLE OF THE PARENT

Family Involvement and Volunteerism

Family involvement is integral and indispensable to the school; and as such, there are several avenues for families to volunteer their time, expertise and enthusiasm. Many parents hold positions on the Board of Directors, choose to be a Parent Representative to the Parent Council or a Class Parent for their child's class, or volunteer at the school. A few of the creative ways families have participated in growing our community are by being a part of class field trips, working in the garden, helping to maintain the grounds, cleaning their child's classroom, or reading to students during Handwork class. By networking with fellow community members, families help keep the bonds among the children strong outside the classroom and build social relations among parents. All families are expected to participate in their child's education. We here at WSB work in collaboration and ask each family to contribute a minimum of 40 hours of volunteer time per Academic Year.

If you have further questions regarding your family's volunteer contributions to the school, please reference the volunteer agreement piece in School Cues Portal.

Family Support

WSB relies on gifts of time, talent and treasures from our school community in order to serve our students. There are many ways each family can lend their support. Contributing to our Annual Giving Fund, attending our Wanderlust Ball, Supporting individual class fundraisers are just a few of the ways. There may be new events to come. Please visit our website or ask our staff about ways you can support the gift of Waldorf Education at WSB.

Families, Teachers and Administration Working Together

At the Waldorf School of Bend, we believe that regular communication among families, teachers and staff helps solidify and strengthen relationships. Weekly updates from the class teacher, the website, our Facebook page and periodic School newsletters serve as ways to keep families informed and updated. All-School Gatherings, Parent-Teacher Conferences, Class-Parent Meetings, Parent Council Meetings and volunteer opportunities serve to further strengthen our community and collaboration. All families bring a unique perspective to our community. Many classes come together to discuss specific topics and meet off-campus to deepen relationships among themselves. The Parent Council also achieves to sponsor Parent Enrichment Evenings throughout the year to help families deepen their knowledge on how to participate in their child's development and education.



WALDORF SCHOOL OF BEND

Parents can support the child's classroom experience by establishing regular mealtimes and bedtimes and limiting exposure to electronics and media. Provide a regular time and space for schoolwork and musical instrument practice to help deepen the appreciation for subjects being covered.

Additionally we ask each and every family to be part of this community. All the families are expected to participate in their child's education. We here at WSB work in collaboration and ask each family to contribute a minimum of 40 hours of volunteer time per Academic year. Fulfilling this can be accomplished in a variety of ways.

Dress Code

Education at the Waldorf School of Bend extends beyond the basic academia acquired in the classroom by taking into consideration the environment into which the children come when they attend school. We aim to surround the children with a nourishing environment that is beautiful and wholesome.

Practical

We strongly believe in the pedagogical value of outdoor play. As part of our unique curriculum, our students play outside everyday, unless the weather is dangerously cold or wet, or if there is poor air quality due to wildfire smoke. Therefore, we expect children/caregivers to bring appropriate all-weather indoor and outdoor clothing to school that can be worn in layers, such as base layers, warm sweaters, rain jackets, snow suits, etc., particularly during colder, winter months (layers are best in changing or unpredictable weather.) **Please label all clothing** – especially frequently lost items such as gloves, hats, and coats – with your family name or your child's initials. (A great labeling tool is called "Name Bubbles" www.namebubbles.com)

Due to the high level of daily activity our students undertake, clothing should fit comfortably, and be neither too tight/restrictive (which might prevent easy movement) or too large/loose (which could be a tripping hazard). Additionally, bottoms that have a tendency to fall down when the student is in motion should be worn with a working belt or suspenders (as clothing that falls down upon the legs may also be a tripping hazard). Children also need to wear appropriate, closed-toe shoes for safety in movement and play.

Communal Learning Environment

In addition to practical considerations, we also strive for certain standards regarding student dress conduct. We value the creative, individual expression of our students, and we also value a communal learning environment that minimizes distraction. Therefore, we ask that clothing and personal grooming choices not be overtly distracting in appearance, and be guided towards modesty and respect.

We understand that clothing and dress can be a potentially sensitive topic for some students/families, and that standards of appropriateness, distractibility, respectability, and modesty are individually, socially, and culturally subjective. Reasonable people can disagree in their personal opinions as to what constitutes "appropriate," "respectful," or "modest," yet as a school we must set certain uniform standards to ensure that we are creating a learning environment that is safe and appropriate for children.



WALDORF SCHOOL OF BEND

Our goal in setting these standards is never to judge or shame a child; rather, our goal is to create a safe and appropriate learning environment for all of our students.

Gender Policy

Furthermore, we recognize and acknowledge that issues of appropriateness, respectability, and modesty are often intertwined with issues relating to gender, gender identity, gender expression, sex, and sexual orientation. We acknowledge this connection, and again, in setting our community standards, we strive to meet the individuality of each child while also meeting the learning needs of the communal group. We hope to foster developmentally appropriate conversations about these important issues with our students, towards the goal of educating our students to become critical, independent thinkers.

In alignment with our non-discrimination gender diversity and inclusion policy, we explicitly and unequivocally support students in wearing clothing and making personal grooming choices that best expresses their preferred gender identity and/or sexual orientation, regardless of their physical biology. All students can wear clothing commonly associated in our culture with any gender.

Additionally, should classmates make derogatory comments about students' clothing and grooming choices with regards to gender, teachers will address these comments with sensitivity and ensure that all students understand that gender-based discrimination or bullying will not be tolerated at our school. If a student continues to harass another student based on their gender expression or identity, this may constitute grounds for dismissal from our school.

Exemptions

WSB understands that families may have religious or other devout beliefs which may be in conflict with some aspects of this dress code. Exceptions may be granted on a case-by-case basis in an effort to accommodate these beliefs. Please contact your child's class teacher to open a discussion about any exceptions to our school's policy.

Dress Code Policy

Waldorf School of Bend respects students' rights to express themselves in the way they dress. All students who attend the Waldorf School of Bend are also expected to respect the school community by dressing appropriately for a K-8 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This policy is intended to provide guidance for students, staff, and parents.

Minimum Requirements:

1. Popular media, video, and sports-inspired images on clothing. Corporate or Licensed logos or images of any kind larger than the palm of a child's hand are not welcome in our learning environment. Exceptions: WSB tees and sweatshirts, or larger images related to nature-based elements (such as plants/flowers, wildlife, landscapes etc.) are appropriate as long as they are not distracting to others and do not overshadow the child wearing the clothing.



WALDORF SCHOOL OF BEND

- a. Clothing may NOT have sequins, sparkles or shiny material on it as these are distracting to the children's learning.
2. Clothing must cover areas from one armpit across to the other armpit, down to 3 inches above the knee (see images below).
3. Tops must have straps of 1 inch or greater and cover the first inch of pants so that stomachs and bottoms are covered at all times.
4. Clothing with tears and holes, should be less than 1 inch in length. Clothing purchased with holes in it is best reserved for the weekends. Clothing with unfinished edges, such as cut-off jeans are not welcome at school. Additionally bottoms longer than the student's shoes are not welcome.
 - a. All Children need to wear bottoms at all times in addition to underwear (i.e. shorts or pants)
5. Socks and shoes must be worn at all times and should be safe for the school environment.
 - a. Open toed shoes and shoes without backs should be reserved for home. (This includes: Sandals, flip-flops, slides, clogs, etc.) This is a safety and licensing concern and must be followed at all times.
 - b. Bedroom shoes or slippers with non-slip soles shall be worn inside the classroom (No bare feet or just socks).
 - c. Shoes may not light up, have wheels on the bottoms or make noise.
 - d. We are an active outdoor program and therefore supportive weather appropriate shoes need to be worn.
6. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
7. Headgear including hats, hoodies, and caps are not allowed inside the building unless permitted for religious, medical, or other reasons determined by school administration. In order to be properly dressed for outdoor activities all children must have a warm winter hat and a sun blocking sun hat for outside.
8. Specialized courses may require specialized attire, such as sports uniforms or safety gear
 - a. Special athletic wear/activewear (running shorts/tights etc.) may be worn by students 5th Grade and up who are engaged in school team, group or individual sports activities. These articles of clothing will be changed into or out of as appropriate for the time of the activity. Unless they comply with the above Dress Code, they will not be worn in the classroom.

Additional Requirements:

In alignment with all of the above, the following styles are **not** suitable nor allowed at school or school functions:



WALDORF SCHOOL OF BEND

1. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not depict or imply pornography, nudity, or sexual acts.
3. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
4. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
5. Sunglasses may not be worn inside the building.
6. Clothing and accessories that endanger student or staff safety may not be worn.
7. Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.
 - a. Jewelry may be worn if simple small necklaces, bracelets or small stud earrings – Kinder through 5th. (Moderate jewelry may be worn from 6th grade up.)
8. Grooming is essential. We support students from diverse cultural and ethnic backgrounds in wearing their hair in their preferred style, i.e. loose, hidden, braids, dreadlocks, etc. We make no demands in terms of hair style or length). We do ask all students, regardless of gender or gender identity, to have their hair neatly presented and out of the face for safety and visibility purposes. Particularly for Movement and Practical Arts classes, hair needs to be tied back so that vision is never compromised.
9. Skin may not have writing or drawing (including face paint, stickers, henna treatments, and temporary tattoos.)
10. We are a fragrance-free campus. Please leave perfumes and colognes at home.
11. Hair dyeing, makeup and nail polish should be kept to natural colors and length
 - a. Developmentally these self expression tools are best reserved for 6th grade and older students. Please refrain from allowing younger children to utilize these tools.
 - b. This is a privilege and may be withdrawn if it becomes a distraction.

Any time a child is not appropriately dressed, alternative clothing may be provided by the School. If necessary, clothing will be turned inside out or covered. Parents will be contacted should repeated problems occur.

Items to be Kept at Home

Candy, toy weapons, stuffed animals, radios, iPods, video games, cassette/CD players, and role-playing games (Star Trek cards, Magic cards, or any type of trading cards, for example) should not be brought to school. Matches, lighters, jack knives, and other potentially dangerous objects also have no place in school and will be confiscated.

Sexually explicit material has no place in our school and will be immediately confiscated if found. If a parent becomes aware at any time that this type of material has been present at school, we ask that the class teacher and the school administration be notified.



WALDORF SCHOOL OF BEND

Media Policy

To support the work we do at WSB, we ask that parents eliminate media use during the week and strongly monitor or eliminate its use over the weekend. It is especially crucial for the children in grades Pre-K through 5 to be free from the excessive influences of the media.

What children bring to school after a weekend of unsupervised video watching or unsupervised radio listening affects the class and its work. Based on direct observation of the children, our teachers have serious concerns about excessive exposure to the media. We feel the medium itself, as much as programming content, undermines healthy child development. A reliance on ready-made pictures reduces the child's ability to visualize both the written and the spoken word. Students who are accustomed to passively receiving have difficulty making the inner effort necessary to sustain an imaginative train of thought. There is a growing body of research supporting this position.

Essential to the Waldorf approach to education is the daily activity by students of reviewing the previous day's work. As the children sleep, the stories and experiences of the day are transformed and become their own. This process sparks the individual development of thinking. When a child is exposed to strong, fixed impressions, such as the media presents, this overnight process of taking in is compromised to a point where we know it cannot work at all as it is intended.

In the event that a child's media experiences are affecting his or her ability to benefit from the curriculum and thereby causing disruption to the daily life of the class, the teacher will request a meeting with the parents of the student. A child whose media experiences are disruptive to the class, classroom activities, or educational process is of serious concern to the faculty and may lead to a request to withdraw a student.

**** As a reminder, Children are not permitted to have cell phones (including watch phones etc.) in the classroom or on the playground. If a parent would like to send a cell phone to school with their child, please discuss this with the class teacher so that a safe location can be found to keep the phone during school. For safety reasons, class teachers may choose to keep their personal cell phone with them while with the children on the playground, at the park and on fieldtrips.***

The Waldorf School of Bend welcomes your feedback on this Parent Handbook. We hope that parents and students will find the information that is provided in this Parent Handbook useful and that it provides an opportunity for many open and honest conversations.

The Waldorf School of Bend appreciates every one of you for your commitment to this school and your child's education. We are so pleased that you have chosen to be a part of this community. Blessings on our School!