



# Prairie Hill Waldorf School Handbook

## ***Mission Statement***

*Prairie Hill Waldorf School awakens the capacity for  
dynamic thinking, creativity and compassion,  
inspiring children to contribute their unique gifts to the world.*

*N14 W29143 Silvernail Road • Pewaukee, WI 53072-4855*

*(262) 646-7497 • (262) 646-7495 (Fax)*

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## General Information

N14 W29143 Silvernail Rd.  
Pewaukee, WI 53072  
(262) 646-7497

## School Hours

### ***Drop-off opens at 7:45 a.m.***

Grade School & 5 Day Kindergarten and Wonder Garden:

Mon, Tues, Wed, Fri	8:00 a.m. – 3:15 p.m.
Thurs	8:00 a.m. – 2:45 p.m.

Early Childhood

Five Day Monday through Friday

Three Day Monday, Tuesday, Wednesday

Two Day Thursday, Friday (Wondergarden only)

Half-Day 8:00 a.m. – 12 p.m.

After School Care Program: by pre-registration only

Mon, Tues, Wed, Fri	3:15 p.m. – 5:30 p.m.
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Thursday	2:45 p.m. – 5:30 p.m.
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## School Office Hours

School Office Phone Hours during the school year:

Monday – Friday	8:00 a.m. – 3:30 p.m.
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Thursday	8:00 a.m. – 3:00 p.m.
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## Grade School Schedule

Your child's class day schedule will be provided by the teacher before the school year opens and has been structured to provide safety and hygiene for individuals and the class as a whole. It includes a Morning snack/recess time and a Lunch/recess time.

## Entering the School during school hours

If you are picking up your child during the school day, please call ahead so we may have your child ready and waiting to leave the building. The only door available for student pick up during the school day is in the front of the school. Park in one of the parking spots labeled visitor. This is a secure door, with a doorbell and camera allowing a staff member to open it. Parents and legal guardians should be prepared to identify themselves, as some office desks have no direct visual line to the entries. You will be directed to where your child is waiting.

## Absences

All absences need to be reported to the School Office for health and safety reasons. You may leave a voicemail 262-646-7497 x10 clearly stating the child's name, class and the reason for the absence. If it is due to illness, state the symptoms such as sore throat, fever, etc. It is also helpful to text the teacher regarding the absence before school as well.

## Emergency Closing Information

Our Inclement Weather Closings will be announced through: WISN Channel 4 and WTMJ radio, 620 AM, Facebook and our website. A determination will be made by 6:30 a.m. Parents are welcome to pick up their child early when conditions make travel from their area hazardous. Should the school decide to close before the end of the school day, we will announce through the above sources. If After Care Programs close early due to weather, you will be personally called to pick up your child.

## After School Care Program

The After Care Program serves children **enrolled at the school** needing care until 5:30 p.m. Monday through Friday. Charges apply. Registration is **required** through the School Office. Please see the After Care brochure for more information.

## Living Community Principles

The faculty, administrative staff, board of trustee members, and members of our parent-guardian body created this list of principles that complete this statement:

We work best together when.....

- We work through conflicts versus avoiding them.
- Work collaboratively, honor where each of us is and recognize the possibility of growth.
- We trust, and give reasons to be trusted.
- We strive to balance the needs of the individual with the needs of the community.
- We expect from ourselves what we expect from our children.

## Prairie Hill Waldorf School's DEI Statement

Prairie Hill Waldorf School exists within the larger community of Waldorf schools with a long-standing commitment to social renewal. We strive to create a conscious, and collaborative learning community that provides our students with the necessary foundation for adapting to our ever-changing world.

In accordance with these values, we are committed to supporting diversity, equity, and inclusion as a pathway to social justice and to rectify the explicit and implicit biases that undermine the efforts of building a healthy social life. We are dedicated to the self-reflection needed to strengthen this mission. We are committed to awakening to the needs of all and ensuring that our school addresses diversity, equity, and inclusion in ways that are meaningful and impactful.

## School Governance

### The Board of Trustees

The Board of Trustees is responsible for the legal and financial health of the school. Membership of the board is made up of Prairie Hill parents, Prairie Hill Faculty, Alumni

parents and persons from the wider community interested in the school. The Board of Trustees meets the fourth Tuesday of the month at 6:30 p.m. Board meetings are open to the school community.

Contact Ariel Schoeninger at [president@phwschool.org](mailto:president@phwschool.org)

The following committees operate as part of the Board of Trustees:

### **Executive**

Composed of the five officers of the board: President, Vice President, Treasurer, and Secretary and immediate past President. This committee directly oversees the Administrator. It acts on behalf of the full Board between meetings when necessary.

### **Finance (meetings held the 3<sup>rd</sup> Tuesday of the month)**

Oversees the financial management of the school and works to balance and negotiate the contents of the budget of Prairie Hill. The members include members of the community as well as the Board Treasurer and the Administrator.

Contact DJ Gallaher [treasurer@phwschool.org](mailto:treasurer@phwschool.org)

#### **Tuition Adjustment (subcommittee of the finance committee)**

The Tuition Adjustment Committee establishes and follows policy and procedures to determine the financial needs of the school families. The committee then distributes funds allocated by the Board in the form of tuition assistance to those families that qualify.

### **Advancement Committee (meeting held the 2<sup>nd</sup> Tuesday of the month)**

Supports a Culture of Philanthropy within the school community. This committee oversees the various fundraising activities that support Prairie Hill. Made up of fund development and marketing, it also oversees the marketing, advertising, outreach and public relations efforts of the school. In an effort to bring together alumni and current community to advance and grow within the school mission.

Contact Julia Warner [jwarner@phwschool.org](mailto:jwarner@phwschool.org)

### **Buildings and Grounds**

Oversees the physical development of the school, renovation projects, and development of a long-term master plan. They maintain a good working relationship with the Town of Delafield. In conjunction with the Administrator, Buildings and Grounds defines the scope and timetable for the Facilities Coordinator's maintenance and repair work.

Contact Mike Buchta at [sports@phwschool.org](mailto:sports@phwschool.org)

### **Committee on Trustees**

The Committee on Trustees strives to ensure the effectiveness of the Board by bringing potential trustees to the Board, evaluating individual and collective performances and creating opportunities for trustee professional development so as to carry forth the mission and vision of Prairie Hill Waldorf School.

### **Circle of Colleagues**

The Circle of Colleagues is the body of teachers and administrative members that study and work together, striving to engender an atmosphere of support and collegiality. The

Circle of Colleagues is responsible for developing and monitoring the programs, pedagogy, and personnel within the school according to the long-term interests of Prairie Hill. It also leads the governance of the school and makes decisions along with the Administrator and the Board of Trustees. The Circle of Colleagues meets weekly on Thursday after dismissal to discuss the children and their needs and to coordinate the functioning of the school. Their work is further aided by the following Faculty Groups, which carry out various functions for the faculty.

### **Care Group**

Seeks to identify and address the individual and group needs of the children in the school. This group offers interventions, study and pedagogical support, which address these needs, both educationally and therapeutically, all from a healing perspective.

### **Community Council**

Works in partnership with the Board of Trustees and Circle of Colleagues to support, educate, and enrich our school to create a healthy and vibrant community. Meetings are open to the entire PHWS Community.

### **Community Liaison**

Facilitates communication to balance the needs of individual adults (community members and employees of the school) with the needs of the school.

### **Diversity, Equity, Inclusion and Justice Committee** (held jointly with the Board of Trustees)

Fosters cultural competence, accountability, empathy, and a sense of belonging in our school and broader communities. The committee's three main areas of focus include education/training, curriculum support, and advocacy for recruitment/retention of diverse populations.

### **Human Resources** (held jointly with the Board of Trustees)

Oversees hiring, faculty orientation, employee handbooks and human resource issues.

### **Teacher Professional Development**

Oversees the mentoring, evaluation and professional development of the teaching staff.

### **Early Childhood Department**

Includes all Early Childhood personnel and is responsible for development, coordination, management and maintenance of the Wonder Garden, Kindergartens and Play Groups.

### **Grade School Department**

Includes all three-quarter time and full-time grade school personnel and is responsible for coordination, management, and program maintenance of grade school and subject curriculum, pedagogy, student activities and Learning Support.

### **Subject Teachers Department**

Includes all teachers who teach a single subject to the grade school students; i.e. handwork, gym and games, woodwork, Spanish, etc.

## **Administration**

Administration oversees the day-to-day school management, including business administration, accounting, marketing, communications, admissions, parent/guardian communication, maintenance of database, human resources, personnel files and student records, school maintenance and upkeep, and compliance with state, health, safety, and education requirements.

Contact Jeanne Ring [jring@prairiehillwaldorf.org](mailto:jring@prairiehillwaldorf.org)

## **Enrollment**

Develops ideas and activities to increase enrollment and work together with faculty to provide parent/guardian education and ensure community inclusion.

Contact Denise Giebel at [admissions@phwschool.org](mailto:admissions@phwschool.org)

## **Book Keeper**

Tracks all payments and invoices.

Contact Nancy Solomon [bookkeeper@prairiehillwaldorf.org](mailto:bookkeeper@prairiehillwaldorf.org)

## **Marketing and Communications**

Oversees all social media, internal and external communications and events.

Contact Jessica Malik [jmalik@prairiehillwaldorf.org](mailto:jmalik@prairiehillwaldorf.org)

## **School Front Office**

Manages attendance, aftercare, sports programs.

Contact [News@prairiehillwaldorf.org](mailto:News@prairiehillwaldorf.org)

## **Accreditations and Affiliations**

1. Prairie Hill has been an accredited member of the Association of Waldorf Schools of North America (AWSNA) since 2006.
2. The school is also a member of the Waldorf Early Childhood Association of North America (WECAN).
3. In 2018, the school became an active member of the CHOICE school program within the Wisconsin Department of Education.

## **Parent/Guardian Support**

Parents are the first teachers and most significant adults in their children's lives. The key to a child's school success and to improving student achievement is the involvement of parents or other family members in education. Parents can be involved by providing support at home, communicating with the school, volunteering at the school or serving on school committees.

## **Class Parents/Guardians**

The teacher will choose one or more Class Parents/Guardians who take the lead in organizing parents' participation in various aspects of classroom life. The Class parent/guardian works in close partnership with the teacher.



## **Responsibilities of Class Parents/Guardians**

**Note: These may vary from class to class, but may include:**

- Coordinate teacher's requests for volunteers to aid in classroom cleaning, moving day and other classroom needs through Shutterfly or Facebook
- Organize volunteers for classroom activities and the class play, and research field trips
- Arrange social opportunities such as parties and potlucks when safely available
- Coordinate fundraisers for the class
- Organize group gifts from the class to show appreciation for the teacher
- Seek to apply the skills and talents of the parents within the class in ways that benefit the class as well as the school
- Help coordinate classroom projects for Yuletide Faire and Spring Auction
- Encourage attendance at Yuletide, Spring Auction, and other community events.

## **Qualities of a Class parent/guardian**

- Ability to work well with the teacher and the other parents in the class
- Able to attend class meetings
- Strong organizational and leadership skills
- Ability to handle issues of confidentiality with sensitivity and discretion
- Supports all the guidelines outlined in the PHWS parent/guardian Handbook
- Supports the Waldorf philosophy of educating the whole child – head, heart and hands
- Fosters a healthy social life within your child's classroom and community

## **Volunteering**

Parents play extremely important roles in the overall success of Prairie Hill. One of the most important is through volunteering.

### **Administrative Volunteers**

Office volunteers assist with administrative work such as copying and mailings and other special projects throughout the school year.

### **Classroom Volunteers**

All classes seek volunteers to assist with a variety of tasks. Teachers will communicate class needs to their class parents. In addition, a request is sometimes made to the school community for assistance with classroom preparation, reading groups, field trips, etc.

### **Committee Opportunities**

Committees carry out much of the organizational work of the school. Parents who are interested in serving on a board or school committee may contact the committee chair.

### **School-Wide Volunteering**

There are many other volunteer opportunities for parents, ranging from help with coaching sports, costumes, gardening, festivals and fundraising. Many of these can be found in the Weekly Update.

### **School Work Days**

The Buildings and Grounds Committee hosts work days to help get the building and the classrooms ready for the new school year and Open Houses. Parents and children are encouraged to attend and lend a hand.

# Parent/Guardian and Teacher Relationship

## Channels of Communication

Open communication is a priority. It is vital for a healthy community that issues are brought to the appropriate person's attention for resolution and discussion. The following is the procedure for anyone in the Prairie Hill community to share concern, or praise.

### First Contact: Your Child's Teacher

**Your first point of contact is always your child's teacher.** The entire Faculty has training in and a good understanding of the class and organizational structure within the school. The teacher may not be able to answer all questions but will direct you to the most appropriate person within the school to get your questions answered promptly.

### Second Contact: Community Liaison Committee – HR Committee

[PHWSHR@phwschool.org](mailto:PHWSHR@phwschool.org)

**Please consult the community liaison** for issues or questions that the class teacher is not able to address.

### Third Contact: Administrator - Jeanne Ring [jring@prairiehillwaldorf.org](mailto:jring@prairiehillwaldorf.org)

**Consult the Administrator as the next step in getting resolution to a concern.** The Administrator's role is to be a facilitator between the major bodies of the school – Board, Faculty, Administrative Staff and Parents.

## Parent/Guardian Evenings

Several class evenings are held during the year for parents of each class. Your child's teacher will inform you of the dates. It is important for at least one parent to be present for these meetings. These evenings provide an opportunity for the teacher to present an overview of the curriculum, discuss and educate parents about Waldorf, foster social activities within the parent/guardian body, and allow for questions to be asked.

## Parent/Guardian-Teacher Conferences

The partnership that is created and nurtured between teacher and parents plays a meaningful role in the healthy development of a child throughout the year. Part of growing this relationship occurs when time is dedicated for the mutual sharing of insights, observations, concerns and dialogue centered on the child. This is the reason that Prairie Hill Waldorf School commits four educational days, two in the fall and two in the spring, to formally scheduled Parent/Guardian-Teacher Conferences. The conferences are 30 minutes long. Although students do not have class on Parent/Guardian-Teacher Conference days, these are work days for our teachers.

**Teachers are not required to reschedule conferences for families who cannot attend due to voluntary conflicts.**

During the rest of the school year, additional meetings may be requested by either the teacher or parent/guardian to discuss immediate or ongoing concerns during the class teacher's regularly scheduled office hours.

## Student Reports

Year-end reports for each grade school student, covering all aspects of a student's work for the year, are emailed in late June to the parents/guardians. Similar reports are sent for children who completed their final kindergarten year. A copy of each report sent to the parent/guardian is kept in the student files. **Caregivers will have to pay all balances or have a plan for payment in order to pick up.** (See *Financial Policies-Tuition Payments regarding outstanding balances and release of reports.*)

## School Community

### Parent/Guardian Communication/School Publications

- **Email and Address Updates:** Please remember to alert the School Office if your email or mailing address information changes.
- **Events Email:** These are occasional emails of upcoming school events that are open to the public. This email is sent to both parents as well as the greater community.
- **Paper Communication:** Any paper communication coming from the school, or your class teacher will be delivered by regular mail or directly by your child's teacher at pick-up.
- **The Weekly Update:** This weekly e-letter highlights key news, reminders and announcements. The Weekly Update will be emailed every Wednesday during the school year. **The Weekly Update is the central source for student and community information. Parents are asked to review it weekly when it arrives and keep it handy throughout the week.** This update will come from [jmalik@prairiehillwaldorf.org](mailto:jmalik@prairiehillwaldorf.org).
- **BAND:** A downloadable app that connects you to your child's class as well as the entire school community. It helps you to keep your finger on the pulse of what's happening in your class as well as for reminders from the schoolwide information and events. Membership is optional as all information can be found in the weekly update.
- **Parent/Guardian Library:** Prairie Hill provides a variety of literature relating to Waldorf education, home life and other parenting topics. The library is at the west end of the building. Books and audiotapes may be checked out for three weeks at a time.

### School Events

#### New Parent/Guardian Orientation

A New Parent/Guardian Orientation is offered to all families joining the school; including a campus tour, an opportunity to learn more about the daily workings of our school and the governance structure. This orientation and tour may be virtual to protect the health and safety of participants.

## **All-School Meetings**

Two all-School Meetings will be held during the school year to share curriculum, budgets, important updates, facility improvements and other initiatives with the school community. Attendance by one or both parents/guardians is highly recommended and an invitation to join will be sent to the email address you provided the school.

## **Festivals**

Dates for festivals can be found in the school calendar.

Waldorf education is unique in its approach to the celebration of the seasons through the cycle of the year. In the cultural life of our school festivals, we bring to our students the experiences of continuity, tradition and renewal. The rhythms of the natural world, our response to them, and the expression of our common goals find their way into our celebrations at the ***Festival of Courage/Michaelmas in the fall, the Festival of Light in the winter, and Mayfaire in the spring.*** These three turning points mark the school calendar as all-school celebrations with activities for every age and ability. The mood of the Festival of Courage is one of outward vigor and building as a community, while the Festival of Light is held with an awareness of the importance of the individual. Mayfaire calls forth the delight of springtime abundance and renewal, with maypole dancing and outdoor games.

Parents/guardians, teachers, and children join in the many preparations and tasks involved in these festivals. Each provides opportunities for parents to see student performances, collaborate with other parents/guardians, and experience the unique way Prairie Hill acknowledges the cycle of the year through its community life. Special Festival Committees of the Faculty organize and communicate the vision for these events to the greater community and coordinate parent/guardian assistance.

## **Parent/Guardian Education**

The events will be published in the Weekly Update.

## **Special Grade School Events**

Throughout the year, there are many opportunities for the grade school classes to share their work with the wider school community. This includes the various class plays, artistic performances, and special assemblies to which families are invited.

## **Graduation**

The Grade 8 graduation is traditionally held after the last day of grade school. All Prairie Hill families are invited and encouraged to attend. Guests may view a special display of the students' work representing their years at the school and attend a reception hosted by the school following the ceremony.

## **School Fundraising Events**

Prairie Hill intentionally sets a Tuition & Fee schedule that makes a Waldorf education accessible to a diverse population of students. Accordingly, Prairie Hill relies on fundraising activities and donations to supplement Tuition/Fee revenue and build a robust budget that supports all aspects of the school's daily operations as well as its future growth.

Parents/Guardians, faculty, staff and Board members are all expected to contribute their time, talent and resources to partner with us in strengthening Prairie Hill's mission.

### **Annual Appeal**

The Fund Development Committee, in coordination with the Board of Trustees, conducts an annual letter, phone and on-line campaign requesting tax-deductible cash donations. Prairie Hill seeks 100 percent participation in the Annual Appeal from each of our families, the Board, the Faculty and the Administration. This level of support demonstrates to foundations and other outside funding sources that our community is deeply invested in our students' success. We ask that our community assist us by checking to see if their employer has a matching gifts program or suggesting names of people they know, who may be interested in donating to Prairie Hill. Contact the Business Office for information on Corporate Matching Gifts Programs or to provide information about potential donors.

### **The Faire (formerly known as Yuletide Faire)**

In Fall, Prairie Hill is transformed with a bounty of music, crafts and food into a bustling Medieval Marketplace. All Prairie Hill families must participate in the Faire by making and donating crafts and baked goods and donating their time to staff the Faire. This is our largest community outreach event and raises significant funds for the school.

### **Spring Auction (not held every year)**

Auction is a themed, adults-only evening of entertainment, great food and lively silent and live auctions. Each family is asked to donate a service or item to the auction and solicit donations and sponsorships for the event.

### **School Store – The Bee Hive**

The Bee Hive sells a unique selection of arts and crafts supplies, books, toys, handcrafted items and sundries that support your child's Waldorf experience. The Bee Hive is in the wooden cabinets in the front entryway.

### **'No Sweat' Fundraisers**

Prairie Hill participates in ongoing fundraisers that benefit the whole school community with little special effort and little or no extra cost to our school families.

- Box Tops for Education: This General Mills foods program allows you to scan receipts from items with Box Tops and earn money for the school.
- Albrecht's Sentry Delafield Market Funds for Friends: Receipts from Albrecht's Sentry food store, 3255 Golf Road, Delafield, may be dropped off in the main front entry. Receipts that are six months old are considered expired. Prairie Hill receives 1% of eligible receipt totals.

### **Prairie Hill is a 501(c) (3) not-for-profit educational organization, and all donations are tax-deductible.**

*Also see "Fundraising" under Policies and Procedures.*

# Policies & Procedures

## Absences

The Waldorf curriculum is predicated on an oral tradition and integrated lessons that are difficult to replicate outside of the classroom. For this reason, we prefer in-person instruction and are prepared for distance learning should it become necessary for the health and safety of our staff and children.

Vacations when school is in session are highly discouraged as school absences tend to be disruptive. If your child misses school due to a vacation, all missed work must be made up upon the student's arrival back to school. Any exceptions need to be cleared with the class teacher **prior** to scheduling.

**If your child is going to be absent due to illness, please leave a message for the School Office 262-646-7497 x10 by 9:00 a.m. and text your child's teacher as well. This ensures that the teacher knows right away.**

You, your child's teacher and, when necessary, our Learning Support Coordinator will determine the best way to keep your child at pace with the class academically and socially when absences occur.

## Arrivals – Grade School

Please note that arriving at school prior to 8:00 am is important for your child's learning experience. Making connections before class begins helps children feel settled and ready to learn. Teachers start the day with specific activities to help the students feel like part of the class and to wake up the body and mind for learning. Tardiness leads to an unsettled feeling for the student that tends to stay the whole day.

Please make every effort to drop your child off between 7:45 and 8:00 am. If your grade school student is tardy, please drop them off at the front of the school. If your Early Childhood student is tardy, you are responsible for dropping your child off with one of the Kindergarten classes in the back parking lot.

Morning Drop-off opens at 7:45 a.m. using these traffic patterns ([click here for specifics](#)). Students will begin their day outdoors unless there is inclement weather (eg. lightening, 0 degrees or below, too rainy in the morning.) If this is the case, they will enter through the front door.

Students arriving when the classroom door is already closed must wait quietly in the hall. After verse is spoken, the teacher will open the door and invite them into the classroom. Any student entering the outside or indoor classroom after 8:00 a.m. is considered tardy. All grade school teachers keep a record of all tardiness and absences. These become part of each student's permanent record.

## Arrivals – Early Childhood

The teachers will set up procedures for the arrival of their students through the drop-off/pick-up traffic pattern and share this information with the parents in their class.

### **Building Use**

The school has a limited availability for gym and room rental. Building Rental requests must be submitted to the Administrator two weeks in advance of the date requested.

### **Carpooling**

Transportation to and from school is the responsibility of each family, and many parents/guardians choose to set up private carpooling arrangements. Please add carpool parents/guardians to your pick-up list.

### **Cell Phone Usage**

**No cell phones are allowed in the hallways or classrooms of the school.** We ask adults to be good examples to our students in the way they use their cell phones.

If you need to be in contact with your student during school hours, please call the School Office. If your student needs to contact you during the school hours, they will also be directed to the School Office.

For students participating in field trips, sports or extracurricular activities sponsored by the school, they are representing the school and therefore rules that apply during school hours will also be followed.

When the policy is not followed, the cell phone will be confiscated by a faculty member and returned only to a parent/guardian. This language will be added to the sports code of conduct for students, parents/guardians, and faculty.

### **Child Supervision**

During official school hours and during class performances, the teacher is responsible for supervision of your child. **At all other times, parents/guardians are directly responsible and are expected to have their children in sight and enforce appropriate behavior, including when dropping off your carpool and gathering your carpool at pick-up with the new traffic pattern. Responsibility means the child is in your sight and you are supporting appropriate behavior.**

### **Departures –**

Students will be picked up from the same place as morning drop off.

Parents/guardians must provide a list of persons approved to pick up their child. If some other arrangement is necessary on a given day, inform your class teacher and call the School Office. **Children who have not been picked up by 3:25 p.m. will be sent to the After Care program or to a staff member, and a childcare fee will be charged. Students regardless of age cannot be unattended for any length of time due to liability concerns.**

### **Early departure -**

Please note that all aspects of the children's day are important and taking children out of school early interferes with their social and academic experiences. A few hours can leave the children feeling confused or left out upon their return. In the event that it is impossible to schedule an appointment outside of school hours and your child needs to

leave school early, please let both the front office and your child's teacher know with as much advance notice as possible. [Please click here for the procedure](#) for pick up.

## Discipline

The faculty uses several different disciplinary procedures depending on the child's age, the specific infraction and a general pattern of behavior. The aim of disciplinary measures is to create a safe and harmonious environment for all children. Effective discipline should encourage self-discipline. We believe children feel more secure and act more responsibly when expectations are clear. Good discipline requires the concerted efforts of students, parents and teachers regardless of the age of the child.

In the Early Childhood Department, teachers provide clear examples of expected behavior and assist the children in understanding interactions with friends through various methods, including the use of stories and group activities. In the lower grades, the approach is similar, and helpful examples of good behavior may be brought through the curriculum. Parents and teachers serve as partners helping the children learn to work out difficulties and establish self-discipline in the context of the group. Please refer to the ***Early Childhood Parent/Guardian Handbook*** for more specific details.

### Lower School - discipline

#### PHWS LOWER SCHOOL DISCIPLINE POLICY

##### Tiers of Support

##### Tier 1: Universal Prevention (all)

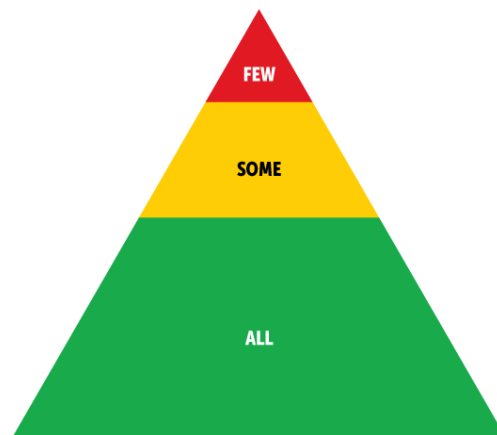
Tier 1 supports serve as the foundation for behavior. These universal supports are provided to all students. For most students, the core supports establish the foundation for delivering regular, proactive support and preventing unwanted behaviors.

##### Tier 2: Targeted Intervention (Some)

This level of support focuses on improving specific skill deficits students have. Tier 2 practices provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start.

##### Tier 3: Intensive Intervention (Few)

##### Tiers of Behavior





### Tier 1-2-3 Behavior Examples

(This is not an exhaustive list. It is meant to provide insight into possible behaviors at each level)

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>- Not complying to school rules and expectations: we are Safe, Respectful, and Responsible</li> <li>- Minor recess incidents               <ul style="list-style-type: none"> <li>- Inappropriate language</li> </ul> </li> <li>-Not completing school work               <ul style="list-style-type: none"> <li>- Not complying to adult requests</li> </ul> </li> <li>- Disruptive classroom behavior               <ul style="list-style-type: none"> <li>- Dishonesty</li> <li>- Physical contact</li> </ul> </li> <li>-Disrespecting other's property               <ul style="list-style-type: none"> <li>- Inappropriate language and name calling</li> </ul> </li> <li>- Gossip and Rumors               <ul style="list-style-type: none"> <li>- Inappropriate gestures with intent to show off</li> <li>- Inappropriate behavior</li> </ul> </li> <li>- Teasing/harassment</li> <li>- Exclusion of others</li> <li>- Rough play involving pushing</li> <li>- Incitement of others</li> </ul>	<ul style="list-style-type: none"> <li>-Continually not complying to school rules and expectations</li> <li>-Refusing to comply to school rules and expectations</li> <li>-Physically Harming others</li> <li>-Harassment/Bullying</li> <li>-Threatening others</li> <li>-Defiance/Disrespect</li> <li>- Rough play involving aggressive pushing, hitting, slapping, biting</li> <li>-Inappropriate language</li> <li>-Inappropriate gestures with intent to disrespect the other</li> <li>-Intimidation</li> <li>- Throwing Objects</li> <li>-</li> <li>Forgery/theft/plagiarism</li> <li>-Property Damage</li> <li>-Possession of alcohol, drugs, tobacco</li> <li>-Possession of harmful objects, such as knives, bullets, matches, firecrackers</li> <li>-Improper use of electronic devices</li> <li>-Incitement of others</li> <li>-Inappropriate (e.g., sexual) physical contact</li> </ul>	<ul style="list-style-type: none"> <li>-Tier 2 behaviors continue despite interventions</li> <li>- Dishonesty</li> <li>- Physical and/or verbal aggression</li> <li>- Defiance/disrespect</li> <li>-Harassment/bullying</li> <li>-Intimidation</li> <li>-Throwing objects</li> <li>-Forgery/theft</li> <li>-Property damage</li> <li>-Possession of alcohol, drugs, tobacco</li> <li>-Possession of harmful objects, such as knives, bullets, matches, firecrackers,</li> <li>-Improper use of electronic devices</li> <li>-Incitement of others</li> <li>-Inappropriate (e.g., sexual) physical contact</li> </ul>

## Teaching Methods / Consequences / Interventions/ for Behavior

<p><b>Tier 1</b></p>	<ul style="list-style-type: none"> <li>• Prevention (these are not suggestions!):             <ul style="list-style-type: none"> <li>o For all teachers                 <ul style="list-style-type: none"> <li>▪ Teach appropriate behavior to all children</li> <li>▪ Practice appropriate behavior</li> <li>▪ Teachers model appropriate behavior</li> <li>▪ Establish relationships with each individual student                     <ul style="list-style-type: none"> <li>• Shake hands before class begins.</li> </ul> </li> <li>▪ Have a consistent rhythm in class                     <ul style="list-style-type: none"> <li>• Begin and end with a verse</li> <li>• Make sure the lesson breathes</li> </ul> </li> <li>▪ Allow for humor – every day there should be laughter</li> </ul> </li> <li>o For Class Teachers                 <ul style="list-style-type: none"> <li>▪ Class meetings</li> <li>▪ Journaling</li> <li>▪ Social-Emotional Skill Lessons and practice</li> </ul> </li> </ul> </li> <li>• In the moment:             <ul style="list-style-type: none"> <li>o Intervene early before unwanted behaviors escalate</li> <li>o Intervene: "I see that you are struggling with _____. Do you know how to do it right?"</li> <li>o Bring Awareness: "Tell me what you need to do it right."</li> <li>o Do it over: "Please try it again."</li> <li>o Praise: "Great job! I like how you...."</li> <li>o Gentle reminders</li> <li>o Praise student for positive behavior</li> <li>o Providing positive choices ("You may ____ or ____")</li> <li>o If it gets to be too many students and learning has stopped happening, a teacher must stop and students need to sit quietly in order to come back to the present, allowing their breathing to return to normal. Then do some organized breathing, and slowly go back to the learning situation. This may include changing directions because the activity may not work for that group at that time.</li> <li>o If there is another misbehavior during the same lesson (esp. for subject teachers), teacher will quietly take a magnet that each student will have on the right-hand side of their desk.</li> <li>o A 3<sup>rd</sup> misbehavior results in giving up their last magnet.</li> <li>o 3<sup>rd</sup> misbehavior result in Tier 2 (I.E. Incident Report)</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• MUST: Monitor student progress <ul style="list-style-type: none"> <li>◦ Write it down for data keeping: (subject teachers, use Yellow Card form), for each student and leave with class teacher; class teachers, keep a journal or some format)</li> </ul> </li> </ul>
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<p><b>Tier 2 (resisting rules or expectations)</b></p> <p><i>("We do not do that at Prairie Hill. How has your behavior harmed/affect ed others and how have these relationships been affected?)</i></p>	<ul style="list-style-type: none"> <li>• Supervision ("Would an adult standing next to you help?)</li> <li>• Pre-planning (ex. Plan for recess)</li> <li>• Letter Writing with restorative mindset</li> <li>• Social skills interventions</li> <li>• Check-ins <ul style="list-style-type: none"> <li>◦ Check-in/Check-out form</li> </ul> </li> <li>• Behavior Monitoring</li> <li>• Removal from difficult settings/situations (until ready to re-enter with support/training/restorative practice)</li> <li>• Provide time (Do you need a break?)</li> </ul> <p><b>MUST:</b></p> <ul style="list-style-type: none"> <li>• Write up an Incident Report; put a copy in Social Inclusion mailbox.</li> <li>• If the Incident Report includes the teacher's recommendation for a Restorative Conference, Social Inclusion will notify the parents and/or guardian and schedule an in-school meeting with student(s) involved and the Social Inclusion team.</li> <li>• The Social Inclusion group will</li> <li>• Additionally, Social Inclusion may conduct further investigation of the incident prior to the Conference.</li> <li>• If the teacher and Social Inclusion determine that a Formal Restorative Conference with parents/guardians is appropriate, the response moves to Tier 3.</li> <li>• Part of the Restorative Conference must include future actions – (ex. <i>If this behavior continues, student will move to Tier 3</i>)</li> </ul>
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<p><b>Tier 3</b></p> <p>(a) previous restorative methods have failed to correct the behavior  (b) previous Restorative Agreements have not been fulfilled  (c) the misconduct compromises the welfare of other students or  (d) has disrupted the learning environment.</p> <p>Formal Restorative Conferences are conducted by Social Inclusion and Learning Support, and are attended by the teacher, student, parents and/or guardian.</p>	<p>If (a) or (b) (see left):</p> <ul style="list-style-type: none"> <li>Formal Restorative Conferences are conducted by Social Inclusion and Learning Support, and are attended by the teacher, student, parents and/or guardian.</li> </ul> <p>If (c) or (d) (see left):</p> <ul style="list-style-type: none"> <li>Immediate removal from class <ul style="list-style-type: none"> <li>An In-house or At-home restorative suspension is required, length determined by Social Inclusion Group and teacher</li> <li>Before returning to the class, a Restorative Suspension action needs to take place.</li> <li>A restorative conference is scheduled with student and the person(s) harmed. This must take place before returning to the classroom. The teacher/social inclusion group will guide the conversation.</li> </ul> </li> </ul> <p>In all cases:  The Formal Restorative Conference is the final step. Conditional Enrollment will be required and instated. The group attending the conference will fill out the form that will include expectations of student behavior, and at what point student enrollment is terminated.</p>
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## Yellow Cards

Our subject teachers, teachers and staff use this Yellow Card to communicate to class teachers with concerns they have about the students.

For Lower Grades:

Today I received a Yellow Card because:	
<ul style="list-style-type: none"><li>• I did not finish my work.</li><li>• I was not being a good friend.</li><li>• I interrupted the lesson with my talking and behavior.</li></ul>	<ul style="list-style-type: none"><li>• I chose not to stay in my seat during lesson.</li><li>• I did not follow the teacher's directions.</li><li>• I did not keep my hands to myself.</li></ul>
Name: _____ Date: _____	
Comments: _____ _____	
Teacher's Signature: _____	

For Upper Grades:

MIDDLE SCHOOL VERSION: Today I did not follow this part of the Code of Respect in Class:	
<ul style="list-style-type: none"><li>• (1) Be Prepared For Class</li><li>• (2) Have Materials</li><li>• (3) Have Work Done When Due</li></ul>	<ul style="list-style-type: none"><li>• (4) Listen Respectfully</li><li>• (5) Respond To Teacher Respectfully</li><li>• (6) Respect Others And Property</li><li>• (7) Eat And Drink At Appropriate Times/Places</li><li>• (8) Clean Up After Yourself</li><li>• (9) Observe Dress Code</li></ul>
Name: _____ Date: _____	
Comments: _____ _____	
Teacher's Signature: _____	
Check if this is a mark: <input type="checkbox"/>	

## Purple Cards

Our subject teachers, teachers and staff use this Purple Card to communicate to class teachers when they have something positive to report about students.

### PHWS SCHOOL

Today I received a Purple Card because:  
*Choose one below or write below in the comments*

- Be Prepared For Class
- Have Materials
- Have Work Done When Due
- Helped a classmate
- Helped a faculty or community member

- Listen Respectfully
- Respond To Teacher
- Respectfully
- Respect Others And Property
- Clean Up After Yourself

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_

Faculty Signature: \_\_\_\_\_

### Discipline – Middle School

In the middle and upper grades, we make a more direct demand for individual responsibility. At the beginning of the school year, each sixth through eighth grader, their parent/guardian(s) and their class teacher will sign a "Code of Respect" that spells out very clearly the type of behavior expected at Prairie Hill. The fourth and fifth graders do not sign the Code, but it will be thoroughly explained in class and sent home.

When a teacher observes a child behaving in ways that do not uphold the Code of Respect, this misbehavior will be brought to their attention; and, if necessary, the disciplinary process will follow. If a child is old enough to fully understand a Code of Respect and then chooses to disregard this code, then they expect that we will meet them with a clear consciousness of the good behavior they are capable of, find a way to help them achieve it, and help them to be accountable when necessary.

### Discipline – Code of Respect

1. I will be in my classroom at starting time and move immediately to my seat at the teacher's request.
2. I will be prepared for each class. I will have required materials for each class in the classroom.
3. I will bring each assignment neatly done on the day it is due.

4. I will listen respectfully to the person who “has the floor.”
5. I will respond immediately and respectfully to the teacher’s instructions.
6. I will respect other people and their property, and the school’s property.
7. I will only eat or drink at designated times and places (no gum on school grounds).
8. I will clean up after myself in all situations.
9. I will observe the school dress code.
10. I will do my own work, not copy nor plagiarize from other sources.

### **Discipline – Disciplinary Process**

In the upper grades, there is a gradual progression in accountability for individual conduct and responsibility. By Grades 6 – 8, misbehavior will result in a mark that is recorded in the teacher’s weekly logbook. Incomplete or late assignments are recorded and tallied separately. Students may be required to complete missing work during a recess period. In both cases, a second infraction (during a Monday-Friday week) results in the student serving an after-school detention (the next Thursday) of which the parents/guardians have been notified. During this time, the student is required to reflect upon his or her behavior and its effect upon the class, and then to write a reflection about this. These reflections will be reviewed and signed by the teacher giving the detention and returned to the student. A second detention will cause the discipline committee (which includes faculty and administration) to meet with the student, and a discipline slip will be sent home to be signed by a parent/guardian. A second discipline slip within 30 days will result in conditional enrollment. A serious infraction may result in immediate detention or suspension.

In some instances, when a student’s behavior is a clear, intentional violation of school rules (e.g., hitting, fighting, etc.), steps in the discipline procedure may be skipped. With more serious infractions, such as stealing, leaving the school grounds, using profanity, illegal drugs or alcohol or any other behavior that causes bodily harm to another or destroys school property, parents may be called immediately.

**At any grade level a serious infraction may result in immediate suspension. Suspensions and dismissals are noted in the student’s permanent file.**

Communication with the parents/guardians on discipline issues will be clear and timely. The teachers will keep parents/guardians informed and expect parents to talk with them about discipline issues at school and at home.

If a child repeatedly breaks the rules of conduct and the disciplinary process is ineffective—if a student is chronically serving detentions, for instance—a meeting will be called with the parents/guardians to develop a plan that will help the child undertake changes that are needed. At this point, conditional enrollment, suspension or dismissal may be considered.

### **Discipline - Dismissals**

Dismissal of a child from Prairie Hill is a rare event and would take place only after working through an established procedure with the teachers, the parents/guardians and the child.

1. The primary reasons for dismissal would have to do with the discovery that the child’s needs or the needs of the class as a whole cannot be met by continued

enrollment. Whether the problem is social, academic, emotional, or behavioral, there would be communications between the child's teacher, the Care Group and the child's parents/guardians before any formal action would be taken.

2. Dismissal would also stem from refusal on the part of the parents/guardians to uphold an agreed-upon Tuition Pledge Contract and tuition payment plan. This would take place only if the family refused to communicate with the school's financial body regarding why payments had ceased. Continued enrollment or re-enrollment can be denied to any student if the school reasonably concludes that the actions of a parent/guardian are inconsistent with the establishment and/or maintenance of a positive working relationship between the school and the student's parents or guardians.

### **Discipline - Weapons**

No person shall possess, use or store a weapon on school property, on school transportation or at any school-sponsored function or event. This prohibition does not apply to law enforcement officers, military personnel who are armed in the line of duty, or other professionals who use these types of items in their line of work.

A weapon is any object that by its design and/or use can cause bodily injury or property damage. This includes but is not limited to firearms, BB and pellet firing guns, knives, razors, karate sticks, nunchaku, metal knuckles, chains and similar items that could cause injury such as firecrackers. A weapon is also defined as any facsimile firearm such as a toy, starter pistol or any other object that can be perceived as an actual weapon.

All students who violate this policy shall be referred to law enforcement officials and shall be subject to school disciplinary action, including suspension and/or expulsion, in accordance with state and federal laws. Possession of a firearm on school premises, loaded or unloaded, will result in immediate suspension and recommendation for expulsion. The student's parent(s)/guardian(s) shall also be notified. Weapons will be confiscated by the teacher in charge or by the administrator.

### **Suspension and Expulsion Policy with Appeal Procedures:**

#### **Suspension**

Parents/guardians will be called to remove their student from school immediately for a disciplinary infraction and/or consistent or serious disregard of school policy. Before a student may be readmitted to class, the parents/guardians need to meet with the class teacher, and sometimes other personnel to discuss the matter and set conditions for the student's return to school. The following are examples of misconduct that may result in a student being sent home the day of occurrence and/or for a predetermined number of subsequent days:

- Violent acts which physically hurt another person or deliberately destroy property
- Bringing illegal substances to school
- Bringing a weapon to school
- Any action that endangers the safety of another person
- Blatant defiance
- Theft or accessory to theft
- Leaving school grounds during school hours without permission



- Emotional or physical harassment of another school member (student or adult)
- An accumulated record of misconduct/detentions

A student may be suspended while the staff and parents are working together to resolve student or parent(s)/guardian(s) issues.

### **Probation**

Prairie Hill Waldorf School reserves the right to place a student on probation under any of the following circumstances:

- New students are admitted with a standard 60-day probation period during which the school evaluates its abilities to meet the student's needs. Checks-ins will take place during this period; then a decision will be made for frequency thereafter.
- A student may be placed on disciplinary probation with a behavior contract as a consequence for a disciplinary infraction and/or consistent or serious disregard of school policy or as a result of two or more suspensions in a single semester.
- A student may also be placed on academic probation with an academic behavior contract.
- A student who has exceeded the limit of excused absences, unexcused absences, or tardy days for a given school year, is promoted to the next grade on a probationary basis with a continuing contract.

### **Expulsion**

Prairie Hill Waldorf School reserves the right to expel a student under any of the following circumstances:

- If a student fails to fulfill the terms of academic, disciplinary or attendance probation
- If the student's behavior is deemed destructive to the life of the school community or dangerous to self or others
- If a student's special needs are greater than the school's ability to meet them
- If it becomes clear to the school that the parent(s)/guardian(s) is no longer willing or able to hold good faith discussions or to abide by conduct contracts for the student or parent(s)/guardian(s).
- If a student brings a weapon to school
- If a private pay family does not make a tuition payment by Sept. 15 and has not contacted the school regarding special circumstances

### **Restriction from Sports Participation**

Class teachers and coaches may restrict students from sports participation for behavioral, academic or attendance reasons, at their discretion.

### **Due Process**

Parents/guardians of students who are suspended or expelled may appeal the action. Appeals are directed to and handled by a committee of school leaders. They must be received in writing within five days of notification of the decision.

## **Parental/Guardian Behavior at School**

Parents/guardians are asked to sign a Family Pledge of Understanding at the beginning of each school year demonstrating their general support for school rules. In particular, three of the pledge items underscore the issue of appropriate behavior for parents/guardians. Parents/guardians who do not abide by the Family Pledge of Understanding may be required to meet with the administrator or other school personnel to address the behavior issue. Parents/guardians who repeatedly disregard the Family Pledge of Understanding may be required to sign a contract outlining conduct objectives that must be met for their family to continue to stay at Prairie Hill. Parental/guardian behavior can be a reason for the expulsion of a student from Prairie Hill.

## **Dress Code**

Prairie Hill Waldorf School's intent is to sustain a community that is inclusive of a diverse range of identities. While the primary responsibility for a student's attire resides with the student and families or guardians, Prairie Hill Waldorf School is responsible for seeing that student attire does not interfere with the health or safety of any student while at school and that student attire does not contribute to a hostile or intimidating atmosphere for any student. The school is also responsible for seeing that dress code enforcement does not reinforce or increase marginalization or oppression of any student or interfere with any student's engagement in learning or feelings of safety, security, or belonging in the classroom.

### **Goals:**

Our dress code is designed to accomplish the following goals:

- Maintain safe and functional learning environments.
- Allow students to wear clothing of their choice that is comfortable both sitting and doing many forms of movement.
- Allow students free movement on the playground in all types of weather.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Allow students to be free of distraction.

School is a place of work and play and we ask that the children's clothing be neat, safe and appropriate for the movement that takes place at school. In the classroom, children need to be comfortable, both sitting and doing many forms of movement. On the playground, they need to have clothing that is appropriate for all types of weather and comfortable for strenuous exercise. For grade school students, a pair of tennis shoes is requested that will be worn exclusively inside the school (not to be used for outdoor play). This is for child safety, to keep our classrooms clean and to protect the gym floor.

Clothes, shoes, lunch boxes and book bags should be free of media messages or media pictures. Children are always welcome to wear Prairie Hill spiritwear.

## **Expectations:**

Our dress code requires the following student attire at school and school functions:

- Students **must wear** a top (with fabric in the front, back, and on the sides under the arms), bottom (pants/sweatpants/shorts/skirt/dress/leggings), and shoes at all times. Some activity-specific requirements may apply (including Physical Education, Woodwork, weather-based outdoor requirements, and field trip-based activity requirements).
- Student's clothing should comfortably allow all types of movement without exposing undergarments.
- **Clothing is free of media images, writing, and large logos.**
  - We ask that logos and writing take up no more than 2 by 2 inches.
- Shorts may be worn to school when the temperature is above 65 degrees at the beginning of the day. Children may bring shorts or wear them under other clothing to change into as the day grows warmer, once it has reached a "feels like" temperature of 65 or over
- Please choose shoes that are free from lights, heels, sandals without backs and wheels.
- Please choose comfortable shoes that allow the children ease of safe movement.
  - Crocs are not recommended at school as they become very slippery when floors are wet.
- We ask that students refrain from wearing a watch to school until telling time is introduced. At that time, it is helpful if children wear an analog watch to help reinforce concepts learned in the classroom. **Smart Watches are not allowed.**
- At teacher's discretion, brimless hats that follow the dress code, will be allowed indoors.

When a faculty member finds clothing inappropriate for the classroom, they will be given a Prairie Hill t-shirt to wear for the day. In middle school, the discipline policy and detention will apply in cases of repeated disregard for our clothing policies.

Please send an extra change of clothing as well as outerwear for your child that is appropriate for the weather of the day (this includes head coverings). We expect to send your child outside at recess/playtime in all but the most extreme weather conditions. See Recess section for appropriate outdoor attire. Our temperature guide is posted by the recess flag.

## **Dress Code – Assemblies**

Children are encouraged to dress up for special occasions such as the opening and closing assembly days. Dress shirts, slacks, skirts or dresses, which can endure a short morning recess period, are appropriate for such celebrations. Teachers will communicate other special dress needs for class performances.

## **Dress Code - Gym Class for Middle School Students**

Changing into gym clothes is strongly encouraged. If students choose to do so, the changing of clothes must happen within the transition times allotted.

### **Electronic Amplification**

At Prairie Hill, we are committed to supporting and educating the faculties of the children so that the sense of hearing, an appreciation for the spoken word and an understanding of music can be fully developed. Toward that end, we try to provide live music and speech to the extent possible in our classrooms, at our fairs, and at community and public gatherings.

### **Electronics and other Devices**

Toys and electronic games, headsets and laser pointers are not to be brought to school or to any school-related function or trip. If any of these items are brought to school, without a class teacher's prior consent, they will be kept by the teacher until returned to the parent/guardian.

### **Field Trips**

Children in the grades participate in field trips each year to enrich areas of their curricular study. For the younger grades, short day trips stay close to school. In the upper grades, the students will experience their first overnight field trip and the trips may be longer and travel more extensive. Day trips are covered by class fees while some of the costs for overnight trips are an added expense paid by parent(s)/guardian(s).

The Grade 8 class trip is a special, extended trip, the goal of which is to provide a culminating experience that augments the students' eight years of curricular work. Equally important is for the students to experience the culminating joy and beauty of the social bonds that they have worked to forge for so many years. The spirit of adventure that permeates the trips is also a safe avenue for adolescents to satisfy the need to test their self-reliance.

Chaperones accompany students on these field trips and act as representatives of the school. For this reason, *Field Trip Chaperone Guidelines* and policies pertaining to the planning and participation in these trips will be shared with you by the class teacher prior to the trip. The class teacher will determine chaperones for each field trip. Chaperones may be class parents/guardians or other adults connected with the Prairie Hill community, according to the goals of the field trip. All Drivers for field trips must fill out a *Volunteer Driver Application Form* (completed once a year) and return it to the School Office before participating. Chaperones may not put pictures of field trips on any public social media.

Criminal background screenings must be run on all volunteers who have regular and repeated contact with children. Any overnight exposure utilizing volunteers should require background checks for those volunteers. **A background check is to be done every three (3) years.** The results of the confidential criminal background check are located in the locked HR file cabinet in the Administrator's office. If criminal activity has been registered and reported, the Administrator in consultation with HR will make a decision regarding continuation of the volunteer.

# Financial Policies

## Tuition Payments

A signed Tuition Contract is kept on file for every family enrolled at Prairie Hill. The School currently uses FACTS tuition management service to handle the collection of all monthly plans. A pay date of the 5<sup>th</sup> or 20<sup>th</sup> may be chosen. Full (annual) payment may be made directly to the school. Refer to the back of your Tuition Contract for fees associated with late payment or returned checks. Please do not send checks or cash with your child, mail or drop at the school office. *For safety and liability reasons, we ask that families do not make cash payments in excess of \$500.00.* A check or money order is greatly appreciated.

So that all families may be treated equitably, the Board of Trustees has established a late payment collection process. It is our desire to create an active, supportive dialogue with families for working out financial goals.

### Phase I

When tuition, Care program, or supply fee payment is *30 days late*, a billing statement is sent as a reminder and a late fee is charged. (FACTS assess their own fees for missed payments; consult your copy of the Tuition Contract.) A reminder of the late payment collection policy will be included.

### Phase II

When a payment is *60 days past due* and no initiative has been made by the family to inform the school of an emergency hardship and to submit alternative payment plans, the family will be called and requested to keep their child(ren) at home until tuition payment is resumed.

At the initiative of the family, proposals for alternative payment plans will be reviewed by the Administrator, and as necessary, the Board of Trustees. Reasonable efforts will be made to accommodate a family's unexpected financial emergencies.

**Where tuition has not been received in full for any student, or library books, fines or school property are missing, the end-of-year student report will not be released to the family or new school. Enrollment is contingent on payment of any overdue accounts or an approved payment plan. The Business office will notify parents/guardians if they will not be receiving a student report due to unpaid account balances.**

## Tuition Adjustment

Financial support is available to those families who are not able to pay the full tuition amount. Tuition adjustment is a reduction coming directly from the operating budget. Applications for Tuition Adjustment are made in the spring as a part of the re-enrollment process for the coming school year. The school uses FACTS as a third party to determine eligibility for all requests. There is a fee for this service. All requests will be handled confidentially.

## Release of Information

In cases where the parents are divorced or separated, information about a student, including but not limited to tuition payment and balances, student records and other confidential information, will only be released to the parents/guardians who have signed

the Tuition Contract.

### **Transportation Contracts**

Each year, requests for reimbursement of bussing fees are filed for families whose school district boundaries lie within five miles of Prairie Hill (according to State Codes). These districts include Pewaukee, Kettle Moraine, Waukesha, Hartland-Lakeside and Arrowhead (including Lake Country, Merton, North Lake, Stone Bank, Richmond and Swallow). Reimbursements are granted based upon student attendance days. For more information, please contact the School Office.

### **Fundraising**

Grades 6, 7, and 8 are the only classes that may engage in fundraising activities specifically intended to support their Grade 8 class trip. All other fundraisers must benefit the school, unless otherwise approved by the Advancement Committee. Fundraising proposals for the upcoming school year, including class trip fundraisers, must be submitted by July 1<sup>st</sup> to the Fund Development Director for Committee review and approval and inclusion in the master school calendar. Fundraising ideas submitted after this date are to be forwarded to the Fund Development committee for consideration at a regularly scheduled Fund Development Committee meeting. These policies were developed with the intention of creating balance in the fundraising life of the school and to avoid impromptu fundraising and direct competition with school-wide fundraising.

### **Graduation Requirements/Criteria for Participation in End-of-the-Year Activities**

In an effort to help middle school students be more successful in middle school, to help them develop and maintain good study habits and focus, and to provide a structured transition from elementary school to high school, the criteria for promotion and end-of-year activities are listed below. These will be reviewed and shared between teacher and family at designated times.

Students who fail to complete these tasks or who are in danger of not completing these tasks will be placed on probation and will be required to meet with the faculty on a weekly basis who will put together an intervention program in order to be considered for promotion.

Requirements for Graduation from Prairie Hill Waldorf School:

- Completion of all lesson books to the teacher's satisfaction.
- Completion of all homework to the teacher's satisfaction.
- Passing grade test scores.
- Classroom citizenship is in good standing. (Class Citizenship is the quality of a person's response to being a part of a community, with a focus on empathy, respect, compassion, diversity, and inclusion and your role in supporting this important work as a class.)
- Respect for all disciplinary policies.
- Satisfaction of all attendance requirements in accordance with the school policies.

The Eighth Grade Teacher will distribute a form at the beginning of the school year for both students and their parents/guardians to sign so that all parties are aware of these requirements.

All tuition must be paid seven (7) days prior to the scheduled date of graduation. No end-of-year student report or other records of any kind will be released pertaining to the graduating child until tuition and other payments are paid.

### **Gum**

Gum chewing is not permitted on the school grounds at any time or at any Prairie Hill activity. Exceptions may be made for pedagogical reasons when working with Care Group.

## **Health Policies**

### **The Health Room Card**

These cards are confidential, serve as the parent/guardian permission for emergency medical care and contacts for pick-up when children become ill during the school day. They are in compliance with HIPAA regulations.

### **Medication & Doctors Orders**

If your child needs to take allergy medication, an inhaler or epi-pen during school hours or on a school field trip, please contact the School Office for the **proper consent forms** to remain on file as guidelines on medication administration. *Children who need cough medicine, ibuprofen or other medications to relieve their symptoms, or children who are generally unwell, may not come to school until they are without symptoms or have a physician's note.*

Your child's teacher must be advised anytime a child begins a new prescribed medication, has an adjustment, or discontinues use. This will help the teacher understand mood swings and to watch for possible adverse reactions.

### **Vomiting or/and Diarrhea or any contagious illness**

If a child vomits or has diarrhea, they must remain at home until all symptoms are gone and no vomiting or diarrhea for **24 hours**. If the vomiting or diarrhea occurs at school, and is unrelated to illness (e.g., a response to food, caused by anxiety, etc), and the child has no other symptoms, the child may remain at school and the caregiver will be notified. Teachers will use common sense and evaluate this on a case by case basis. Keep in mind, when a child has been vomiting, they may be exhausted for at least a day with little energy.

**If the child has a fever or is vomiting, he/she must remain home for one full fever-free day (24 hours) before returning to school.**

### **Cough Drops**

The health room, front school office and the teachers will not have cough drops to hand out to children. Cough drops are not allowed for students in the Early Childhood due to safety concerns. Alternatively, tea will be offered if the circumstances allow. Parents of Grades students who feel their children need cough drops, must bring a bag of cough drops to the classroom teacher along with the signed "Medication Release Form" found on the website under parent resources. These cough drops will be kept in possession of the teacher.

### **Restricted Participation**

If a child is **unable to participate in any subject class** (including gym), a note signed by the parent/guardian needs to be given to the class teacher in advance. Children will be given indoor recess on those days to aid their recovery. After non-participation in a subject class two consecutive times, a written doctor's excuse is required.

### **State of Wisconsin Requirements and School Sick Policy**

To protect the health and well-being of all children in the school:

1. Prairie Hill will have a zero-tolerance policy for illness on campus. If your child displays symptoms of illness, they will be sent home. Symptomatic students will need to remain at home until their symptoms are resolved. To lessen the time your child needs to be home, you may choose to do the following:
  - have a physician give an alternative diagnosis
  - If your child suffers from chronic conditions, such as allergies, please inform your teacher and the front office, so we can respond to their symptoms appropriately.
2. The **Health Room Card for Emergency or Illness** and the **Immunization Card\*** must be returned to the school by the August Supply & Form Drop off day.
3. Food and other allergies need to be made known to the school staff.
4. Children with sore throats, fever, inflammation or draining of the eyes, rash, vomiting, diarrhea, lice or any communicable illness, shall not be brought to school.

**In addition to the above-mentioned State Requirements**, Prairie Hill will follow the procedures below in the event of illness, accident, or emergency.

1. In case of illness and/or injury, parents/guardians will be contacted by the Health Room Coordinator, the School Office or Administrator, or the child's teacher to inform them of the action taken by the school.
2. The child will be provided with a cot and blanket away from other children, if they can be safely moved, and within sight and hearing of a staff member
3. If parents/guardians cannot be immediately contacted, the instruction on the **Health Room Emergency Card** will be followed. At least one contact person listed on the Health Room Emergency Card must be available for immediate pick-up of the child.
4. First aid will be administered until the parents/guardians, designated other adult, or in emergency situations the Emergency Medical Services (EMS) 911 arrive at the school.
5. If part of the child's treatment requires antibiotics, the child may return 24 hours after their first dose of antibiotic. Your cooperation with the above procedures is necessary to keep our children and faculty safe and healthy.

***\*In Wisconsin, parents/guardians may choose to immunize or not, or choose which doses and when to have them given. Please note per state of Wisconsin Law "If an emergency arises, consisting of a substantial outbreak as determined by the department by rule of one of the diseases specified in sub (2) at a school or in the municipality in which the school is located, the department will order the school to exclude students who are not immunized until the outbreak subsides."***



## **Head Lice Policies**

We have found it necessary to create an explicit policy regarding head lice (pediculosis) and procedures for both school and families.

### School/Faculty/Staff Procedure:

Upon learning or being informed that a child has pediculosis, the school will call the family so the child can be picked up. They should be taken home as soon as possible and given treatment as described by the Department of Health & Social Services, a copy of whose procedures will be given to the parent/guardian by the school. The school will then notify each family in the class about the case and a member of the Health Room staff will personally check each child in the affected class. At the end of the school day, the classroom will be thoroughly cleaned using a powerful vacuum, and all potential materials where lice might drop eggs or attach themselves (such as play cloths, costumes, etc.) will be removed and treated. If a child with pediculosis has siblings in other classrooms at the school, this procedure will be used for those rooms as well.

### Family Procedure:

If a parent/guardian suspects that their child has head lice, they should immediately seek the advice of someone who can confirm this condition. Upon confirmation, the Health Room Coordinator should be notified immediately. Parents/Guardians can feel free to ask the Health Room Coordinator who is experienced in detecting lice to help them check. If a child is diagnosed with pediculosis, the family should immediately follow the treatment prescribed by the D.H.S.S. (the school will give parents/guardians a written copy). After using the appropriate shampoo or cream rinse, parents/guardians should NOT assume the condition is cleared up. The shampoos and other products can kill lice and some of the eggs or nits but may not kill all the nits. Unfortunately, it only takes one live egg to re-infest a child and potentially other family members and/or classmates. After use of the suggested products, it is necessary to meticulously search each strand of hair on the child's head and to remove by hand each of the remaining nits.

Once this is done as completely as possible, please make an appointment with the Health Room Coordinator who will check the child before their return to school. If the child still has nits, the family will need to continue the process of manually removing the eggs until they are totally gone. For the protection and health of all the children at the school, a child with nits still visible in his/her hair will need to return home to prevent passing the condition back and forth indefinitely.

## **Learning Support Program**

### **Learning Support**

Students may be identified as needing learning/social support services when there are concerns about development and/or academic or behavior challenges that are impacting the student's well-being in the class. Students may be referred for learning support services by direct referral from the class teacher and through ongoing class assessment processes (with the Care Group faculty group).

If a student needs OUTSIDE learning support services during the school day, the parents/guardians need to contact the class teacher as the first step in arranging these services.

Once a student is identified with a learning support need, by either the teacher or test administrator, the Prairie Hill Learning Support Referral Process is initiated. The student may be referred to tutorial assistance in reading, writing and math; individual and small group sensory integration activities; classroom movement activities; and extra lesson exercises which include movement, form drawing and painting. The fee for outside services are the responsibility of the family.

### **Student Support Requirements**

Although Prairie Hill Waldorf School strives to meet the needs of our students, sometimes a child's needs may be beyond the programming and staffing our school presently has to offer. Occasionally there are referrals to other health care professionals or educational resources—e.g., public school multidisciplinary team process, private tutoring. Teachers may at times recommend and even require formal testing or outside supplemental support services as a contingency of enrollment. This may be initiated by teachers for an individual student request using our *Student Support Requirement/Care Plan Form*.

### **Library**

Prairie Hill Waldorf School maintains a student library to provide our grade students with reading materials that are appropriate for their age and supportive of the school curriculum. Our library is supported through an annual book fair, monetary donations, gifts, and volunteer hours. Students may check out books for one week and renew them.

There are also books for parents/guardians to read to younger children and are available for check out by the parent/guardian. In addition, there is a library of books for parents/guardians to read related to Waldorf education and parenting.

### **Lost & Found**

Please label ALL your child's personal belongings, clothing, lunch box and boots in such a manner that these are easily recognized by your child or others. Labeled items will be returned to its owner; unlabeled items will be placed on the Lost & Found bookshelf. At the end of the school year, any unclaimed clothing will be donated to a charity.

### **Lunches, Snacks & Treats**

In the Early Childhood Department, a morning snack and lunch are included; the supply fee covers the cost. Grade School children should bring a snack every day in addition to their lunches. Please help your child to pack his or her own snack and lunch with an awareness of their need for a balanced, nutritious diet. Please do not pack candy, soda, or other items with large, refined sugar content.

### **Media**

Regardless of the age of their child, parents/guardians are strongly encouraged to become aware of the growing body of research about the negative effects of exposure to electronic media and devices on children's brain development, social interactions, and learning capabilities. Electronically mediated experience includes use of computers, iPads, tablets and video games, smartphone usage, television, DVDs, CDs, iPods, etc. Prairie Hill

strongly encourages limited exposure to television and other media devices (or no exposure depending on the age of the child).

### **Chrome Books**

Middle school students will be assigned a school email account for the use of school owned chrome books. These computers will stay at school and will be used in the classroom when supervised by a faculty member. Internet access is monitored and limited by the Administrator. These chrome books will be used for the state standard testing in the classrooms.

**All school issued emails will be deleted on June 30 for graduating and non returning students.**

### **Non-Harassment Policy**

Prairie Hill Waldorf School takes pride in, and is committed to, creating a safe and nurturing environment for all students, staff and parents/guardians. We believe in treating others with respect and will not tolerate any form of harassment. Harassment includes repeated, unwanted and disrespectful conduct towards another. Prairie Hill Waldorf School encourages everyone at the school to help in the prevention of harassment. Persons who observe or suffer incidents of harassment may report such incidents to a designated committee of the school leaders, which will document the reported incident and address it in accordance with Prairie Hill Waldorf School's disciplinary process for students, or, if applicable, the specific communication guidelines for adults.

### **Parking/School Parking Lot**

- **Exit and Entering:** Please pay close attention to the posted entrance, exit and stop signs on our driveways. Vehicles carrying a mix of Early Childhood and Grades children will be entering the west driveway and using the traffic pattern going to the back parking lot. Vehicles/families who do not have younger children in the Early Childhood programs will be using the **east driveway**.
- **Where to Park:** Parking spaces are limited this year due to the traffic patterns for drop-off and pickup. Other spots have been assigned to faculty and staff. If you are late in dropping off or picking up for a morning or early afternoon appointment, please use the designated spots near the front entry/steps to park and ring the doorbell for assistance.

### **Pets on School Grounds**

**Pets are to be kept in the car.** At the discretion of the teacher, there may be days when pets attend for show and tell, animal studies or other special events. These events may be held outside due to allergies.

### **Photo Release**

A designated Prairie Hill employee or photographers contracted by PHWS may take photographs of students and/or their work while they are in the classroom, on field trips, at events, or during performances. These pictures may be used in various school publications and marketing materials (including brochures and advertisements) and/or the school website or related social media platforms including Facebook, and the school blog. In addition, representatives of the media may be interested in a story relating to Prairie Hill and may wish to interview, photograph, or videotape Prairie Hill students. Prairie Hill makes every reasonable effort to supervise interactions between students and the

media/photographers. All parents/guardians are required to sign a release regarding photographs and videos of their child(ren), called the Media and Photographic Release Form.

## **Playground**

During school hours, teachers will determine whether the woods are available for supervised play. The woods can be closed to children due to seasonal conditions. Outside of school hours, we recommend that after school play take place at the local parks due to the many vehicles entering and exiting the traffic patterns. The playground rules listed below apply at all times on the Prairie Hill campus and are posted next to the recess door. All playground supervisors, in addition to teachers and staff, have the authority to discipline as needed.

The purpose of recess is to give the children an opportunity to balance the more intense, focused work they do in class. For this reason, sports during recess are restricted to games which can encourage sociability and be played with a spirit of healthy competition and sportsmanship.

## **Playground – Rules**

Attire:

- Students in grades 1-5 always need to wear hats outside
- Students in grades 6-8 need to wear hats when temperature is below 50 degrees
- Students need to wear raingear when it is raining
- Teachers on duty have the discretion to require students to wear additional layers of clothing as temperature dictates

*Winter Attire:*

- At 50° all must wear light jackets
- At 40° all must wear gloves and winter hats
- At 30° all must wear winter coats
- At 20° all must wear snow pants
- At 0° all must wear scarves or other face coverings
- All children must have separate outdoor shoes from their indoor shoes
- All must wear snow boots when snow or ice is on the ground and/or when it is actively snowing
- All must wear rain boots when it is raining and/or there are standing puddles
- The only differences are (at recess teacher's discretion):
  - The middle school students **do not** need to wear hats when temperatures are 50 or above.
  - Children playing tag when wearing light jackets may unzip or remove them if they get overheated when the temp is 40 or above
  - Older children who are playing ball games (need dexterity) can remove gloves for the duration of play in game when temp is 30 or above.
- Children may leave the playground only with permission from a playground supervisor.

- Children are not allowed beyond the fence at the playing field or the mound in the field adjacent to the basketball courts.
- The creek is off limits (as it is **not** our property).
- There shall be no side swinging or running in front of swings.
- Hardball is not allowed. Soft baseballs are available. A teacher must supervise softball, basketball, football, dodgeball, and kickball. At appropriate grade levels Spud, 4-Square and other games are allowed without direct teacher supervision.
- Boots must be worn in the woods and meadow/marsh area. Children may enter these areas only when a teacher or supervisor is present.
- No roller blades, scooters, skateboards, etc. are allowed – keep these items at home or they will be kept by the teacher until returned to the parent/guardian.
- Sticks may only be played with when building forts.
- **Tree climbing is not allowed**, even under adult/parental/guardian supervision. Supervised climbing is restricted to structures with bark chips or sand underneath.
- There may be designated areas of the playground for lower grades at the discretion of the teacher.
- Teachers or supervisors monitoring the woods will ensure that all children have returned to the building at the sounding of the bell.

### **Playground – Winter Rules**

- Snowballs, ice or snow throwing is prohibited.
- When sledding, students must wear snow pants and boots.
- When sledding, students must always sit down and face forward on sleds.
- Ice sliding is only allowed on designated grassy grounds with direct teacher supervision.
- Always play safely on the ice or snow; no chasing, shoving or other dangerous behavior.

### **Recycling**

Prairie Hill recycles paper, glass, aluminum and plastic in accordance with our waste disposal contract. Recycling is great, but reuse is preferred. Please send lunches and snacks with containers that can be brought home and used repeatedly. Many children bring their drinks in a jar or thermos and use cloth napkins. Compost bins are maintained for each classroom. Thank you for helping to support a sustainable environment.

### **Re-Enrollment**

Each year in the spring, re-enrollment materials will be distributed. Siblings can be added by contacting the Admissions Coordinator and completing the enrollment process. **An application for enrollment and application fee needs to be submitted for each new child in the family.** Please be sure to return these by the deadline to help the school plan properly for your child's needs.

### **School Security**

In consideration of the health, safety and security of all in the building during the school day, all the doors will be locked. Parents/guardians, vendors and visitors need to come to the main front entry/steps.

## **Social Inclusion, Response Plan, and parent/guardian Letter**

The Waldorf pedagogy naturally addresses issues of Social Inclusion through curriculum and pedagogical stories, drama, games and artistic development. These regular components of the curriculum help to build impulse control, empathy, perspective and imagination in the children, all crucial skills for healthy social interaction. The regular practice of politeness and courtesy, as well as appropriate modeling of healthy social interactions within the school, further strengthen the healthy social life of the community.

While working to support the healthy social development of the children, Prairie Hill recognizes that social conflict is an integral part of Human growth and development, which must be guided rather than avoided. Prairie Hill strives to help children learn how to resolve and learn from conflicts. The Social Inclusion process provides a structure which supports the possibility of gaining greater understanding of oneself and others and attempts to affect real, meaningful change in a student's social behavior.

When the naturally integrated social support tools fail to prevent persistent social conflict between individual students or groups, the Social Inclusion Response Plan provides an avenue to report and address conflicts as they arise within the school. When a persistent pattern of bullying and/or targeting is observed within the school, the following response plan provides a framework for teachers to follow.

### **Social Inclusion Response Plan**

#### **1) An informal private conversation will take place with the student(s) involved, using the DADD (Disapprove, Affirm, Discover, Do-Over)**

- Class Teachers may use a wide variety of additional interventions and resources.
- Interventions can be found in the Social Inclusion Binder, and include Class Meetings, creating a Circle of Friends, Goal Setting, and the No Blame Meeting.
- Other resources may include suggestions from conversations with the teacher's Peer Support Mentor, the Faculty Chair, Care Group, and members of the Circle of Colleagues

#### **2) If initial response does not bring resolution, class teacher will report the level of concern of the social issues to the Faculty during the portion of the weekly Circle of Colleagues meetings devoted to Traffic Light Reports. Teachers name students, or groups of students, who are at a "yellow" or "red" light.**

- Yellow Light – student has had a few social issues during the week and teachers should be aware of student during recess, transitions and other unstructured times.
- Red Light – student has had a serious social issue or repeated smaller issues during the week and needs to be monitored closely.

#### **3) When a student has had more than two consecutive "Red Light" reports (or sooner, at the class teacher's discretion), the Class Teacher will:**

- Contact the parents/guardians of the child(ren) involved to notify them of the serious or repeated social issues. The Care Group will mail the Social Inclusion Parent/Guardian Letter to the parents/guardians.
- Meet with a representative from Care Group. Together with the class teacher, they will discuss further interventions and strategies to address the student's issue and set a date for review. This step may or may not result in a formal Care Plan.
- Class Teacher will continue to record related incidents and check-in, informally, with a Care Group representative once a week.

**4) If the above has not brought resolution, the situation becomes disciplinary in nature and will be brought before the Care Group to determine the appropriate next steps, including the possibility of suspensions and/or conditional enrollment.**

- At any point during the response level process, Care Group may be consulted. If it is deemed appropriate, and the group has availability, Care Group will help facilitate exploration or recommendation of in-school or out-of-school therapeutic/remedial/counseling support.
- If at any point the student or parents/guardians are unwilling to participate in the Social Inclusion process, the process may move directly to Step 4.

**Communication with Parents/Guardians**

Dear Prairie Hill Parents/Guardians:

You are receiving this letter to inform you that your child is part of a Social Inclusion Response Plan in-process. If you have heard about an incident in which your child has been hurt by the words or behavior of another child, we encourage you to remain calm and listen carefully to what your child has to say, in their own words. Know that this process was developed to help them find resolution and reconciliation with their peer. This process also leaves room for your child to discover if they may have participated in behaviors that upset another person in ways they were unaware of, whether it is in response to, or contributing to the social conflict at hand.

If your child is participating in acts of teasing or bullying at school, remember that most of us have also been in this role at one time of our life or another. When your child is going through a time of intense social struggle, it can put pressure on family relationships as well. Try to look at ways in which you can model positive social behavior in your family, including avoiding blame, shame, and put-downs. Be firm with boundaries and accountability but show understanding and kindness as well. Your child is still developing the necessary skills to cope with the emotions and challenges he or she faces every day, and the stability of your love and expectations will help them to successfully navigate this learning experience.

As a school community, we have been given the opportunity to learn from Kim John Payne, as a mentor and a guide in implementing healthy community practices. His work with Simplicity Parenting, The Soul of Discipline, and Social Inclusion practices have greatly informed our school policies. Social Inclusion works to address issues of bullying in our school, but more importantly, it offers the children opportunities to develop important social skills like self-regulation, reflection, empathy, trust, truth-telling, and creating shared agreements. It provides a structure which supports the possibility of gaining greater understanding of oneself and others and attempts to affect real, meaningful change in a student's social behavior.

While working to support the healthy social development of the children, Prairie Hill Waldorf School recognizes that social conflict is an integral part of human growth and development, which must be guided rather than avoided. Our school strives to help children learn how to resolve and learn from conflicts. When the naturally integrated social support tools fail to prevent persistent social conflict between individual students or groups, the Social Inclusion Response Plan provides a framework for Teachers to follow, in

reporting and addressing patterns of bullying and/or targeting is observed within the school. If you have any further questions about this process, please feel free to contact your child's class teacher, who is working closely with Care Group.  
Sincerely, Care Group

### **Smoking**

Smoking is not permitted on school grounds at any time.

### **Snow Closings**

See [Emergency Closing Information](#) under General Information

### **Sports Program**

The afterschool sports programs of volleyball, basketball and track are open to students enrolled in Grades 5 – 8. Criteria for eligibility include meeting scholastic and personal conduct standards. If a student neglects class or homework, or fails to uphold the Code of Respect, participation in the sports programs may be denied. If a player receives a detention, the student will not be able to be a "starter" for the next game, miss half of said game, & report to their team as to why they received detention.

### **Teacher Office Hours**

Each teacher provides regular office hours for parents/guardians to contact them. Please make every effort to contact your child's teacher during their scheduled office hours.

### **Toys**

Toys may not be brought to school unless given prior consent by your child's teacher. Any toy brought to school without consent will be kept by the teacher and then returned to the parent/guardian.

### **Recording/photographing School Events**

**We respectfully request that you DO NOT video record or take pictures during school events such as class plays, festival performances, and certain ceremonies and assemblies.**

- Talk to your class teacher about the scheduled times preceding or following these events when photo and video opportunities will be held.
- Also, we ask that you use discretion and limit the number of photographs you take during photo permissible school functions, such as field trips, sporting events, and community dinners.
- Flash-photography is distracting and is not permitted during performances.
- **No recording of any kind during Festival of Light, Class Plays, Morning Verse, Early Childhood Birthdays, or First Grade First Day of School Ceremony.**

### **Our Reasoning:**

Prairie Hill Waldorf School offers an environment where children can grow and develop at their own pace, and where family members can form meaningful connections. Our policy regarding photography, video recording, and sharing reflect our best attempts to create a space where adults can connect, and children can express themselves fully, remain present in the moment, and feel comfortable sharing their work with the larger community. A child's work is to learn, and school is their place of work. Every project and



performance they share with you represents a moment in time on the continuum of who they are becoming. We invite you to honor the real work your children are involved in when they perform for the school community by giving them your full attention. Every learning process involves the risk of exposing our weaknesses, and some children are more easily discouraged than others. Being aware that photography or video recording is happening can cause some children increased performance anxiety. There are school events—such as the Festival of Lights, and classroom activities—such as the morning verse, where no photography of any kind is allowed. This is to help honor the mood of reverence these moments create, and to show respect for the solemnity of these times of inward focus.

Community events are a time for connecting, and the community of people sharing an event alongside you may be here for years, or only days. Sharing the event with others, without the mediation of technological recording devices, allows us to better connect with those around us, building shared memories that help to strengthen the bond between people you and your family are sharing years of your life with. We know it is tempting to believe that by recording a moment we can hold on to it longer. We hope you will find that by putting away the technology, you are able to take in the moment more deeply, and the small details of the event, and the interactions you had with those around you, will increase the strength of the precious memories you have of your child's childhood.

Children are so good at living in the moment, of enjoying their sense of an experience, of trusting that their current capacities are sufficient and valid. When children have worked on a presentation, or are involved in a ceremony or festival, they experience this living activity on a number of levels. Each moment is an expression of all the anticipation and practice leading up to an event, and all the good feelings they are sharing with their classmates and teachers surrounding them. Yet technology can only capture the visual and audio details perceptible to the recording device. The interpersonal experiences that occur in both performer and audience are as valid as those recordable details and will help to form memories as much as what was seen and heard if they are not replaced by a recorded image. Sometimes all it takes is a child seeing one image or one video of an event that they participated in to forever change their memory of the event, or to create a sense of self-consciousness that can be detrimental to their self-concept. Honoring the validity of personal experience is one of the hallmarks of Waldorf education, and we encourage you to help support this capacity in the children by allowing their own memories.

## **Visitation Policy**

### **Visitor Policy**

Prairie Hill teachers cannot accommodate drop-in visitors. There may be days and weeks that a visit is not possible because of a variety of reasons. Please plan ahead, make the arrangements and sign in and out in the front office. Visitors who plan to work directly with the children must have a background check done by the school. Paperwork for this check is available in the school office and must be submitted 5 days before the visit.

### **General Procedures**

- Classroom visits require prior approval by the teacher of that class.
- All visitors must register with the front office upon their arrival for that day and wear a visitor's badge during their visit.

- All visitors must support the mood that is cultivated in the school (electronic devices, including mobile phones, must be turned off, etc.)
- All teachers reserve the right to accept or deny classroom visits by anyone in the best interests of the class as a whole.

### **Adult School Visitors**

Prairie Hill welcomes visitors to see our school and alums to drop in to say hello and let us know what they are currently doing. Visitors observing classes must make arrangements ahead of the visit with either the teacher/s observed or through the admissions coordinator. All visitors must sign the log in the office and wear a "Visitor" badge during their visit.

### **Sex Offenders on School Property**

Any person that is a registered sex offender under Wisconsin Law is required to notify the Administrator of the specific date, time and place of the person's visit to any school facility and must notify the Administrator of his/her status as a registered sex offender. Wisconsin Statute 301.475

Parents of students enrolled in the District must notify the Administrator of his/her status as a registered sex offender and that s/he has a child enrolled in the School. Notification must occur at the beginning of each school year or at the time the individual is required to register or whenever the child is first enrolled, whichever occurs first. The Administrator may adopt restrictions of the movements within the school for a parent that is a registered sex offender.

A registered sex offender who is a student enrolled in the District is not required to provide advance notice before each visit, as long as the department, child welfare agency, or other person supervising the student under a dispositional order under Wis. Stat. Section 938.34 works with the Administrator to ensure the safety of other students. It is the responsibility of the student to verify whether the department, agency, or person has made the appropriate contact with the School.

The District and the department, agency, or person shall follow protocols, established by the District on a case-by-case basis, for ensuring the safety of other students. Notification requirements do not apply if the person will be on school grounds to vote in an election or to attend a non-school sponsored event occurring on the school grounds. 120.13(35), 301.475, Wis. Stat.

### **Student-Aged Visitors**

Special arrangements can be made for a student who is not enrolled at Prairie Hill to visit a class. All student visits need to be arranged in advance with the admissions office at [admissions@prairiehillwaldorf.org](mailto:admissions@prairiehillwaldorf.org) and the teacher of the class being visited. Information must be filed noting the reason for the visit, emergency contact information

and the duration of the visit. The parent/guardian bringing the student should sign the log at the front desk.